



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRE - PRIMARY SCHOOL CURRICULUM DESIGN

PRE - PRIMARY 1

Revised 2024

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ISBN: 978-9914-43-097-4

Published and printed by Kenya Institute of Curriculum Development

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 the 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. 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 One (PP1) curriculum design is the commencement of formal schooling in Pre-Primary Education. It focuses 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 subjects as well as strands and sub strands. The designs also outline suggested learning experiences, 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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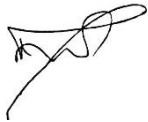
PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Pre-Primary One (PP1) is the foundation of learning in the reformed education structure as provided for in the Basic Education, Act, 2013.

The reviewed PP1 curriculum furthers the learning already acquired at home. The curriculum provides opportunities for learners to acquire pre-literacy and pre-numeracy skills as they enjoy living and learning through play and to develop self-awareness, self-esteem and self-confidence. This is very 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 nurturing every learner's potential.

Therefore, the PP1 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 PP1 and prepare them for a smooth transition to PP2. 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 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, 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 its 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 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 PP1 and the preparation of learners for transition to PP2.



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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 the 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 the technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. 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 Instruction Programme	1
Total		25

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-personal 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 facilitates the young learner's ability to build a firm foundation for the 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, 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;

- a) develop appropriate listening skills from varied experiences to enrich their ability to communicate,
- b) express own opinions, ideas and feelings creatively, freely and confidently using basic vocabulary in varied situations as they appreciate others,
- c) participate in conversations using appropriate verbal and non-verbal language in their everyday experiences,
- d) articulate letter sounds correctly in preparation for reading,
- e) articulate syllables correctly in preparation for reading,
- f) articulate letter sounds and syllables correctly forming three letter words in preparation for reading,
- g) develop appropriate reading readiness skills in varied learning experiences,
- h) apply appropriate writing readiness skills in varied learning experiences.

Themes

In the PP1 Language Activities curriculum, the 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. Myself

- My body
- My clothes
- My friends

3. My family

- Family members
- Clothes worn by family members
- Foods eaten

4. My home

- Our house
- Buildings at our home
- Utensils
- Animals
- Furniture
- Work done at home
- Plants found at home

5. My neighbourhood

- Our neighbours

- Families in the neighbourhood
- Importance of neighbours

6. My school

- Our teacher
- Our class
- Things in our class
- Buildings and structures at school
- People at school
- Things at school
- Work done in school

Strands

1. Listening and Speaking
2. Reading
3. Writing

Summary of Strands and Sub Strands

Themes	Strands	Sub Strands	Suggested Number of Lessons
1.0 Greetings and Farewell	1.1 Listening and Speaking	1.1.1 Greetings and farewell	3
		1.1.2 Time related greetings and farewell	3
	1.2 Reading	1.2.1 Reading readiness	4
	1.3 Writing	1.3.1 Print awareness	2
2.0 Myself	2.1 Listening and Speaking	2.1.1 Self awareness	2
		2.1.2 Listening for enjoyment	3
	2.2 Reading	2.2.1 Book handling	2
		2.2.2 Reading posture	2
	3.1 Writing	2.3.1 Writing posture	2
2.3.2 Pre-writing skills		5	
3.0 My Family	3.1 Listening and Speaking	3.1.1 Active listening	3
		1.2 Self-expression	4
	3.2 Reading	3.2.1 Print awareness	3
		3.2.2 Phonic awareness (a-e)	5
	3.3 Writing	3.3.1 Eye-hand coordination	2
		3.3.2 Writing readiness (a-e)	5
4.0 My Home	4.1 Listening and Speaking	4.1.1 Naming	3
		4.1.2 Passing information	3
	4.2 Reading	4.2.1 Visual discrimination	5

		4.2.2 Phonic awareness (<i>f-j</i>)	6
	4.3 Writing	4.3.1 Writing letters representing sounds	6
5.0 My Neighbourhood	5.1 Listening and Speaking	5.1.1 Environmental awareness	4
		5.1.2 Auditory discrimination	5
		5.1.3 Audience awareness	3
	5.2 Reading	5.2.1 Visual memory	3
		5.2.2 Phonic awareness (<i>k-r</i>)	8
	5.3 Writing	5.3.1 Pattern writing	2
		5.3.2 Writing letters representing sounds (<i>k-r</i>)	8
6. My School	6.1 Listening and Speaking	6.1.1 Auditory memory	3
	6.2 Reading awareness	6.2.1 Phonic awareness (<i>s-z</i>)	8
		6.2.2 Articulation of letter sounds (<i>vowel sounds a,e,i,o,u</i>)	3
		6.2.3 Letter recognition	8
		6.2.4 Picture reading	1
	6.3 Writing	6.3.1 Writing letters representing sounds (<i>s-z</i>)	8
		6.3.2 Letter formation	8
		6.3.3 Writing practice	5
Total number of Lessons			150

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)
1.1 Listening and Speaking	1.1.1 Greetings and Farewell (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) give reasons why we greet each other in our day-to-day life, b) use greetings in social interactions, c) use farewell words and gestures in social interactions, d) appreciate the use of greetings and bidding farewell in daily interactions.	The learner is guided to: <ul style="list-style-type: none"> • say why people greet each other, • mention words used in common greetings like hello, good morning, good afternoon, how are you?, • say common words used to bid farewell: good bye, see you later, good night, • collaboratively imitate greetings and bidding farewell in unison, • watch a video clip or listen to an audio recording on people greeting and bidding farewell, • role play people initiating and responding to greetings with humility, • role play people bidding farewell using words and gestures, • sing songs related to greetings and bidding of farewell. 	Why do we greet people?

Core Competencies to be developed:

- Communication and Collaboration: The learner enhances listening and speaking skills as they say common words used in greeting and bidding farewell.
- Self-efficacy: The learner assertively role plays initiating and responding to greetings and bidding farewell while using words and gestures.

Values:

- Integrity: The learner role-plays greetings and bidding farewell with humility.
- Unity: The learner imitates greetings together with others amicably and in unison.

Pertinent and Contemporary Issue(s):

Interpersonal Relationship: The learners learn to show concern for others by engaging in greetings and bidding each other farewell which creates healthy relationships.

Link to other Activity Areas:

Greetings and bidding of farewell can be linked to love and concern for others in Christian Religious Education(CRE), where the need to love and care for one another is emphasised.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.2 Time Related Greetings and Farewell (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the words used to greet at different times of the day, b) use time related greetings correctly, c) express farewell words and gestures in relation to time, d) acknowledge the use of greetings and bidding of farewell in social interactions.	The learner is guided to: <ul style="list-style-type: none"> • mention to one another the different words used in greetings at different times of the day (good morning, good afternoon, good evening), • say the words used in bidding farewell at different times of the day (good bye, good night, see you later), • role-play greeting and bidding farewell to one another using words relating to different times of the day, • sing songs on time related greetings using words and gestures, • sing songs on bidding farewell at different times of the day using words and gestures. 	<ol style="list-style-type: none"> 1. Why do we bid people farewell at different times? 2. Which words tell you that one is leaving for elsewhere?

Core Competencies to be developed:

- Communication and Collaboration: The learner mentions to one another the different words used in greetings at different times of the day.
- Self-efficacy: The learner confidently sings songs on time related greetings using words and gestures.

Values:

- Unity: The learner together with others role-play time related greetings and bidding each other farewell.
- Love: The learners greet and respond to each other while role-playing time related greetings and bidding of farewell as a way of showing concern.

Pertinent and Contemporary Issue(s):

Social Cohesion: This is enhanced as learners work collaboratively to sing songs about bidding farewell at different times of the day using words and gestures.

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.
- The choice of greeting and farewell words in respect to time relate to the concept of time in Mathematics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading Readiness (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe how we move eyes when reading, b) demonstrate top-down orientation in reading, c) turn pages from right to left when opening a book, d) embrace caring for books in preparation for reading.	The learner is guided to: <ul style="list-style-type: none"> • explain to others how we move eyes when reading, • read pictures arranged from the top to the bottom of a page or chart, • view a video clip or observe pictures of sequenced activities arranged from left to right in the correct order and talk about them, • read given series of pictures arranged from left to right as they narrate the happenings, • turn pages of a picture book from right to left and read pictures, • play a game on turning picture book pages and tap in advance all pages with a picture responsibly to avoid tearing. 	How can we take care of our books?

Core Competencies to be developed:

- Learning to Learn: The learner persists in viewing pictures on the video clip to the end and tries to interpret their meaning.
- Self-efficacy: The learner reads given series of pictures arranged from left to right as they narrate the happenings with confidence.

Values:

- Responsibility: The learner becomes an independent reader by learning to turn pages of a picture book from right to left and read pictures.

Pertinent and Contemporary Issue(s):

Social Economic Awareness: The learner learns to take good care of books while reading or handling to avoid unnecessary cost in replacing them.

Link to other Activity Areas:

Reading readiness is a skill needed in all Learning Activities. This means that the up-bottom and left-right book reading skills as well as turning pages from right to left are skills used across the Learning Areas in preparation for learning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Print Awareness (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify pictures of familiar things within the environment, b) scribble freely on different surfaces in preparation for writing, c) enjoy scribbling and making marks on writing surfaces in preparation for writing.	The learner is guided to: <ul style="list-style-type: none"> • identify pictures of familiar things within their environment (on charts, books, digital devices), • hold pencils, pens, stick crayons or colouring pencils correctly and scribble freely on surfaces, • share writing and colouring tools (pencils, colour pencils, crayons, erasers), • display the scribbled work for self and peer assessment, • freely colour pictures of familiar things in their environment and display for others to see, • model images of familiar things in the environment and clear the working space after modelling, • wash hands with clean water and soap after the modelling experience. • sing songs while colouring pictures in the environment for motivation. 	How can we make pictures?

Core Competencies to be developed:

- Learning to Learn: The learner scribbles freely on surfaces with diligence.
- Imagination and Creativity: The learner freely colours pictures of familiar things in their environment.
- Self-efficacy: The learner scribbles and freely colours persistently, and displays own work proudly for others to see with a belief that it is excellently done.

Values:

- Responsibility: The learner holds pencils, pens, sticks crayons or colouring pencils correctly and scribbles freely on surfaces.
- Peace: The learner shares scribbling and colouring materials such as pencils, crayons, colour pencils and erasers without conflict.

Pertinent and Contemporary Issue(s):

Personal Hygiene Awareness: The learner clears working area and washes hands with soap and clean water after the modelling experience in the environment to enhance cleanliness.

Link to other Activity Areas:

The modelling of familiar things in the environment relate to modeling experiences in Creative Arts.

2.0 MYSELF

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Self Awareness (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify self by name, b) distinguish self as girl or boy, c) recite a poem mentioning their age, d) acknowledge the importance of personal identity.	The learner is guided to: <ul style="list-style-type: none"> • take turns to say own name in full, • discuss why children should have names (constitutional-their right), • share what they know about being a girl or being a boy, • recite poems on self-awareness saying their name, gender and age (teacher-made, pre-recorded), • reciting slogans on basic children rights like food, clothing and shelter. • play games on self-awareness. 	Why is it important to know yourself?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self –efficacy: The learner participates in poems on self-awareness saying their name, gender and age without fear. • Citizenship: Children rights, the learner gets to learn what the constitution says about a right to name in the discussion of why we should have names. 				

Values:

- Respect: The learner with others take turn to say own name in full and patiently listen to names of others.
- Responsibility: The learner participates in reciting poems on self-awareness.

Pertinent and Contemporary Issue(s):

Citizenship Education: The learner learns about the entitlement to a name as a human right in the constitution of Kenya.

Link to other Activity Areas:

Self-awareness is critical to the learner in order to build confidence and belief in self. The concept of self-awareness is also taught in CRE as a sub strand under the strand of 'Ceation'.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.2 Listening for Enjoyment (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) name different songs children sing, b) sing different children's songs, c) dance in different ways to children's songs using different parts of the body, d) value listening to music for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • talk about the songs they know, • take turns to sing children songs while others listen, • tell why it is good to sing and dance, • imitate songs with actions and movements collaboratively and individually, • listen to audio or video recordings of children's music, • dance or show various body movements using (fingers, head, waist, feet, shoulders) in response to music collaboratively, • respond to music in various ways by tapping fingers, nodding head or shaking different body parts. 	<ol style="list-style-type: none"> 1. How do people respond to songs? 2. Why do people sing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is developed as the learner shows shows various body movements using (fingers, head, waist, feet, shoulders) in response to music/dancing both collaboratively and individually. • Self-efficacy: The learner develops self-belief through imitating songs with actions and movements both collaboratively and individually. 				

Values:

- Unity: The learner co-operates with others to imitate songs with actions and movements collaboratively.
- Love: The learner works together with others to imitate songs.

Pertinent and Contemporary Issue(s):

- Health Related Issues: The learner tells why it is good to sing and dance and this helps in appreciating what music can do to our health.

Link to other Activity Areas:

The Sub Strand 'Myself' brings the awareness of God's creation and how we appreciate our bodies as it is mentioned in Religious Education.

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) identify ways of taking care of books, b) organise books in a bag in an orderly manner, c) arrange books for safe keeping, d) turn over pages of a book from right to left, e) advocate for appropriate handling of books for sustainability.	The learner is guided to: <ul style="list-style-type: none"> • share experiences on how books should be taken care of to avoid destruction, • observe teacher’s demonstration on how to arrange books in bags, on shelves, cupboards and tables, • work together to arrange books appropriately in bags, on shelves, cupboards and/or tables, • display arranged books for others to see and assess, • take turns in checking the handling of books by peers, • turn over pages from right to left, • turn each page gentle, • play games on book care and book handling. 	How do we take care of our books?

Core Competencies to be developed:

- Learning to Learn: The learner shares experiences on how books should be taken care of to avoid destruction.
- Self-efficacy: This is developed as the learner displays arranged books for others to see and assess.

Values:

- Responsibility: The learner takes good care of the resources entrusted to them by arranging books appropriately in bags, on shelves, cupboards or tables persistently.
- Unity: The learner works together with others to arrange books appropriately in bags, on shelves, cupboards and/or tables.

Pertinent and contemporary issue(s):

Social Cohesion: The learner collaborates with others to arrange books.

Link to other Activity Areas:

Proper book handling and care is necessary across all other learning areas as they handle their books daily.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.2 Reading Posture (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify correct reading posture in given pictures, b) use an appropriate posture when reading, c) acknowledge the importance of correct posture when reading.	The learner is guided to: <ul style="list-style-type: none"> • tell why we need to use the correct reading posture, that is, why sit upright when reading, • view pictures of correct reading posture from video clips, charts or books, • observe correct reading posture demonstrated by the teacher, • practice correct reading posture, • distinguish correct reading posture from the incorrect one every time they are reading pictures and any other thing in class, • sing songs on correct reading posture as they practice the correct posture, • observe peers and assess each other with love and fairness on correct reading posture. 	Why do we need to sit upright as we read?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: This is developed as the learner distinguishes correct reading posture from the incorrect one when practising picture reading in class.
- Learning to Learn: The learner persists in sitting upright every time when reading so as to master the correct reading posture.

Values:

- Peace: The learner observes peers and assesses the correct reading posture with love.
- Unity: The learners work together in fairness giving one another feedback on how to use right reading posture.

Pertinent and contemporary issue(s):

Health Education: The learner tells why we need to use the correct reading posture, that is, why we sit upright when reading which could be to help avoid unnecessary straining of body parts that could bring health issues.

Link to other Activity Areas:

Creative Activities as the learner practices both gross and fine motor muscles in and outside class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Writing Posture (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the appropriate sitting posture when scribbling, drawing and writing, b) sit appropriately (upright) when scribbling, colouring and writing, c) value using the appropriate sitting posture when involved in pre-writing and writing experiences.	The learner is guided to: <ul style="list-style-type: none"> • select the correct sitting posture from a variety of demonstrated pictures as they point issues with the rest of the pictures, • observe demonstration of appropriate sitting posture when writing either from the teacher, pictures or a video clip, • practice the correct writing posture following demonstration from the teacher, pictures or a video clip as others watch, • model creatively objects using either clay, dough or plasticine while using correct sitting posture in preparation for writing, • recite a simple poem on appropriate sitting posture while using actions. 	<ol style="list-style-type: none"> 1. How do we sit appropriately when writing? 2. Why sit upright when writing?

Core Competencies to be developed:

- Self-efficacy: This is developed as the learner practices the correct writing posture following demonstration from the teacher, pictures or a video clip as others watch.
- Imagination and Creativity: It is developed as the learner models creatively objects using either clay, dough or plasticine while using correct sitting posture in preparation for writing.

Values:

- Responsibility: This is inculcated as the learner recites a simple poem on appropriate sitting posture while using actions.
- Peace: The learner works with love when practising with others the appropriate sitting posture.

Pertinent and Contemporary Issue(s):

Self-awareness(Life skill): This is developed as the learner realises that one can write properly by sitting appropriately (upright).

Link to other Activity Areas:

The learner models objects which is related to modeling in Creative Activities.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.2 Pre-Writing Skills (5 lessons)	By the end of the Sub Strand the learner should be able to: a) identify different materials used in writing and colouring, b) scribble from up to bottom of the page, c) scribble from left to right of a page, d) colour pictures within borders, e) take pleasure in scribbling and colouring learning experiences.	The learner is guided to: <ul style="list-style-type: none"> • name different writing materials and tools (books, pencils, colour pencils, chinks, sticks), • scribble gently on books from up to bottom of the page, • scribble gently from the left to the right side of the pages, • hold a book appropriately when colouring, • colour pictures within borders appropriately and show peers for positive comments and correction, • sit in the right posture while scribbling as earlier demonstrated. 	Why do we write?

Core Competencies to be developed:

- Creativity and Imagination: The learner scribbles gently on a book from up to bottom of a page and from left to right of same page.
- Self-efficacy: The learner colours pictures within borders appropriately and shows peers for comments.

Values:

- Respect: The learner comments and corrects others positively on their displayed coloured pictures.
- Responsibility: The learner learns to scribble gently on books from up to bottom and left to the right side of the page.

Pertinent and Contemporary Issue(s):

Health Promotion Awareness is created as the learner learns to sit in the right posture while scribbling as earlier demonstrated.

Link to other Activity Areas:

Scribbling and colouring relate to pattern making and colouring in Creative Activities.

3.0 MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Active Listening (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) name family members using appropriate titles as they refer to them, b) tell short stories about family members, c) retell stories about family members, d) respond to simple instructions, e) participate with pleasure in reciting poems about family members. 	The learner is guided to: <ul style="list-style-type: none"> • say names of members of the family, • tell their relationship with the members of the family (father, mother, brother, sister), • tell one another stories about family members, • retell the stories about family members, • sing songs about family members, • answer questions on family members, • role play family members, • respond appropriately to instructions on family members' roles, • recite poems on family members. 	What do you like about your family?

Core Competencies to be developed:

- Communication and Collaboration: The learner interacts with others while telling one another stories about family members.
- Creativity and Imagination: The learner creatively role plays family members.

Values:

- Respect: The learner with others take turns in telling stories about family members and quietly listening to one another.
- Responsibility: The learner learns own roles in the family while role playing family members and their tasks.

Pertinent and Contemporary Issue(s):

Social Cohesion: The learner tells stories about family members, role plays and recites poems about family members and this is likely to strengthen the bond with family members.

Link to other Activity Areas:

Actively talking about and listening to poems, songs and role plays on family members relates to family members learnt in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.2 Self-Expression (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the appropriate titles of family members, b) mention work done by family members, c) tell stories of what they like and do not like about work done by family members, d) recommend family members for what they do.	The learner is guided to: <ul style="list-style-type: none"> • tell news about family members, • distinguish a member of a family from a non-member, • name work done by different members of the family, at home and away including jobs done, • say what they love about work done by family members, • tell why it's important to share work at home with fairness, • tell stories about members of the family, work done by each and what they like and dislike about the work (sister, brother, mother, self and father) - their names, what they do, where they live, what they like..., • sing songs about family members, • role play work done by family members collaboratively. 	What kind of work would you like to do when you grow up?

Core Competencies to be developed:

- Self-efficacy: The learner assertively tells stories about members of the family, work done by each family member and what they like and dislike about the work.
- Citizenship: The learner talks about and appreciates the roles and responsibilities of family members.

Values:

- Unity: The learner together with others role play work done by family members.
- Social Justice: The learner learns the importance of fairness in sharing work and responsibilities among family members.

Pertinent and Contemporary Issue(s):

Socio-economic Issues: The learner names work done by different members of the family, at home and away including jobs done.

Link to other Activity Areas:

Self-expression is a life skill necessary in all learning areas for learners to answer questions in class, for daily communications and for expression of needs. It therefore relates to all the other four Activity Areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.3 Polite Language (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify words that depict polite language in a conversation, b) use words that depict polite language in daily interactions, c) appreciate the use of polite language in day-to day interactions.	The learner is guided to: <ul style="list-style-type: none"> • name words used to request, apologise and appreciate, • tell why we should use polite language in day-to-day our conversations, • watch a video clip or listen to a recording on use of polite language, • talk about pictures showing gestures on use of polite language. • engage in dialogue using polite language in class (please, thank you, may I? excuse me), • role play work done by family members using appropriate polite language, • sing songs/recite poems that teach use of polite language. 	<ol style="list-style-type: none"> 1. How does using polite language help us relate? 2. When do we use polite language?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages in dialogue using polite language in class (please, thank you, may I? Excuse me).
- Critical Thinking and Problem Solving: The learner tells (gives reasons) why we should use polite language in our day-to-day conversations.

Values:

Respect: The learner uses appropriate polite language while role playing work done by family members.

Pertinent and Contemporary Issue(s):

Citizenship Education: The learner will sing songs/recite poems that teach use of polite language.

Link to other Activity Areas:

Religious education where learners learn to apologise and use polite language in social interactions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Print Awareness (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) name pictures of clothes worn by family members, b) differentiate foods eaten by family members using pictures, c) acknowledge picture identification learning experiences.	The learner is guided to: <ul style="list-style-type: none"> • read pictures/watch videos of clothes worn by family members aloud, • talk about pictures showing clothes worn by boys and those worn by girls, • cooperate in role playing washing clothes worn by family members, • watch a video clip on different types of foods and/or read pictures on different types of food, • identify the types of food watched on the video or read on the pictures and relate with the common foods, • talk about different foods eaten at home, • talk about children’s right to food and clothing, • fix puzzles using broken pictures of clothes worn by family members (vest, shirt, dress), • sing songs related to family. 	Why do family members wear different types of clothes?

Core Competencies to be developed:

- Communication and Collaboration: The learner cooperates in role playing washing clothes worn by family members.
- Critical Thinking and Problem Solving: The learner fixes puzzles using broken pictures of clothes worn by family members (vest, shirt, dress).

Values:

- Unity: The learner cooperates with others as they role play washing of clothes worn by different family members.
- Responsibility: The learner identifies the types of food watched on the video or read on the pictures and relates with the common foods.

Pertinent and Contemporary Issue(s):

Citizenship: The learner talks about children's right to food and clothing.

Link to other Activity Areas:

Foods eaten and clothes worn by family members are concepts also learnt in the Environmental Activities under family.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.2 Phonic Awareness (a-e) (5 lessons)	By the end of the Sub strand, the learner should be able to: a) identify the first five letter sounds using letters of the alphabet (a, b, c, d, e), b) do letter sound correspondence by matching the letter sounds with corresponding objects whose name begin with the sound for mastery (a, b, c, d, e), c) enjoy chanting rhymes on the letter sounds.	The learner is guided to: <ul style="list-style-type: none"> • listen to the first five letter sounds of the alphabet from the teacher or an audio recording, • repeat the first five letter sounds of the alphabet as modelled by the teacher or an audio recording collaboratively and individually, • identify the letter sounds from charts, books, cards or any other written material within the class, • match the letter sounds with corresponding objects whose name begin with the letter sound (a for apple, b for boy, c for cat), • play in groups letter sound recognition games like a fishing game (picking randomly learnt letter sounds from a box or basket and reading it out), • chant in groups rhymes related to the learnt letter sounds for mastery. 	<ol style="list-style-type: none"> 1. Which sounds do we hear at home? 2. Which sounds do we hear at school?

Core Competencies to be developed:

- **Self-efficacy:** This is developed as the learner identifies the letter sounds from charts, books, cards or any other written material within the class.
- **Learning to Learn:** The learner plays letter sound recognition games like a fishing game (picking randomly learnt letter sounds from a box or basket and reading it out).

Values:

- **Respect:** The learner with others and without conflicts, play letter sound recognition games like a fishing game (picking randomly learnt letter sounds from a box or basket and reading it out).
- **Responsibility:** The learner matches the letter sounds with corresponding objects whose name begin with the letter sound learnt.

Pertinent and Contemporary Issue(s):

Social Cohesion: The learners chant rhymes related to the learnt letter sounds for mastery while in groups.

Link to other Activity Areas:

Chanting of rhymes related to the learnt letter sounds relates to singing in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Eye-Hand Coordination (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe what to look at when writing, b) coordinate the eyes and hand when writing, c) turn pages of a book from left to right to continue writing, d) make attempts of holding a writing tool and write from left to the right side of a book.	The learner is guided to: <ul style="list-style-type: none"> • listen to the teacher’s explanation about looking keenly while handling the writing material, • observe the teacher’s demonstration of how to have the eyes focused on the writing material, • talk about what to do and what to look at when writing, • practice focusing their eyes on the writing material as they write individually and collaboratively, • turn pages from right to left gently to continue writing without skipping pages, • fix puzzles collaboratively using cut pieces of learnt letter sounds to make them whole. 	Why should we look at our books when writing?

Core Competencies to be developed:

- Creativity and Imagination: This is developed as the learner makes connections between different parts of the puzzles while fixing letter sound puzzles correctly and make them complete.
- Learning to Learn: The learner persists to learn how to move eyes and coordinate with hand in preparation for pre writing and writing experiences.

Values:

Unity: This is developed as the learner works harmoniously with others to practice focusing their eyes on the writing material.

Pertinent and Contemporary Issue(s):

Social Cohesion: The learner fixes puzzles collaboratively with others using cut pieces of learnt letter sounds to make the pieces whole.

Link to other Activity Areas:

Pre-writing skills such as eye-hand co-ordination and opening of the books from right to left are necessary across Activity Areas and so link to all.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.3 Writing	3.3.2 Writing Readiness (a-e) (5 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify materials that are required for writing, b) hold a writing tool in readiness for writing, c) join dots correctly to complete letter sounds a, b, c, d, e, d) practise holding a writing tool and write independently letters whose dots were joined, e) embrace the use of writing materials in writing.	The learner is guided to: <ul style="list-style-type: none"> • mention writing materials like pencils, colour pencils and books, • hold a pencil or colour pencil correctly between the index finger and the thumb while resting on the middle finger, • write the letters in the air while facing same direction with teacher (a, b, c, d, e), • place a book correctly in readiness for writing, • join dots of sounded letters from left to right on their books filling each page from top to bottom, • write letters independently without joining dots, • display written letters, • model collaboratively letters for mastery using clay, plasticine, dough and appreciating each other's efforts, • chant rhymes on letter sounds with peers as they join the dots. 	<ol style="list-style-type: none"> 1. How do we hold our pencils or pens when writing? 2. Where do we write on?

Core Competencies to be developed:

- Learning to Learn: The learner pursues to join dots of letters from left to right on their books filling each page from top to bottom.
- Self-efficacy: The learner independently writes letters and displays for others to see.

Values:

- Unity: The learner appreciates efforts of others as they cooperate when modelling letter sounds in groups using clay, plasticine or dough.
- Peace: The learner's peace is inculcated as he or she displays tolerance while working with others and modelling.

Pertinent and Contemporary Issue(s):

Social Cohesion: The learner engages in chanting letter sound rhymes with peers as they join the dots.

Link to other Activity Areas:

Writing skill is necessary and important in all other Activity Areas to put down on books what has been learnt. This links to all other Activity Areas.

4.0 MY HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Naming (3 lessons)	By the end of the Sub Strand the learner should be able to: a) name things found at home, b) name people found at home, c) construct simple sentences using vocabulary related to things found at home, d) use vocabulary related to people found at home, e) enjoy learning experiences that involve naming of things within the environment.	The learner is guided to: <ul style="list-style-type: none"> • assign correct names to objects and items found at home, • mention names of members of the family and other people found at home, • engage in simple conversations using sentences and talking about objects and items found at home in relation to colour, shape, size and use, • talk about members of the family and other people in relation to their different roles, • listen to an audio clip with a story on things found at home, • collaboratively and with fairness engage in vocabulary games about things and people found at home, • view and discuss video clip on things and people found at home, • recite poems and rhymes about things and people found at home. 	How do people use different things found at home?

Core Competencies to be developed:

- Self-efficacy: The learner confidently recites poems and rhymes about things and people found at home.
- Critical Thinking and Problem Solving: This is developed as the learner with others engage in simple conversations using sentences and talking about objects and items found at home.

Values:

Unity: This is inculcated as the learner cooperates with others and practices fairness during the vocabulary games so as to maintain a good relationship.

Pertinent and Contemporary Issue(s):

Social Cohesion: The learner embraces living and working together with others as they engage into conversations and play vocabulary games together.

Link to other Activity Areas:

The concept of home, (people found at home, work done by family members and food eaten at home) is also learnt in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.2 Passing Information (3 lessons)	By the end of the Sub Strand the learner should be able to: a) identify similarities of things found at home, b) discuss the differences in things found at home, c) use relevant vocabulary to pass verbal information about the home environment, d) value contributing to conversations about the home environment.	The learner is guided to: <ul style="list-style-type: none"> • mention things that look alike at home, • mention things that look very different at home (houses and trees, chicken and cows, people, furniture, structures, animals), • in turns talk about different people found at home, • name different buildings found at home like cowshed, latrine/toilet, houses, kitchen, • read aloud pictures of things found at home such as furniture (tables, stools, coaches), utensils (spoons, cups, kettles, knives, pot...), animals and people, • tell the differences in people and animals found at home, • collaboratively mention things found within the home environment using relevant vocabulary, • collaboratively talk about things found at home that can be harmful and how they can avoid them (guide well, not instilling fear learners), • sing songs about things found at home. 	<ol style="list-style-type: none"> 1. Why do we have different things and people at home? 2. How can some of the items and objects found at home injure us?

Core Competencies to be developed:

- Communication and Collaboration: The learner with others collaboratively mention things found within the home environment using relevant vocabulary.
- Self- efficacy: The learner reads aloud pictures of things found at home such as furniture.

Values:

- Respect: The learner in turns talk about different people found at home.
- Responsibility: The learner mentions things that look alike and those that look very different at home.

Pertinent and Contemporary Issue(s):

Disaster Risk Reduction: The learner is cautioned against some harmful things found at home as they discuss.

Link to other Activity Areas:

Home and things found at home link to Environmental Activities where people and animals are learnt.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Visual Discrimination (5 lessons)	By the end of the Sub Strand the learner should be able to: a) read pictures of things found at home, b) point out similarities in pictures of objects found at home, c) point out differences in pictures of objects found at home, d) enjoy observing things in the environment for details.	The learner is guided to: <ul style="list-style-type: none"> • read pictures of things found at home (people, animals, houses, farm tools, furniture, utensils, digital devices, clothes and plants) from books, charts and digital devices. • identify similarities in the pictures in relation to the objects' use, where they are found, colour, size, • identify the differences in the pictures of objects found at home and their uses, • collaboratively relate things in the class with things found at home for example, tables, desks and furniture at home, buildings, plants, toilets..., • say how to care for things found at home, • sing songs related to things found at home. 	<ol style="list-style-type: none"> 1. How do we use different items and objects found at home? 2. How do we take care of the things found at home?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: The learner objectively identifies similarities and differences in things found at home.
- Digital Literacy: The learner uses technology to identify differences in digital pictures of objects found at home and their uses.

Values:

- Integrity: The learner together with others exercise discipline while identifying the differences in the pictures of objects found at home and their uses.
- Love: The learner works with others at peace and amicably as they look at the things found in the class and relate them to some things found at home.

Pertinent and Contemporary Issue(s):

Environmental Awareness: The learner exhibits awareness of the environment by identifying similarities of objects in pictures on their use, where they are found, colour and size.

Link to other Activity Areas:

Environmental Activities. Things found at home relate to things found in the environment learnt in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.2 Phonic Awareness <i>(f-j)</i> (6 lessons)	By the end of the Sub Strand the learner should be able to: a) read sounds of the letters of alphabet (<u>f g h i j</u>), b) articulate correctly letter sounds a-j, c) match letter sounds with corresponding objects whose names begin with the sound, d) acknowledge participating with pleasure in reading experiences.	The learner is guided to: <ul style="list-style-type: none"> • name the second set of 5 letter sounds in the alphabet, • pick letter cards randomly and read out the sounds, • match letter sounds with corresponding object names whose names begin with the learnt sound, • chant rhymes on letter sounds collaboratively and as individuals, • play letter sound fishing game by picking a letter sound from a box, bag or basket, reading it out and displaying as other learners confirm if read out correctly, • sing songs related to letter sounds. 	Why are there different sounds in the environment?

Core Competencies to be developed:

Critical Thinking and Problem Solving: The learner plays letter sound fishing game by picking a letter sound from a box, bag or basket, reading it out and displaying as other learners confirm if read out correctly.

Values:

- Responsibility: This is developed as the learner matches letter sounds with corresponding objects whose names begin with the learnt sound.
- Unity: The learner cooperates with others as they chant rhymes on letter sounds collaboratively.

Pertinent and Contemporary Issue(s):

Effective Communication: The learner picks letter cards randomly and reads out the sounds.

Link to other Activity Areas:

Linked to Creative activities where singing of songs and chanting rhymes relate to chanting rhymes on letter sounds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Writing Letters Representing Sounds <i>(f-j)</i> (6 lessons)	By the end of the Sub Strand the learner should be able to: a) identify the second set of five letter sounds (f-j), b) write the first set of five letters representing sounds (a-e) independently, c) join dots to complete writing the second set of five letters representing sounds (f, g, h, i, j), d) write the second set of five letters learnt as sounds (f-j), e) enjoy participating in writing activities	Guide the learner to; <ul style="list-style-type: none"> • write the first five letters read as sounds in books (previously learnt), • read letter sounds f,g,h,i,j on books, charts, board, from a digital device or cards, • observe the teacher write letters (sounds) f-j one by one while facing same direction, • write in the air letters of sounds f-j, • join dots for letters f-j, • collaboratively trace and shade outlines of letters (sounds) f-j, • colour and paint all learnt letters for sounds a-j while singing related rhymes, • model using any modelling material letter a-j, • wash hands after the modelling experience, • write on different surfaces letters representing sounds a-j, • display their modelled, painted and coloured work. 	How are we supposed to write on different surfaces?

Core Competencies to be developed:

- Creativity and Imagination: The learner exercises originality in colouring, modeling and writing letter sounds in the air.
- Digital Literacy: The learner uses technology to read letter sounds f,g,h,i,j on digital devices where available.

Values:

- Responsibility: The learner independently writes the first five letters representing sounds in their books.
- Peace: The learner interacts with others and works together to trace and shade outlines of letters representing sounds.

Pertinent and Contemporary Issue(s):

Personal Hygiene Awareness: The learner becomes aware of the need to wash hands after a modelling activity and any other that make hands dirty.

Link to other Activity Areas:

Modelling of letters representing sounds links to modelling learning experiences in Creative Activities.

5.0 MY NEIGHBOURHOOD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Environmental Awareness (4 lessons)	By the end of the Sub Strand the learner should be able to: a) name different things found in the neighbourhood, b) construct simple sentences on different things in the neighbourhood, c) enjoy observing the neighbouring environment for familiarisation.	The learner is guided to: <ul style="list-style-type: none"> • mention different things in the neighbouring environment like pets, roads, cars, animals, play fields, people, and houses, • talk about use of those things in the neighbourhood (roads, cars, animals, houses), • say ways of using the road safely as one of the things in the environment, • make sentences about uses of things in the environment with peers, • view a video clip / pictures that show common things found in different environments, • recite poems about things found in the environment and their care. 	How do we use different things in our environment?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: The learner gets new information as they mention different things in the neighbouring environment like pets, roads, cars, animals, play fields, people, and houses. <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: This will be developed as the learner talks about ways of using the road safely as one of the things in the environment. 				

Values:

Respect: This is inculcated as the learner takes into consideration diverse opinions of peers as they say and listen to peers sentences about uses of things in the environment.

Pertinent and Contemporary Issue(s):

- Environmental Awareness: This is enhanced as the learner views a video clip / pictures that show common things found in different environments.
- Child Road Safety: The learner learns different ways of using the road safely as one of the things in the environment

Link to other Activity Areas:

Environmental awareness is also learnt in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and speaking	5.1.2 Auditory Discrimination (5 lessons)	By the end of the Sub Strand the learner should be able to: a) identify various sounds in the environment, b) respond appropriately to sounds that represent safety in the environment, c) respond appropriately to sounds that represent danger in the environment, d) advocate for correct response to sounds in the environment.	The learner is guided to: <ul style="list-style-type: none"> • name different things that make sounds in the environment in and outside school such as bells, animals, alarms, moving vehicles, sirens from ambulances and fire extinguishers, crying babies and phones, • mention in turns sounds in the environment that communicate safety like claps, cheers, laughter, • say in turns the sounds in the environment that communicate danger like sirens of ambulance, fire extinguisher, screams and barking dogs, • role play both safe and dangerous situations that are represented by certain sounds in the environment, • listen to different sounds during a nature walk within school compound and identify sounds heard, • identify different sounds in a sound recognition game while blind folded. 	How do you respond to different sounds in the environment?

Core Competencies to be developed:

- Creativity and Imagination: The learner will select the right and effective course of action from alternatives during the role play about safe and dangerous situations that are represented by certain sounds in the environment.
- Critical Thinking and Problem Solving: This is developed as the learner identifies different sounds in a sound recognition game while being blind folded.

Values:

Peace: This is inculcated as the learner learns to work well with others as they mention in turns sounds in the environment that communicate safety like claps, cheers, laughter

Pertinent and Contemporary Issue(s):

Disaster Risk Reduction: The learner is able to keep safe in relation to sounds that communicate danger in the environment since learning about safe and dangerous sounds in the environment will help to be more alert.

Link to other Activity Areas:

Sounds in the environment is a concept that is also learnt in Environmental Activities where the learner imitates such sounds like of animals, objects among others.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and speaking	5.1.3 Audience Awareness (3 lessons)	By the end of the Sub Strand the learner should be able to: a) mention ways of ensuring that one is audible when addressing audience, b) speak clearly and loudly when talking to others in and out of class, c) exhibit audience awareness while speaking to a group of people.	The learner is guided to: <ul style="list-style-type: none"> • interact with each other to talk about how to be audible when speaking, • listen to a recording or the teacher reading a short story clearly and audibly, • listen to news or presentation from radio, • imitate brief statements from the recording, teacher and radio, • talk loudly and clearly about things found in the neighbourhood while projecting voice as others listen, • present songs, poems and rhymes in class, during parade and get feedback from friends and teacher on clarity and audibility. 	Why do people sometimes talk loudly and other times softly?
<p>Core Competencies to be developed: Communication and Collaboration: The learner talks loudly and clearly about things found in the neighbourhood while projecting voice as others listen.</p>				
<p>Values: Unity: The learner displays team spirit as they interact with each other to talk about how to be audible when speaking.</p>				
<p>Pertinent and Contemporary Issue(s): Peer Education and Mentorship: The learners interact with each other to discuss how to be audible when speaking.</p>				
<p>Link to other Activity Areas: Audience awareness links to creative activities where learners present songs and ensure that they are audible to the audience.</p>				

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) read pictures of things found in the neighbourhood, b) role play use of objects in the neighbourhood whose pictures are presented, c) initiate reading of pictures when interacting with print materials.	The learner is guided to: <ul style="list-style-type: none"> • observe pictures of things found in the neighbourhood either from charts, digital devices, books or board, • take turns to mention with peers on the use of different things found in the neighbourhood while observing their pictures, • collaboratively role play use of different things found in the neighbourhood using their pictures, • look at pictures on a page within given time, put the book away and recall the pictures seen earlier, • match pictures in books, cards or charts with people and items they use, for example, a police man and a gun, a farmer and a jembe, a nurse and a syringe a cook/chef and a sufuria...), • recite poems on things found in the neighbourhood, 	What did you see on the way while coming to school?

Core Competencies to be developed:

Learning to Learn: The learner works independently and connects ideas in matching pictures in books, cards or charts with people and items they use.

Values:

Social Justice: The learners work amicably and take turns to mention the use of different things found in the neighbourhood using pictures.

Pertinent and Contemporary Issue(s):

Environmental Awareness. The learner's environmental awareness is promoted as they take turns to discuss with peers on the use of different things found in the neighbourhood while observing pictures.

Link to other Activity Areas:

Visual memory links to Creative Activities where the learner creates images of different objects within the neighbourhood by recalling their features or from memory.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.2 Phonic Awareness (<i>k-r</i>) (8 lessons)	By the end of the Sub Strand the learner should be able to: a) identify letter sounds k-r from a variety of given letter sounds, b) read sounds representing letters of the alphabet in a sequence (k-r), c) match letter sounds k-r correctly with objects whose name begin with similar sounds for mastery, d) enjoy participating in sound recognition activities.	The learner is guided to: <ul style="list-style-type: none"> • identify sounds k-r correctly, • identify the sounds in a sequence (k, l, m, n, o, p, q, r), • collaboratively identify the learnt sounds from charts, board, books, cards and labels in pairs to enhance sound recognition, • select objects and pictures whose names begin with the learnt sound for memorization (k for kite, l for ladder...), • sing songs, recite poems and chant rhymes related to sounds corresponding to displayed letters, • play letter sound recognition games like fishing letter sound games and letter sound sorting and grouping. 	Which things have sound 'b' in their name?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: This is developed as the learner plays letter sound recognition games like fishing letter sounds and sorting and grouping letter sounds.
- Self-efficacy: The learner sings songs, recites poems and chants rhymes related to sounds corresponding to displayed letters.

Values:

Unity: The learners collaboratively and in harmony identify sounds from charts, board, books, cards and labels to enhance sound recognition.

Pertinent and Contemporary Issue(s):

Learner Support is enhanced as the learner develops inter-personal relationships during sound recognition games that they play collaboratively.

Link to other Activity Areas:

Phonic awareness is a skill necessary in all Activity Areas in preparation for reading, it is therefore linked to all.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Pattern Writing (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify patterns written using letter sounds, b) make patterns by appropriately using writing tools, c) acknowledge doing activities related to pattern writing.	The learner is guided to: <ul style="list-style-type: none"> • recall letter sounds using a chart, book, digital device, • demonstrate the meaning of a pattern as repeated arrangement using physical objects in the class such as sticks, letter cards, books, • write letter sounds collaboratively and repeatedly in the air facing same direction as the teacher, • write letter same letter sounds repeatedly on a digital device, • display the letter sound patterns to others in class for peer assessment, • chant letter sound rhymes collaboratively. 	Why do we at times write things repeatedly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner completes the letter sound patterns and displays to others in class for peer assessment. • Digital Literacy: The learner uses technology to write same letter sounds repeatedly on a digital device. 				
<p>Values: Unity: The learner with others cooperate in writing letter sounds repeatedly in the air facing same direction as the teacher.</p>				
<p>Pertinent and Contemporary Issue(s): Social Cohesion: The learners chant rhymes on letter sounds collaboratively.</p>				
<p>Link to other Activity Areas: Making patterns is also learnt in Creative Activities and Mathematics where learners creatively draw pictures and geometrical shapes repeatedly.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.2 Writing Letters Representing Sounds (k-r) (8 lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> identify correctly letter sounds k-r from a variety of sounds, write letters of the alphabet correctly in and out of class (k-r), match in writing letter representing sounds with corresponding objects whose name begin with same sound for mastery, take pleasure in using basic tools for writing in class. 	The learner is guided to: <ul style="list-style-type: none"> write without assistance letters representing sounds a-j, write learnt letters of the alphabet in the air (k-r), join dots to complete letters of the alphabet k-r, trace and copy letters of the alphabet that represent the sounds learnt, model letters of the alphabet using clay, dough or plasticine, practise writing letters of the alphabet using ICT, books, chalkboard, ground and other materials, model letters of the alphabet and wash hands after, collaboratively make patterns using letters of the alphabet, display work done for peer assessment and feedback. 	<ol style="list-style-type: none"> What do we use to write letters of the alphabet? Where can we read letters of the alphabet?

Core Competencies to be developed:

- Communication and Collaboration: The learner works with others in groups as they make patterns using letters as sounds/letters of the alphabet.
- Creativity and Imagination: The learner creatively writes patterns and displays for peer assessment.

Values:

Unity: The learner works with others to achieve common goals in making patterns using letters of the alphabet.

Pertinent and Contemporary Issue(s):

- Health Education Awareness: The learner washes hands after modelling letters of the alphabet.
- Social Cohesion: The learner works with others in harmony when making patterns.

Link to other Activity Areas:

The learner chants rhymes to promote phonetic awareness which is linked to singing in Creative Activities.

6.0 MY SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Auditory Memory (3 lessons)	By the end of the Sub Strand the learner should be able to: a) recall a variety of familiar sounds within the school environment, b) imitate familiar sounds within and out of school, c) take pleasure in listening to and imitating familiar sounds.	The learner is guided to: <ul style="list-style-type: none"> • mention different sounds heard in school, • listen to a variety of sounds from the school environment, • identify and imitate sounds during a nature walk within the school (ringing bells, sound from animals and birds, moving vehicles), • imitate different sounds produced by different vehicles passing near the school, • listen to a recorded audio clip on sounds made by familiar things in the environment as they identify them, • tell a variety of sounds heard while on way to school in turns, • imitate sounds made by different things in and out of school. 	Why do some sounds within the school environment make you happy?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: The learner recalls and tells a variety of sounds heard while on way to school.
- Self-efficacy: The learner confidently identifies and imitates sounds during a nature walk within the school.

Values:

- Respect: The learner works well in humility with others and gives each other time/takes turn to tell a variety of sounds heard while on the way to school.
- Unity: The learner cooperates with others in listening to a recorded audio clip on sounds made by familiar things in the environment.

Pertinent and Contemporary issue(s):

Environmental Awareness: The learner exhibits environmental awareness by recalling and imitating familiar sounds within the school environment.

Link to other Activity Areas:

Auditory memory involves recalling and imitation of sounds of which some may sound musical and therefore can be linked to Musical experiences in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Phonic Awareness (s-z) (6 lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify sounds representing letters of the alphabet in a sequence (s-z), b) match letter sounds s-z correctly with objects whose name begin with similar sound for mastery, c) enjoy participating in letter sounds recognition activities. 	The learner is guided to: <ul style="list-style-type: none"> • identify sounds s-z from a variety of sounds, • read letter sounds s-z in a sequence, • read all the learnt letter sounds collaboratively from charts, board, books, cards and labels in pairs to enhance sound recognition, • select objects and pictures whose names begin with the learnt sounds for memorization, • sing songs, recite poems and chant rhymes correctly and confidently that are related to sounds corresponding to letters displayed, • play letter sounds recognition games like fishing game where they compete. 	Which objects in the classroom have names with sound s, t, and z?

Core Competencies to be developed:

- Communication and Collaboration: The learner with others read all the letter sounds collaboratively from charts, board, books, cards and labels in pairs to enhance sound recognition.
- Self-efficacy: The learner confidently and correctly sings songs, recites poems and chants rhymes related to sounds corresponding to letters displayed.

Values:

Love: The learner together with others harmoniously read all the learnt letter sounds collaboratively sing songs, recite poems and chant rhymes related to letter sounds.

Pertinent and Contemporary Issue(s):

Social Cohesion: The learners identify and read aloud letter sounds collaboratively.

Link to other Activity Areas:

Links to musical experiences in Creative Activities as learners sing songs, chant rhymes and recite poems on letter sounds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.2 Articulation of Letter Sounds <i>vowel sounds</i> <i>a, e, i, o, u</i> (3 lessons)	By the end of the Sub Strand the learner should be able to: a) identify vowel sounds from a list of letters of the alphabet, b) articulate correctly vowels as letter sounds from the alphabet, c) take pleasure in articulating vowels and other letter sounds.	The learner is guided to: <ul style="list-style-type: none"> • read letter sounds from charts, board, digital device, books, • identify vowels from the letter sounds, • listen to articulation of the vowels from the teacher or a digital device and imitate, • read out loudly and in turns vowel sounds written on the boards and charts ((a e i o u), • chant rhymes on vowel sounds, • collaboratively engage in sound articulation games like fishing game. 	What do we do when reading letter sounds?

Core Competencies to be developed:

- Communication and Collaboration: The learner with others articulate vowel sounds during a fishing game in preparation for reading.
- Self-efficacy: The learner confidently and correctly chants rhymes on vowel sounds.

Values:

- Social Justice: The learner together with others take turns to read out loudly vowel sounds from boards, cards, books.
- Love: The learner exercises self-sacrifice when engaging in loud chanting of rhymes on letters of the alphabet and vowel sounds.

Pertinent and Contemporary Issue(s):

Social Cohesion is enhanced as learners engage in sound articulation games.

Link to other Activity Areas:

Articulation of letter sounds and vowel sounds link to Creative Activities where learners engage in musical experiences that sound similar to rhymes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.3 Letter Recognition (8 lessons)	By the end of the Sub Strand the learner should be able to: a) identify correctly letters of the alphabet from print using their names, b) distinguish between the lower case and upper case letters of the alphabet, c) value letter recognition activities in and out of school.	The learner is guided to: <ul style="list-style-type: none"> • say all letters of the alphabet from print in and out of school, • point out to letters of the alphabet in lower case, • point out to letters of the alphabet in upper case, • imitate reading letters of the alphabet in bits, • collaboratively play letter recognition games involving competition, e g, letter fishing games, letter sorting, letter hunting, • chant rhymes to match letter names with letter sounds (letter a, sound /a/, letter b, sound /b/ , • sing songs or recite poems related to letter recognition, while displaying letters. 	<ol style="list-style-type: none"> 1. From where can we read letter sounds? 2. Which letter sounds do you like most?

Core Competencies to be developed:

- Learning to Learn: The learner pursues and persists to learn more about letter sounds and letter names chanting rhymes to match letter names with letter sounds (letter a, sound /a/, letter b, sound /b/).
- Communication and Collaboration: The learner interacts with others in groups to collaboratively play letter recognition games involving competition, e g, letter fishing games, letter sorting, letter hunting.

Values:

- Responsibility: The learner points out the letters of the alphabet in both lower case and upper case.
- Unity: The learner together with others chant letter sounds and rhymes to achieve a common goal with fairness where competition is involved.

Pertinent and Contemporary Issue(s):

Self-awareness: The learner becomes more aware of own abilities in relation to reading and pointing out letter names and letter sounds.

Link to other Activity Areas:

As learners chant rhymes for letter recognition they link to singing and chanting rhymes in musical experiences (Creative Activities).

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.4 Picture Reading (1 lesson)	By the end of the Sub Strand the learner should be able to: a) mention pictures of things found at school, b) match pictures with others based on use, colour or size. c) embrace activities related to picture reading.	The learner is guided to: <ul style="list-style-type: none"> • view pictures of things found in school either on print, charts or from a digital device, • link pictures together based on the use, colour, size, • talk about the pictures by identifying them and stating use of the objects, • take a nature walk within the classroom and outside the classroom identifying all objects and with guidance on how to be safe, • sing songs related to things found in school, 	What do you like about your school?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: The learner relates pictures read with the corresponding actual objects seen during the nature walk within the school. • Digital Literacy: The learner manipulates a digital device to see pictures of things found in school with the help of the teacher. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner works patiently with others as they interact with technology. • Unity: The learner co-operate with others when chanting rhymes on letter sounds. 				
<p>Pertinent and Contemporary Issue(s): Child Safety and Security: This is enhanced as the learner is guided on how to ensure safety during the nature walk within the school.</p>				
<p>Link to other Activity Areas: Picture reading is a prerequisite for reading and a necessary skill across Activity areas, it links to all.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Writing Letters Representing Sounds (s-z) (8 lessons)	By the end of the Sub Strand the learner should be able to: a) identify letter sounds correctly in and out of class (s-z), b) match in writing letters representing sounds with the corresponding objects whose name begin with same sound, c) take pleasure in using basic tools for writing in class.	The learner is guided to: <ul style="list-style-type: none"> • write independently letters representing sounds a-r, • write learnt letters of the alphabet in the air (s-z), • join dots to complete letters of the alphabet s-z, • trace and copy letters of the alphabet. • model letters of the alphabet using clay, dough or plasticine, • practise writing letters of the alphabet using ICT, • model letters of the alphabet and wash hands after, • make patterns collaboratively using letters of the alphabet, • display work done by groups for peer assessment and feedback. 	<ol style="list-style-type: none"> 1. What do we need to use to write letters of the alphabet? 2. Where can we read letters of the alphabet?

Core competencies developed:

- Communication and Collaboration: The learner works with others to make patterns using letters of the alphabet,
- Creativity and Imagination: The learner creatively models the letters of the alphabet using clay, dough or plasticine.

Values:

- Unity: The learner works with others to achieve common goals in making patterns using letters of the alphabet.
- Social Justice: Gender equality awareness as boys and girls take equal opportunities in the group activities.

Pertinent and Contemporary Issue(s):

- Health Education Awareness: The learner washes hands after modelling letters of the alphabet.
- Social Cohesion: The learner works with others in harmony and co-operation when making patterns.

Link to other Activity Areas:

The learner chants rhymes to promote phonetic awareness which is linked to singing in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.2 Letter Formation (8 lessons)	By the end of the Sub Strand the learner should be able to: a) identify letter names correctly, b) write the letters of the alphabet in lower case and upper case, c) match letters in lower case and upper case correctly, d) enjoy participating in activities related to writing of letters.	The learner is guided to: <ul style="list-style-type: none"> • observe the teacher model letter formation in the air, writing boards and imitate, • trace and join dots to form letters, • write the letters of the alphabet in upper case and lower case, • match letters in upper case and lower case appropriately, • colour and paint letters of the alphabet while singing, • use ICT devices to play letter formation games where applicable, • chant rhymes on letters of the alphabet, • collaboratively model letters of the alphabet in upper case and lower case while sharing the materials fairly, • clear working area and wash hands with clean water and soap. 	<ol style="list-style-type: none"> 1. What can we do with letters of the alphabet to make them appear good? 2. What games relating to letter sounds do you like playing?

Core Competencies to be developed:

- Communication and Collaboration: The learner works well with others in modeling letters of the alphabet in upper and lower case.
- Self-efficacy: The learner confidently writes and matches correctly letter sounds in upper and lower case.

Values:

Social Justice: The learner embraces fairness as they learn to share resources equitably while modelling letters of the alphabet.

Pertinent and Contemporary Issue(s):

Personal Hygiene Awareness: The learner learns to wash hands with soap and clean water after tidying up their colouring, painting and modelling items.

Link to other activity areas:

Letter formation is artistic in nature as learners design the letters. This relates to design making in creative activities.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.3 Writing Practice (5 lessons)	By the end of the Sub Strand the learner should be able to: a) identify letters of the alphabet correctly, b) write letters of the alphabet correctly, c) write patterns using letters of the alphabet, d) value participating in writing activities in and out of school.	The learner is guided to: <ul style="list-style-type: none"> • join dots to make letters of the alphabet, • trace and copy letters of the alphabet correctly, • collaboratively make patterns using letters of the alphabet, • practice writing letters of the alphabet using ICT devices, • write letters of the alphabet in slate boards, books and any other writing surface. 	<ol style="list-style-type: none"> 1. Which items do we use to write, colour and paint letters of the alphabet? 2. Why do we learn letters of the alphabet?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is enhanced as the learner comes up with unique and new ideas of making patterns using letters of the alphabet. • Digital Literacy: The learner engages in familiarising with digital devices when writing letters of the alphabet using ICT letter writing games. 				

Values:

- **Responsibility:** The learner writes letters of the alphabet independently in sand traces, slate boards, books and any other writing tools/devices.
- **Unity:** The learner inculcates a sense of fairness when collaborating with others in making patterns using letters of the alphabet.

Pertinent and Contemporary Issue(s):

Self-discipline (Life skill): The learner learns to work collaboratively with others without unnecessary conflicts when writing letters of the alphabet on slates, boards and other writing materials.

Link to other Activity Areas:

Writing practice is necessary in all Pre Primary activity areas. Therefore, it is linked to all other Activity Areas as the learners involve themselves in joining dots, tracing, writing and colouring.

Suggested Assessment Rubric

Strand: Listening and Speaking

	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Greetings and farewell	Ability to use appropriate vocabulary when greeting and bidding farewell in social interactions.	Uses appropriate vocabulary and even gestures when greeting and bidding farewell in social interactions.	Uses appropriate vocabulary when greeting and bidding farewell in social interactions.	Does well in one of the two: Either uses appropriate vocabulary when greeting and inappropriate when bidding farewell or uses appropriate vocabulary for bidding farewell and inappropriate while greeting in social interactions.	Uses vocabulary but inappropriate one when both greeting and bidding farewell in social interactions.
Self-awareness	Ability to identify self correctly by name and gender.	Identifies self correctly by name and gender and even gives other details like likes, home location and names of family members.	Identifies self correctly by name and gender.	Attempts to identify self correctly by name and gender.	Identifies self correctly by name and gender when assisted.

Listening for enjoyment	Ability to listen and respond to different sounds for enjoyment.	Consistently listens and responds to different sounds for enjoyment.	Listens and responds to different sounds for enjoyment.	Occasionally listens and responds to different sounds for enjoyment.	Rarely listens and responds to different sounds for enjoyment.
Active listening	Ability to listen actively and respond correctly to simple instructions using the right vocabulary in different conversations.	Listens very actively and responds correctly to simple instructions using the right vocabulary in different conversations	Listens actively and responds correctly to simple instructions using the right vocabulary in different conversations.	Listens actively but has a challenge in responding correctly to simple instructions using the right vocabulary in different conversations	Exhibits a challenge in both listening actively and responding correctly to simple instructions using the right vocabulary in different conversations
Self-expression	Ability to tell and retell stories correctly and fluently to report happenings.	Consistently tells and retells stories correctly and fluently to report happenings.	Tells and retells stories correctly and fluently to report happenings.	Occasionally tells and retells stories correctly and fluently to report happenings.	Rarely tells and retells stories correctly and fluently to report happenings.
Polite language	Ability to identify and use right vocabulary depicting polite language.	Identifies and uses right vocabulary depicting polite language accompanied by gestures.	Identifies and uses right vocabulary depicting polite language.	Identifies but does not always use right vocabulary depicting polite language.	With assistance, identifies right vocabulary depicting polite language but has a great challenge in the use of the right vocabulary depicting polite language.

Naming	Ability to name familiar things found at home and construct simple sentences using the right vocabulary.	Correctly names familiar things found at home and constructs simple sentences using the right vocabulary and appropriate non-verbal expressions.	Names familiar things found at home and constructs simple sentences using the right vocabulary.	Names familiar things found at home but experiences challenges in constructing simple sentences using the right vocabulary.	Experience challenges in naming familiar things found at home as well as constructing simple sentences using the right vocabulary.
Passing information	Ability to pass information and communicate the intended message accurately.	Consistently passes information and communicates the intended message accurately.	Passes information and communicates the intended message accurately.	Occasionally passes information and communicates the intended message accurately.	Rarely passes information and communicates the intended message accurately.
Environmental awareness	Ability to demonstrate environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates excellent environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates good environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates poor environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.

Auditory discrimination	Ability to identify, recall and respond to safe and dangerous sounds within the environment.	Identifies, recalls and responds appropriately to safe and dangerous sounds within the environment.	Identifies, recalls and responds to safe and dangerous sounds within the environment.	Identifies and recalls safe and dangerous sounds within the environment but does not respond appropriately.	Experiences challenges in identifying, recalling and responding to safe and dangerous sounds within the environment.
Audience awareness	Ability to exhibit audience awareness by varying intonation when addressing audience.	Consistently exhibits audience awareness by varying intonation when addressing audience.	Exhibits audience awareness by varying intonation when addressing audience.	Occasionally exhibits audience awareness by varying intonation when addressing audience.	Rarely exhibits audience awareness by varying intonation when addressing audience.
Auditory memory	Ability to identify, recall and imitate familiar sounds in the environment.	Clearly identifies, recalls and imitates very well familiar sounds in the environment	Identifies, recalls and imitates familiar sounds in the environment.	Identifies, recalls, but does not imitate familiar sounds in the environment.	With difficulties identify, recall and imitate familiar sounds in the environment.

Strand: Reading					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Reading readiness	Ablity to move eyes from left to right while holding a book in preparation for reading and read text or pictures from top to the bottom of a page.	Consistently moves eyes from left to right while holding a book in preparation for reading and reads text or pictures from top to the bottom of a page.	Moves eyes from left to right while holding a book in preparation for reading and reads text or pictures from top to the bottom of a page.	Occasionally moves eyes from left to right while holding a book in preparation for reading and reads text or pictures from top to the bottom of a page.	Rarely moves eyes from left to right while holding a book in preparation for reading and neither reads text or pictures from top to the bottom of a page.
Book handling	Ability to turn pages from right to left and take care of books through different ways (arranging the books on shelves/cupboards, bags, covering) in preparation for reading.	Turns pages from right to left and takes care of books through different ways with an ease in preparation for reading.	Turns pages from right to left and takes care of books through different ways in preparation for reading.	Turns pages from right to left and takes care of books through different ways though with difficulty in preparation for reading.	Turns pages from right to left and takes care of books through different ways with great challenges in preparation for reading.

Reading posture	Ability to identify and use correct reading posture.	Identifies and always uses correct reading posture.	Identifies and uses correct reading posture.	Identifies although rarely uses correct reading posture.	With guidance identifies but rarely uses correct reading posture.
Print awareness	Ability to interpret drawn pictures correctly.	Consistently interprets drawn pictures correctly.	Interprets drawn pictures correctly.	Occasionally interprets drawn pictures correctly.	Rarely interprets drawn pictures correctly.
Phonic awareness	Ability to identify letter sounds, recall the letter sounds and demonstrate letter sound correspondence.	Identifies letter sounds in the right sequence, recalls the letter sounds and demonstrates correct letter sound correspondence.	Identifies letter sounds, recalls the letter sounds and demonstrates letter sound correspondence.	Identifies letter sounds and recalls the letter sounds but experiences challenges in demonstrating letter sound correspondence.	Experiences challenges in identifying letter sounds, recalling letter sounds and demonstrating letter sound correspondence.
Visual discrimination	Ability to recall and distinguish different objects in the environment using observable features.	Recalls and correctly distinguishes different objects in the environment using observable features.	Recalls and distinguishes different objects in the environment using observable features.	Recalls but experiences a challenge in distinguishing different objects in the environment using observable features.	Experience challenges in both recalling and distinguishing different objects in the environment using observable features.

Visual memory	Ability to identify and recall pictures of familiar things in the environment and demonstrate awareness of their use.	Correctly identifies and recalls pictures of familiar things in the environment and demonstrates excellent awareness of their use.	Identifies and recalls pictures of familiar things in the environment and demonstrates awareness of their use.	Identifies and recalls pictures of familiar things in the environment but demonstrates poor awareness of their use.	Experiences a great challenge in identifying and recalling pictures of familiar things in the environment and demonstrating awareness of their use.
Articulation of letter sounds (vowels)	Ability to identify and articulate vowel sounds correctly.	Consistently identifies and articulates vowel sounds correctly.	Identifies and articulates vowel sounds correctly.	Occasionally identifies and articulates vowel sounds correctly.	Rarely identifies and articulates vowel sounds correctly.
Letter recognition (Letter names)	Ability to identify letters of the alphabet by names and distinguish between the upper case and the lower case.	Identifies correctly all letters of the alphabet by names and distinguishes between the upper case and the lower case.	Identifies correctly letters of the alphabet by names and distinguishes between the upper case and the lower case.	Identifies letters of the alphabet by names but experiences a challenge in distinguishing between the upper case and the lower case.	Experiences challenges in identifying letters of the alphabet by names and distinguishing between the upper case and the lower case.
Picture reading	Ability to read and match related pictures in accordance to use, size, colour.	Reads and correctly matches related pictures in accordance to use, size, colour.	Reads and matches related pictures in accordance to use, size, colour.	Reads but does not match related pictures in accordance to use, size, colour.	Experiences challenges in both reading and matching related pictures in accordance to use, size, colour.

Strand: Writing					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Print awareness	Ability to interpret illustrated pictures appropriately and scribble freely on different surfaces in preparation for writing.	Interprets illustrated pictures appropriately and creatively scribbles freely on different surfaces in preparation for writing.	Interprets illustrated pictures appropriately and scribbles freely on different surfaces in preparation for writing.	Interprets illustrated pictures appropriately but does not scribble freely on different surfaces in preparation for writing.	Experiences challenges in both interpretation of the illustrated pictures and scribbling freely on different surfaces in preparation for writing.
Writing posture	Ability to identify and use appropriate sitting posture (sitting upright) in preparation for writing.	Identifies and always uses appropriate sitting posture in preparation for writing.	Identifies and uses appropriate sitting posture in preparation for writing.	Identifies but rarely uses appropriate sitting posture in preparation for writing.	Identifies appropriate sitting posture only when guided and with difficulty uses the sitting posture in preparation for writing even when assisted.
Pre writing skills	Ability to identify writing materials and use them appropriately	Consistently identifies writing	Identifies writing materials and uses them appropriately in preparation for writing.	Occasionally identifies writing	Rarely identifies writing materials and uses them

	in preparation for writing.	materials and uses them appropriately in preparation for writing.		materials and uses them appropriately in preparation for writing.	appropriately in preparation for writing.
Eye-hand coordination	Ability to demonstrate eye-hand coordination and turn pages from right to left in preparation for writing.	Demonstrates perfect eye- hand coordination and turns pages carefully from right to left in preparation for writing.	Demonstrates eye-hand coordination and turns pages from right to left in preparation for writing.	Makes attempts to demonstrate eye-hand coordination and turn pages from right to left in preparation for writing.	With difficulty coordinates eyes and hands and turns pages from right to left in preparation for writing thus always need assistance.
Writing readiness	Ability to join dots correctly to complete writing of letters representing sounds and later write the same letter sounds independently.	Carefully and correctly joins complete writing of letters representing sounds and later neatly writes the same letters independently.	Joins dots correctly to complete writing of letters representing sounds and later writes the same letters independently.	Joins dots correctly to complete writing of letters representing sounds but finds it difficult to write the letters independently.	With assistance joins dots correctly to complete writing of letters representing sounds but experiences challenges in writing the same letters independently.

Writing letters representing sounds	Ability to identify and independently write letters representing sounds.	Correctly identifies and independently writes letters representing sounds neatly.	Identifies and independently writes letters representing sounds.	Identifies and attempts to independently write letters representing sounds.	Identifies and independently writes letters representing sounds only when assisted.
Pattern writing	Ability to write patterns using letters of the alphabet.	Creatively writes patterns using letters of the alphabet.	Writes patterns using letters of the alphabet.	Attempts to write patterns using letters of the alphabet.	Needs assistance to write patterns using letters of the alphabet.
Letter formation	Ability to form and write letters of the alphabet in lower case and upper case and match the different cases of the letters.	Forms and neatly writes letters of the alphabet in lower case and upper case and correctly matches the different cases of the letters.	Forms and writes letters of the alphabet in lower case and upper case and matches the different cases of the letters.	Forms and writes letters of the alphabet in lower case and upper case but experiences a challenge in matching the different cases of the letters.	Forms and writes letters of the alphabet in lower case and upper case and matches the different cases of the letters only when assisted.
Writing practice	Ability to write letters of the alphabet correctly and make letter patterns.	Writes letters of the alphabet correctly and neatly and creatively makes letter patterns.	Writes letters of the alphabet correctly and makes letter patterns.	Writes letters of the alphabet correctly but makes letter patterns with challenges.	Writes letters of the alphabet correctly and makes letter patterns only when assisted.

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

Strands	Suggested Learning Resources	Suggested Assessment Methods	Suggested Non Formal Programmes
Listening and Speaking	<ul style="list-style-type: none"> • Manilla papers • Models • Flash cards • Charts • Realia • Masks • Costumes • Clay/plasticine/dough for modelling • Puppets • Recorded songs • Recorded poems and rhymes • Book covers, shelves, boxes, bags • Learning corners • Digital and electronic devices. • Pictures and photographs 	<ul style="list-style-type: none"> • Observation schedule • Oral questions • Portfolio • Checklist • Chanting rhymes • Singing songs • Reciting poems • Playing conversational games • Role play • Self-assessment • Peer assessment • Fluency tests • Dialogues • Articulation tests • Oral interviews 	<ul style="list-style-type: none"> • Participation in music festivals at school level, County level and National level. • Exhibiting own work during Academic/parents days. • Nature walks. • Use of resource people • Performing short plays

<p>Reading</p>	<ul style="list-style-type: none"> • Letter jig saw puzzles • Manilla papers • Letter boards • Pocket charts • Picture puzzles • Colour pencils • Colouring books • Crayons • Recorded songs • Letter cut-outs • Book covers, shelves, boxes, bags • Charts • Course books • Digital and electronic devices. • Flash cards • Pictures and photographs • Video clips • Audio-visual resources • Other web resources 	<ul style="list-style-type: none"> • Self-assessment • Peer assessment • Observation schedule • Oral questions • Portfolio • Checklist • Reading aloud • Oral interviews • Question and Answer • Teacher-made Tests 	<ul style="list-style-type: none"> • Use of posters and any other reading materials for identification of letter sound and letter names • Participating in sound reading competitions • Reading pictures in magazines
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<p>Writing</p>	<ul style="list-style-type: none"> • Clay/plasticine/dough for modelling • Pocket charts • Coloured pencils • Paint and brushes • Colouring books • Crayons • Clay/plasticine/dough for modelling • Letter cut-outs • Digital and electronic devices • Charcoal sticks • Letter jigsaw puzzles • Brushes • Sticks 	<ul style="list-style-type: none"> • Self-assessment • Peer assessment • Learner Portfolios • Checklists • Teacher-made Tests • Matching tasks 	<ul style="list-style-type: none"> • Practising scribbling, drawing and colouring with peers at home. • Showcasing their painted, coloured and written work during cultural days or parents day.
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MATHEMATICAL ACTIVITIES

PRE-PRIMARY ONE (LEVEL I)

Suggested Themes

1. Myself

- My body
- My clothes
- My friends
- My play objects

2. My Family

- Family members
- Clothes worn by family members
- Foods eaten

3. My Home

- Our house
- Buildings at home
- Utensils
- Furniture
- Animals
- Plants found at home
- Work done at home

4. My Neighbourhood

- My neighbour
- Families in the neighbourhood
- Importance of the neighbour

5. My School

- Teacher
- Class
- Things in my class
- Buildings and structures at school
- People at school
- Things at school
- Work done in school

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 the 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 learner's 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 level of education. Mathematical concepts and skills learnt at PP1 prepare learners to learn similar concepts at PP2.

Subject General Learning Outcomes

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

- a) Use acquired classroom skills to solve problems in their 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) Utilize 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	8
		1.2 Matching and Pairing	8
		1.3 Ordering	8
		1.4 Patterns	8
2	2.0 Numbers	2.1 Rote Counting	8
		2.2 Number Recognition	10
		2.3 Counting Concrete Objects	10
		2.4 Number Sequencing	10
		2.5 Number Writing	10
3	3.0 Measurement	3.1 Sides of Objects	10
		3.2 Mass (Heavy and Light)	10
		3.3 Capacity (how much a container can hold)	10
		3.4 Time (Daily Routines)	10
		3.5 Money (Kenyan currency -Ksh.1 coins)	10
		3.6 Area (Surface of Objects)	10
4	4.0 Geometry	4.1 Lines	4
		4.2 Shapes	6
Total Number of Lessons			150

NOTE:

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

THEME: MYSELF

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>1.0 Pre-Number Activities</p>	<p>1.1 Sorting and Grouping</p> <p>(8 lessons)</p> <ul style="list-style-type: none"> • <i>colour,</i> • <i>size,</i> • <i>shape.</i> 	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different play objects in the immediate environment, b) list similarities among play objects in the immediate environment, c) tell differences among play objects in the immediate environment, d) group play objects according to a given attribute, e) enjoy grouping play objects in the immediate environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • collect play objects from the immediate environment as they observe safety, • talk about play objects with different attributes (<i>wood blocks, balls, toys, and bottle tops</i>), • work with others to identify similarities of play objects, • work with others to identify differences among play objects, • team up with peers to share play objects and sort and group them according to a given attribute, • relate a given attribute to other objects in the immediate environment, • sing songs related to sorting and grouping objects, • collect and store play objects used in sorting and grouping in their respective learning corners as they observe safety, • group pictures of objects according to one attribute using digital devices or other resources. 	<ol style="list-style-type: none"> 1. Which objects do you play with? 2. How can you group objects you play with?

Core competencies to be developed:

Critical thinking and Problem solving: Learner sorts and groups play objects according to colour, size, or shape.

Values:

Love: Learner shares play objects doing sorting and grouping activities..

Pertinent and contemporary issues (PCIs):

Safety: The learner carefully collects play objects to use in sorting and grouping activities.

Link to other activity areas:

The learner is able to relate names of colours of play objects to colour vocabulary in Language Activities.

THEME: MYSELF

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Pre-Number Activities	1.2 Matching and Pairing (8 lessons) <ul style="list-style-type: none"> • <i>sameness/ likeness,</i> • <i>use.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) list different clothes worn every day, b) identify similarities among clothes worn every day, c) state differences among clothes worn every day, d) match clothes worn every day, e) appreciate the use of different clothes worn every day. 	The learner is guided to: <ul style="list-style-type: none"> • collect clothes/picture cut-outs of clothes worn every day and talk about the similarities, • talk about the differences of clothes worn every day, • collaborate with others in matching and pairing clothes according to a given attribute, • relate clothes to their everyday use, • sing songs or recite poems on use of clothes worn every day, • match and pair pictures of clothes according to a given attribute using digital devices or other resources. 	How can you match clothes worn every day?

Core competencies to be developed:

Communication and Collaboration: Learner talks to and works with others while matching and pairing pictures of different clothes.

Values:

Unity: learner works amicably with others to accomplish the task of matching and pairing clothes and shares with others.

Pertinent and contemporary issues (PCIs):

Personal health: Learner relates clothes to their use in everyday life for personal health (sweater to keep one warm so that they do not become sick).

Link to other activity areas:

The learner is able to relate matching and pairing of clothes worn every day to their uses as in Environmental Activities.

THEME: MYSELF

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

Core competencies to be developed:

Critical thinking and Problem solving: Learner arranges play objects according to size in ascending and descending order.

Values:

Responsibility: Learner works harmoniously with others to accomplish the task of arranging play objects.

Pertinent and contemporary issues (PCIs):

Safety: Learner carefully manipulates concrete objects while arranging play objects.

Link to other activity areas:

The learner is able to relate vocabularies like big, small, tall, short to how they are read in Language Activities.

THEME: MYSELF

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
1.0 Pre-Number Activities	1.4 Patterns (8 lessons) <ul style="list-style-type: none"> • <i>colour,</i> • <i>shape.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify similarities among play objects in the immediate environment, b) state differences among play objects in the immediate environment, c) make patterns using play objects according to a given attribute, d) enjoy making patterns using different play objects found in the immediate environment. 	The learner is guided to: <ul style="list-style-type: none"> • collect play objects from the immediate environment, • observe and talk about play objects in the immediate environment, • work with peers to arrange different play objects to make a pattern according to a given attribute, • fill in the missing play objects in a pattern, • make patterns using digital devices or other resources. 	How can you make a pattern with play objects?
<p>Core competencies to be developed: Creativity and Imagination: Learner arranges different play objects creatively to make patterns.</p>				
<p>Values: Love: Learner shares play materials while working together harmoniously to make patterns.</p>				
<p>Pertinent and contemporary issues (PCIs): Safety: Learner carefully uses play objects from the immediate environment to make patterns.</p>				
<p>Link to other activity areas: The learner is able to relate making patterns to picture and pattern making in Creative Activities.</p>				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify similarities and differences among play objects.	The learner identifies similarities and differences among play objects correctly and consistently.	The learner identifies similarities and differences among play objects correctly.	The learner identifies similarities and differences among play objects partially correct.	The learner struggles to identify similarities or differences among play objects .
Ability to group play objects according to given attributes.	The learner groups play objects according to three attributes correctly and consistently.	The learner groups play objects according to three attributes correctly.	The learner groups play objects according to two attributes correctly.	The learner groups play objects according to one attribute correctly.
Ability to match clothes worn every day according to given attributes.	The learner matches clothes worn everyday according to two attributes correctly and systematically.	The learner matches clothes worn everyday according to two attributes correctly.	The learner matches clothes worn everyday according to any one attribute correctly.	The learner matches clothes worn everyday according to any one attribute partially correct.

Ability to arrange play objects in ascending and descending order.	The learner arranges play objects in ascending and descending order correctly and accurately.	The learner arranges play objects in ascending and descending order correctly.	The learner arranges play objects in ascending and descending order partially correct.	The learner arranges play objects in ascending or descending order partially correct.
Ability to make patterns using play objects according to given attributes	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 any one attribute correctly.	The learner makes patterns using play objects according to any one attribute partially correct.

THEME: MY FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
2.0 Numbers	2.1 Rote Counting (8 lessons) <ul style="list-style-type: none"> • rote count numbers 1-10 	By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-10 for developing numeracy skills, b) rote count numbers 1-10 using actions, c) enjoy rote counting in everyday life.	The learner is guided to: <ul style="list-style-type: none"> • rote count numbers 1-10, • team up with peers to rote count numbers 1-10 using actions (<i>walking, clapping, nodding, tapping, hopping, or stamping</i>) as they mention family members, • collaborate with others to perform singing games or rhymes related to rote counting, • listen to radio and television educational programs on rote counting, • watch video clips on rote counting using actions. 	How can you count numbers 1-10?

Core competencies to be developed:

Self-efficacy: Learner perform singing games or rhymes related to rote counting.

Values:

Respect: Learner take turns while rote counting numbers 1-10.

Pertinent and contemporary issues (PCIs):

Safety: Learner carefully does rote counting for numbers 1-10 using actions.

Link to other activity areas:

The learner is able to relate singing and reciting rhymes on rote counting numbers 1-10 using actions to singing games in Creative Activities.

THEME: MY FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
2.0 Numbers	2.2 Number Recognition (10 lessons) <ul style="list-style-type: none"> • <i>number symbols 1-9.</i> 	By the end of the sub-strand, the learner should be able to: a) identify number symbols 1-9 for developing numeracy skills, b) arrange number flash cards 1-9 for developing symbolic representation of numbers, c) appreciate use of numbers in everyday life experiences.	The learner is guided to: <ul style="list-style-type: none"> • observe and talk about numbers on number flash cards or number charts, • talk about numbers found on objects in the home environment, • work with others to identify numbers on flash cards or charts, • sing and dance to songs related to numbers while holding number cards and model numbers, • collaborate with peers to play number recognition games (<i>fishing game</i>), • identify and type number symbols using digital devices, • form number symbols using other devices. 	Which number can you see on the flash card?

Core competencies to be developed:

Communication and Collaboration: Learner talks to and listens to each other while collaboratively playing number recognition games.

Values:

Love: Learner shares materials and work together as they play number games.

Pertinent and contemporary issues (PCIs):

Self-esteem: Learner's self-esteem is enhanced as they sing and dance to songs related to number recognition.

Link to other activity areas:

The learner is able to relate the names of number symbols to reading similar vocabulary in Language Activities.

THEME: MY FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Numbers</p>	<p>2.3 Counting Concrete Objects</p> <p>(10 lessons)</p> <ul style="list-style-type: none"> • <i>count concrete objects 1-9.</i> 	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify concrete objects found at home,</p> <p>b) count concrete objects 1-9,</p> <p>c) match number symbols 1-9 with a group of concrete objects,</p> <p>d) enjoy counting concrete objects in everyday life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Collect concrete objects found at home, • talk about concrete objects used by family members, • count concrete objects used by family members (<i>plates, spoons, cups/mugs, sufuria, jugs, dishes, and basins</i>), • play counting games involving counting objects used by family members for numbers, • work with peers to match numerals with concrete objects used by family members for numbers, • count family members at home and report the number, • count pictures of concrete objects using digital devices or other resources, • play video games on counting. 	<ol style="list-style-type: none"> 1. How many objects can you see? 2. Which number matches the objects you have seen?

Core competencies to be developed:

Critical thinking and Problem solving: Learner counts concrete objects and matches them to the corresponding number symbols.

Values:

Unity: Learner works harmoniously with others to match concrete objects to the corresponding number symbols.

Pertinent and contemporary issues (PCIs):

Safety: Learner carefully collects concrete objects from home environment.

Link to other activity areas:

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

THEME: MY FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Numbers	2.4 Number Sequencing (10 lessons) <ul style="list-style-type: none"> • <i>sequence numbers 1-9.</i> 	By the end of the sub-strand, the learner should be able to: a) identify number symbols 1-9 for number ordering, b) arrange number cards in sequence 1-9, c) enjoy arranging numbers in sequence in their day-to-day life experiences.	The learner is guided to: <ul style="list-style-type: none"> • randomly pick number cut-outs/number cards in turns from a pile and identify the number, • arrange numbers in sequence, • work with others to complete missing numbers in sequence by placing the appropriate number cards or cut-outs, • sing songs on number sequence with peers as they mention their family members, • complete number sequencing puzzles, • arrange numbers in sequence using digital devices or other resources. 	1. Which number can you see on this card? 2. Which number comes after this number?
<p>Core competencies to be developed: Critical thinking and Problem solving: Learner arranges numbers in sequence and completes number puzzles.</p>				
<p>Values: Peace: Learner harmoniously sings songs with others on number sequence 1-9.</p>				
<p>Pertinent and contemporary issues (PCIs): Hygiene: Learner observes hygiene as they sequence number cards; not to put cards in the mouth because they may be dirty.</p>				
<p>Link to other activity areas: The learner is able to relate singing songs on number sequence to singing games in Creative Activities.</p>				

THEME: MY FAMILY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
2.0 Numbers	2.5 Number Writing (10 lessons) <ul style="list-style-type: none"> • <i>write number symbols 1-9.</i> 	By the end of the sub-strand, the learner should be able to: a) identify number symbols 1- 9 for symbolic representation, b) form number symbols 1-9 on a surface, c) write number symbols 1-9 on a surface, d) appreciate the use of numbers in the family.	The learner is guided to: <ul style="list-style-type: none"> • observe number cut-outs and talk about number formation, • cooperate with others to trace numbers on number cut-outs, • join dots to form number symbols, • collaborate with peers to model number symbols, • work with others to write number symbols on a surface, • write the number of their family members, • use digital devices or other resources to form number symbols, • type number symbols using a digital device. 	How do we form these number symbols (1, 2, 3, 4, 5, 6, 7, 8, 9)?

Core competencies to be developed:

Creativity and Imagination: Learner uses different ways like modelling and tracing to form number symbols.

Values:

Respect: Learner takes turns while writing number symbols on surfaces.

Pertinent and contemporary issues (PCIs):

Hygiene: Learner observes hygiene as they use plasticine/clay to model number symbols.

Link to other activity areas:

The learner is able to relate modelling of number symbols to modelling objects in Creative Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to rote count numbers 1-10.	The learner rote counts numbers 1-10 correctly and consistently.	The learner rote counts numbers 1-10 correctly.	The learner rote counts numbers 1-5 correctly.	The learner rote counts numbers 1-5 partially correct.
Ability to identify number symbols 1-9 for developing numeracy skills.	The learner identifies number symbols 1-9 correctly and accurately.	The learner identifies number symbols 1-9 correctly.	The learner identifies number symbols 1-5 correctly.	The learner identifies number symbols 1-3 correctly.
Ability to count concrete objects 1-9 used by family members.	The learner counts concrete objects 1-9 correctly and accurately.	The learner counts concrete objects 1-9 correctly.	The learner counts concrete objects 1-5 correctly.	The learner counts concrete objects 1-3 correctly.
Ability to arrange number cards in sequence 1-9.	The learner arranges number cards in sequence 1-9 correctly and accurately.	The learner arranges number cards in sequence 1-9 correctly.	The learner arranges number cards in sequence 1-5 correctly.	The learner arranges number cards in sequence 1-3 correctly.
Ability to write number symbols 1-9 on a surface.	The learner writes number symbols 1-9 correctly and accurately.	The learner writes number symbols 1-9 correctly.	The learner writes number symbols 1-5 correctly.	The learner writes number symbols 1-3 correctly.

THEME: MY HOME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<p>3.0 Measurement</p>	<p>3.1 Sides of Objects (10 lessons)</p> <ul style="list-style-type: none"> • <i>long,</i> • <i>short.</i> 	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify concrete objects found at home, b) tell sides of concrete objects found at home, c) compare sides of concrete objects found at home, d) enjoy comparing sides of concrete objects at home. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • talk about concrete objects found at home, • identify sides of concrete objects found at home (<i>newspaper, magazine, table, ruler, rectangular shaped mirror, and any 2-D object</i>) as they observe safety, • compare sides of concrete objects found at home, • work with others to compare sides of concrete objects found at home, • collaborate with others to measure sides of concrete objects using arbitrary units (<i>sticks, foot, hand-span</i>) - not exceeding 9 counts, • play with concrete objects with different sides, • watch a video clip of pictures of concrete objects with long and short sides. 	<p>How can you tell the long or short side of an object?</p>

Core competencies to be developed:

Communication and Collaboration: Learner talks to and collaborates with each other to compare sides of concrete objects.

Values:

Love: Learner shares play objects while counting sides of concrete objects.

Pertinent and contemporary issues (PCIs):

Safety: Learner carefully identifies sides of concrete objects.

Link to other activity areas:

The learner is able to relate use of vocabularies acquired like long and short to similar words in Language Activities.

THEME: MY HOME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Measurement	3.2 Mass (Heavy and Light) (10 Lessons) <ul style="list-style-type: none"> • <i>heavy,</i> • <i>light.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify concrete objects found at home, b) differentiate the mass of concrete objects found at home, c) appreciate effects of lifting heavy or light concrete objects found at home on their health. 	The learner is guided to: <ul style="list-style-type: none"> • talk about concrete objects found at home • lift heavy and light concrete objects found at home (<i>spoon, pans, cups, plates, and sufuria</i>), • work jointly with others to identify heavy and light concrete objects found at home, • team up with peers to play games involving lifting of heavy and light concrete objects carefully (<i>play on a see saw; back-to-back lifting</i>), • learners to watch a video on lifting heavy and light concrete objects. 	How can you tell the object is heavy/light?
<p>Core competencies to be developed: Learning to learn: Learner lifts heavy and light concrete objects and learn that they have different mass (heavy or light).</p>				
<p>Values: Unity: Learner harmoniously works jointly with each other and takes turns in lifting concrete objects.</p>				
<p>Pertinent and contemporary issues (PCIs): Safety: Learner carefully plays games involving lifting of heavy and light objects.</p>				
<p>Link to other activity areas: The learner is able to relate use of new vocabularies like heavy and light to their use in Language Activities.</p>				

THEME: MY HOME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Measurement	3.3 Capacity (how much a container can hold) (10 lessons) • <i>how much a container can hold</i>	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) appreciate sizes of different containers in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> • observe and talk about containers of different sizes, • fill and empty small and big containers using sand or water, • fill and empty big and small containers and tell how many small ones can fill a big one - <i>up to 9 counts</i>, • team up with others to fill and empty big and small containers and tell how many small containers fill a big one, • watch a video on filling and emptying containers. 	How many small containers can fill the big container?

Core competencies to be developed:

Critical thinking and Problem solving: Learner finds out how many small containers can fill a big one.

Values:

Responsibility: Learner fills and empties containers without spilling over water or sand. The learner also teams up with others to accomplish filling and emptying activities.

Pertinent and contemporary issues (PCIs):

Hygiene: Learner observes hygiene as they do filling and emptying activities (not to drink dirty water).

Link to other activity areas:

The learner is able to relate water and sand concepts to similar concepts in natural resources in Environmental Activities.

THEME: MY HOME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Measurement	3.4 Time (Daily Routines) (10 lessons) <ul style="list-style-type: none"> • <i>morning,</i> • <i>noon,</i> • <i>evening,</i> • <i>night.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify daily routine activities done before going to school, b) arrange pictures of daily activities in order, c) enjoy arranging pictures of daily activities in order. 	The learner is guided to: <ul style="list-style-type: none"> • talk about four daily routine activities done at home before going to school, • talk about four activities related to time, • arrange four pictures of activities done every day, • work with others to arrange four pictures of activities done every day, • sing songs on activities done every day, and the need not to be late for home, • watch a video on activities of the daily routine. 	What do you do in the morning before you go to school?
<p>Core competencies to be developed: Communication and Collaboration: Learner talks to and works with each other as they arrange pictures of various daily activities.</p>				
<p>Values: Respect: Learner takes turns to arrange pictures of different daily activities in sequence.</p>				
<p>Pertinent and contemporary issues (PCIs): Safety: Learner sings songs on the need of being at home at the right time (avoiding being late).</p>				
<p>Link to other activity areas: The learner is able to relate arranging of pictures on daily activities in sequence to pre-writing skills in Language Activities.</p>				

THEME: MY HOME				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Measurement	3.5 Money (Kenyan currency) -Ksh.1 coins (10 lessons) <ul style="list-style-type: none"> • <i>Ksh.1 coins.</i> 	By the end of the sub-strand, the learner should be able to: a) identify Kenyan currency in one-shilling coin used at home, b) count money in one-shilling coin up to 9, c) enjoy counting money in Ksh.1 coin up to 9.	The learner is guided to: <ul style="list-style-type: none"> • look at and talk about the Kenyan sh.1 coin, • identify Kenyan sh.1 coins from a variety of Kenyan sh. coins, • collaborate with others to count money in 1-shilling coin up to 9 in turns, • trace the Kenyan one-shilling coin, • watch a video on pictures of Kenyan one shilling coins. 	What can you see on the coin?
Core competence to be developed: Communication and Collaboration: Learner talks and listens to each other while counting Ksh.1 coins in groups.				
Values: Respect: Learner takes turns while counting Ksh.1 coins.				
Pertinent and contemporary issues (PCIs): Financial literacy: Learner talks about Ksh.1 coin.				
Link to other activity areas: The learner is able to relate tracing Ksh.1 coin to colouring in Creative Activities.				

THEME: MY HOME

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Measurement	3.6 Area (Surface of Objects) (10 lessons) • <i>surfaces of concrete objects.</i>	By the end of the sub-strand, the learner should be able to: a) identify surfaces of concrete objects found at home, b) count small similar objects that cover a given surface of concrete objects, c) appreciate different surfaces in the environment.	The learner is guided to: <ul style="list-style-type: none"> • observe and identify different surfaces of concrete objects found at home (<i>tables, chairs, and stools</i>), • cover surfaces of concrete objects (<i>stool, chair, and table</i>) found at home using smaller objects. (<i>bottle tops, small blocks, and exercise books</i>), • work with others to cover surfaces of concrete objects found at home (<i>chair, table, and stool</i>) using smaller objects, • team up with others to count small similar objects that cover a given surface of concrete objects – counts not to exceed 9, • shade or colour surfaces of drawn objects, • shade or colour drawn pictures using digital devices or other resources. 	1. How many small similar objects can cover given surfaces? 2. Which of the given surfaces is big or small?

Core competencies to be developed:

Critical thinking and Problem solving: Learner covers surfaces of objects using small similar objects and count the number of small similar objects used to cover a given surface.

Values:

Love: Learner shares concrete objects as they cover different surfaces.

Pertinent and contemporary issues (PCIs):

Hygiene: Learner avoids putting small objects used in covering surfaces in the mouth because they are dirty.

Link to other activity areas:

The learner is able to relate new vocabulary acquired like “big” and “small” to reading and speaking in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 compare 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 differentiate mass of concrete objects.	The learner differentiates the mass of concrete objects and tells the heavy and light objects correctly and talks about them.	The learner differentiates the mass of concrete objects and tells the heavy and light objects correctly.	The learner differentiates the mass of concrete objects and tells the heavy and light objects partially correctly.	The learner differentiates the mass of concrete objects and tells the heavy or light 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 identify daily routine activities done at home before going to school.	The learner identifies more than four daily routine activities done at home before going to school correctly and systematically.	The learner identifies four daily routine activities done at home before going to school correctly.	The learner identifies three daily routine activities done at home before going to school correctly.	The learner identifies two daily routine activities done at home before going to school correctly.
Ability to arrange pictures of daily activities in order.	The learner arranges four pictures of daily activities in order correctly and gives explanations.	The learner arranges four pictures of daily activities in order correctly.	The learner arranges three pictures of daily activities in order correctly.	The learner arranges two pictures of daily activities in order correctly.
Ability to identify Kenyan currency in one shilling coin and counts up to nine	The learner identifies Kenyan currency in one shilling coin and, counts up to nine coins and beyond correctly.	The learner identifies Kenyan currency in one shilling coin and, counts up to nine coins correctly.	The learner identifies Kenyan currency in one shilling coin and counts up to five coins correctly.	The learner identifies Kenyan currency in one shilling coin and counts up to two coins correctly.
Ability to count up to nine small similar objects used to cover given surfaces of concrete objects.	The learner counts up to nine small similar objects used to cover given surfaces of concrete objects correctly and talk about them.	The learner counts up to nine 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.	The learner counts up to two small similar objects used to cover given surfaces of concrete objects correct correctly.

THEME: MY SCHOOL

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
4.0 Geometry	4.1 Lines (4 lessons) <ul style="list-style-type: none"> • <i>straight,</i> • <i>wavy.</i> 	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> a) identify lines on concrete objects found at school, b) form lines using concrete objects, c) enjoy forming lines using concrete objects. 	The learner is guided to: <ul style="list-style-type: none"> • collect concrete objects found at school, • observe objects and talk about lines on the objects found at school (<i>books, charts, and chalk boards</i>), • cooperate with others to form lines by arranging up to 9 concrete objects one after the other from left to right, modelling, and joining dots as they observe hygiene, • watch videos of children singing while moving on a straight and wavy lines. 	What can you see on the objects?
<p>Core competencies to be developed: Communication and Collaboration: Learner talks to and works with one another to form lines.</p>				
<p>Values: Unity: Learner cooperates with one another while working in groups to form lines.</p>				
<p>Pertinent and contemporary issues (PCIs): Hygiene: Learner to avoid putting learning materials in their mouth while forming lines.</p>				
<p>Link to other activity areas: The learner is able to relate joining dots to form lines to joining dots to form pictures in Creative Activities.</p>				

THEME: MY SCHOOL

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
4.0 Geometry	4.2 Shapes (6 lessons) <ul style="list-style-type: none">• <i>rectangles,</i>• <i>circles.</i>	By the end of the sub-strand, the learner should be able to: a) identify shapes on concrete objects found at school, b) form shapes using concrete objects, c) appreciate shapes of concrete objects found at school.	The learner to be guided to: <ul style="list-style-type: none">• observe objects in school and talk about shapes on the objects (<i>books, black board, roof, window, clock, counting sticks, and wood blocks</i>),• work with others to form shapes by arranging concrete objects one after the other, and modelling or joining dots as they observe hygiene,• collaborate with others to colour pictures of drawn shapes,• watch videos clips of shapes on digital devices or other resources.	1. Which objects can you see? 2. How do these objects look like?
Core competencies to be developed:				
Imagination and Creativity: Learner forms different shapes by modelling, joining dots or counting sticks.				
Values:				
Responsibility: Learner works with each other to form shapes.				
Pertinent and contemporary issues (PCIs):				
Safety and hygiene: Learner to avoid putting learning materials in their mouth.				
Link to other activity areas:				
The learner is able to relate colouring of pictures of shapes, joining dots to form shapes, and modelling shapes to colouring, joining dots, and modelling in Creative Activities.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and form straight and wavy lines using concrete objects.	The learner identifies and forms the two lines using concrete objects correctly and accurately.	The learner identifies and forms the two lines using concrete objects correctly.	The learner identifies and forms any one line using concrete objects correctly.	The learner identifies and forms any one line using concrete objects partially correct.
Ability to identify and form rectangle and circle shapes.	The learner identifies and forms the two shapes using concrete objects accurately and neatly.	The learner identifies and forms the two shapes using concrete objects accurately.	The learner identifies and forms any one shape using concrete objects accurately.	The learner identifies and forms any one shape 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

Theme: Myself		
Strands	Sub-Strand	Resources
Pre-Number Activities	1.1 Sorting & grouping	Locally available materials of different colours, and sizes such as flowers pebbles, shells, paper cut-outs, bottle tops, seeds, feathers, fruits, beads, shapes, pictures, and computers.
	1.2 Matching and Pairing	Different types of clothes (<i>shorts, shirts, dresses, socks, and sweater</i>) and their pictures.
	1.3 Ordering	Sticks, wood blocks, plastic bottles, and bottle tops
	1.4 Patterns	Flash cards, wood blocks, bottle tops, bottles, sticks, and beads.
Theme: My Family		
2.0 Numbers	2.1 Rote counting (1-10)	
	2.2 Number recognition (1-9)	Number flash cards, charts, calendar, clay, and plasticine.
	2.3 Counting concrete objects (1-9)	Plates, spoons, cups or mugs, sufuria, jugs, dishes, and basins.
	2.4 Number sequencing (1-9)	Number cards, number chart, and number cut-outs.
	2.5 Number writing- (1-9)	Plasticine, pebbles, number charts, number flash cards, dice, writing surfaces, chalk, and counters(sticks)

Theme: My Home		
3.0 Measurement	3.1 Sides of objects (Long/short)	Newspaper, magazine, ruler, rectangular shaped mirror, and table (any 2-D object).
	3.2 Mass (heavy and light)	Spoons, pans, cups, plates, sufuria, and bar soap.
	3.3 Capacity (how much a container can hold)	Containers of various sizes, water and sand.
	3.4 Time (daily routines)	Pictures and picture cut-outs showing children doing different activities at different times of the day. (morning, noon, & evening)
	3.5 Money (Kenyan currency) Coins	Ksh.1 coins, papers, and pencils.
	3.6 Area (surfaces of objects)	Tables, chairs. desks, stool, and bottle tops.
Theme: My School		
4.0. Geometry	4.1 Lines (straight/wavy)	Books, charts, chalk boards, ropes, strings
	4.2 Shapes (rectangle, circle and triangle)	Books, black board, roof, window, clock, and counting sticks.

NOTE:

The following digital devices may be used in the teaching/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

Theme: Myself		
Strands	Sub-Strand	Suggested Non-Formal Activities
Pre-Number Activities	1.1 Sorting & grouping	<ul style="list-style-type: none"> • Singing songs related to sorting and grouping objects.
	1.2 Matching and pairing	<ul style="list-style-type: none"> • Singing songs or reciting poems on use of clothes worn every day.
	1.3 Ordering	<ul style="list-style-type: none"> • Playing games involving arranging pictures of play objects in ascending and descending order.
	1.4 Patterns	<ul style="list-style-type: none"> • Playing pattern making puzzle game using play objects (<i>filling in the missing play objects in a pattern</i>).
Theme: My Family		
2.0 Numbers	2.1 Rote counting (1-10)	<ul style="list-style-type: none"> • Performing singing games or rhymes related to rote counting.
	2.2 Number recognition (1-9)	<ul style="list-style-type: none"> • Singing and dancing to songs related to numbers while holding.
	2.3 Counting concrete objects (1-9)	<ul style="list-style-type: none"> • Playing counting games involving counting objects.
	2.4 Number sequencing (1-9)	<ul style="list-style-type: none"> • Singing songs on number sequence with peers. • Completing number sequencing puzzles.
	2.5 Number writing- (1-9)	<ul style="list-style-type: none"> • Joining dots, modelling, and tracing to form number symbols.

Theme: My Home		
3.0 Measurement	3.1 Sides of objects (Long/short)	<ul style="list-style-type: none"> • Playing with concrete objects with different sides.
	3.2 Mass (heavy and light)	<ul style="list-style-type: none"> • Playing games with peers involving lifting of heavy and light concrete objects carefully (<i>play on a see saw; back-to-back lifting</i>).
	3.3 Capacity (how much a container can hold)	<ul style="list-style-type: none"> • Playing games with peers involving filling and emptying big and small containers.
	3.4 Time (daily routines)	<ul style="list-style-type: none"> • Singing songs on activities done every day.
	3.5 Money (Kenyan currency) Coins	<ul style="list-style-type: none"> • Tracing the Kenyan one-shilling coin.
	3.6 Area (surfaces of objects)	<ul style="list-style-type: none"> • Shading or colouring surfaces of drawn objects.
Theme: My School		
4.0. Geometry	4.1 Lines (straight/wavy)	<ul style="list-style-type: none"> • Modelling, joining dots, or making movements to form lines.
	4.2 Shapes (rectangle, circle and triangle)	<ul style="list-style-type: none"> • Modelling, joining dots, or making movements to form shapes. • Colouring pictures of drawn shapes.

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 to the subsequent grades.

Subject General Learning Outcomes

By the end of Pre-Primary One, 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 One

1. Myself

- Parts of the body
- My clothes
- My friends

2. My Family

- Family members
- Clothes worn by family members
- Foods eaten

3. My Home

- Utensils
- Animals
- Furniture
- Work done
- Plants found at home

4. My School

- My class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

Summary of Strands and Sub-Strands

Strands	Sub-Strands	Suggested Number of Lessons
1.0 Myself	1.1 Scribbling	15
	1.2 Printing	20
2.0 My Family	2.1 Colouring	20
	2.2 Joining dots	20
3.0 My Home	3.1 Modelling	20
	3.2 Musical sounds	20
4.0 My School	4.1 Crawling and Bending	25
	4.2 Singing game	20
	4.3 Water play	20
Total		180

NOTE:

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

1.0 MYSELF

THEME: MYSELF				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.1 Scribbling (15 Lessons) <ul style="list-style-type: none"> • <i>Scribbling-parts of the body,</i> • <i>action song,</i> • <i>Play activities.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for scribbling, b) scribble using varied materials for fine motor development, c) perform action songs on body parts used in scribbling, d) perform play activities that involves scribbling while observing safety, e) appreciate own and others' scribbled work. 	The learner is guided to: <ul style="list-style-type: none"> • collect materials from local environment, • mention dry media used to scribble, • freely pick and share the materials while taking turns, • scribble using materials to fill the given space, • observe safety measures when using the materials, • sing action song about body parts while stretching fingers, hands or feet to demonstrate self-awareness, • engage in play activities on scribbling with peers, • display own scribbled pictures and comment positively on each other's work. 	<ol style="list-style-type: none"> 1. Why do you scribble? 2. How can one scribble?

Core competencies to be developed:

- Communication and Collaboration: The learner speaks clearly and confidently when naming materials used in scribbling.
- Self-efficacy: The learner demonstrates self-awareness when singing songs on body parts like stretching fingers, hands, or feet that they have used in scribbling.

Values:

- Unity: The learner collaborates with others, and shares materials equitably.
- Respect: The learner displays humility, patience, and gives positive comments on others' artworks displayed.

Pertinent and Contemporary Issues:

Safety: The learners observe safety by avoiding licking materials used while scribbling.

Link to other learning areas:

Language Activities: The learners relate materials to vocabulary they learn in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.2 Printing (20 Lessons) <ul style="list-style-type: none"> • <i>Hand printing,</i> • <i>Foot printing,</i> • <i>Singing game,</i> • <i>Play activities.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for printing, b) make handprint patterns for fun, c) make footprint patterns for fun, d) perform a singing game about body parts for self-awareness, e) Perform play activities on printing for fun, f) appreciate own and others' print works. 	The learner is guided to: <ul style="list-style-type: none"> • mention materials for printing, • collect locally available materials for making hand and footprints, • pick and share the collected materials for hand or foot printing, • interact peacefully with others while distributing and sharing materials for making hand or foot printing, • work together to make hand print patterns using collected materials, • work together to make foot print patterns using collected materials, • practise a familiar singing game on body parts, • collaboratively play games that involves printing, • display their print work by sticking or hanging in class for appreciation, • keep their print work in a portfolio for safe storage, 	<ol style="list-style-type: none"> 1. Why do we make handprints? 2. Why is printing fun?

			<ul style="list-style-type: none"> ● clear working areas and return materials to appropriate places. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: The learner demonstrates interest in interacting with others while sharing materials and working together during printing. ● Self-efficacy: The learner makes hand or footprints successively, sings and plays fun games. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: The learner portrays a caring attitude by sharing materials with peers as they carry out their work. ● Responsibility: The learner distributes materials amongst themselves, stores their works well, and clears working areas. 				
<p>Pertinent and Contemporary Issues: Self-awareness: The learners develop life skills of self-awareness while appreciating their own hand or footprints.</p>				
<p>Link to other learning areas: Environmental Activities: The learners learn to keep the working environment clean as taught in Environmental Activities.</p>				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to scribble using varied dry media.	Scribbles clearly using varied dry media with consistency.	Scribbles using varied dry media.	Scribbles faintly using varied dry media with minor consistencies.	Scribbles faintly using varied dry media with major inconsistencies.
Ability to make handprint patterns.	Makes a variety of handprint patterns with creativity.	Makes handprint patterns with creativity.	Makes some handprint patterns with little creativity.	Makes some handprint patterns with no creativity.
Ability to make footprint patterns.	Makes a variety of footprint patterns with creativity.	Makes footprint patterns with creativity.	Makes some footprint patterns with little creativity.	Makes some footprint patterns with no creativity.
Ability to perform a singing game and engage in play activities.	Performs a singing game and engages in play activities with well-coordinated actions and movement.	Performs a singing game and engages in play activities with coordinated actions and movement.	Performs a singing game and engages in play activities with less coordinated actions and movements.	Performs a singing game and engages in play activities with difficulty in coordinating actions and movements.

2.0 MY FAMILY

THEME: MY FAMILY				
	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	2.1 Colouring (20 Lessons) <ul style="list-style-type: none"> ● <i>Colouring – family members,</i> ● <i>Recite simple rhymes- foods eaten,</i> ● <i>Movements.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for colouring from the environment, b) apply colours on drawn picture outlines of family members for fine motor development, c) recite simple rhymes on foods eaten by family members while making movements for fun, d) appreciate own and others coloured picture outlines of members of the family. 	The learner is guided to: <ul style="list-style-type: none"> ● collect and name materials for colouring from their locality as they observe safety, ● share the collected colouring materials with peers, ● colour picture outlines of family members using the available materials, ● take turns to recite simple rhymes on food eaten by family members, ● make movements such as marching in a line, dancing or jumping in groups while reciting rhymes about family members, ● display own work and confidently talk about it. 	<ol style="list-style-type: none"> 1. Where do we get materials for colouring? 2. Why do you like colouring pictures?

Core competencies to be developed:

- Self-efficacy: The learner displays own work and talks clearly and with confidence about it.
- Learning to learn: The learner acquires knowledge on clothes worn and food eaten by family members as they colour picture outlines of family members.

Values:

- Unity: The learner shares colouring materials, collaborates with peers by taking turns while reciting rhymes.
- Respect: The learner show regard to own and others family members as they colour pictures of different family members.

Pertinent and Contemporary Issues:

Safety: The learner observes safety measures when collecting and naming materials such as flowers, leaves, charcoal, dry soil, and bricks from their locality.

Link to other learning areas:

Environmental Activities: The learner uses materials from their locality and keeps the environment clean, a concept appreciated in Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	<p data-bbox="425 347 595 491">2.2 Joining Dots (20 lessons)</p> <ul data-bbox="425 563 653 731" style="list-style-type: none"> • <i>Joining dots – Clothes worn by family members,</i> • <i>Singing game.</i> 	<p data-bbox="681 347 966 450">By the end of the sub-strand the learner should be able to:</p> <ol data-bbox="681 456 966 1074" style="list-style-type: none"> a) identify materials used in joining dots, b) join dots to make pictures of clothes worn by family members, c) perform singing games while displaying clothes worn by family members, d) appreciate own and others dotted pictures of clothes worn by family members. 	<p data-bbox="998 347 1313 381">The learner is guided to:</p> <ul data-bbox="998 388 1535 1074" style="list-style-type: none"> • collect materials used in joining dots, • observe samples of pictures made from joining dots, • pick and share materials equitably to join dots to make pictures of clothes worn by family members, • take turns to use the materials to join dots on the provided picture outlines, • practise joining dots on the provided dotted pictures of clothes, • collaborate in a singing game while demonstrating movements to form patterns, • display clothes worn by family members, • select colours of own choice to colour the dotted pictures of clothes, • display the dotted pictures made to peers, 	<ol data-bbox="1562 347 1821 525" style="list-style-type: none"> 1. Why do we join dots? 2. Why is it necessary to join dots?

			<ul style="list-style-type: none"> ● talk about their own and others' pictures of clothes. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner displays confidence in talking about clothes worn by family members. ● Communication and Collaboration: The learner speaks about clothes worn by family members while collaborating with others. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner shares materials and work together, embraces others, take turns in activities and conversation during dot joining activity. ● Social justice: The learner shares materials equitably during dot joining activity. 				
<p>Pertinent and Contemporary Issues: Social-cohesion: The learner identifies and co-exists with others during the performance of a singing game.</p>				
<p>Link to other learning areas: Mathematical Activities: The learners apply the skill of joining dots in writing numbers and shapes in Mathematical Activities.</p>				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply colours on drawn picture outlines.	Applies colours clearly on drawn picture within the outlines with accuracy.	Applies colours on drawn picture within the outlines.	Applies colours on drawn picture within the outlines with some inaccuracies.	Applies colours on drawn picture but not within the outlines.
Ability to make pictures by joining dots and colouring.	Makes creative pictures by joining dots and bold colouring.	Makes pictures by joining dots and bold colouring.	Makes pictures with some inconsistencies in joining dots and colouring.	Makes pictures with many inconsistencies in joining dots and colouring.
Ability to recite simple rhymes on members of the family.	Expressively recites simple rhymes on members of the family.	Recites simple rhymes on members of the family.	Recites simple rhymes on members of the family with some expressions.	Recites simple rhymes on members of the family with no expressions.

3.0 MY HOME

THEME: MY HOME				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 My Home	3.1 Modelling (20 lessons) <ul style="list-style-type: none"> • <i>Model: utensils found at home,</i> • <i>Action songs- items found at home.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used in modelling, b) model utensils found at home using the slab technique, c) perform action songs on items found at home for awareness, d) appreciate own and others' modelled works. 	The learner is guided to: <ul style="list-style-type: none"> • watch video clips demonstrating the slab technique, • collect materials used in modelling, • observe real utensils, • share modelling materials amongst themselves, • collaboratively model utensils using the slab technique by observing the real utensils, • sing action songs as they model and showcase the modelled utensils as one of the items found at home, • role-play using the modelled utensils, • display their modelled work while making some fun movements, • clean their working areas and store the modelled utensils in the creative corner. 	<ol style="list-style-type: none"> 1. Why do you like modelling? 2. How can you model items?

Core competencies to be developed:

- Critical thinking and Problem solving: The learner keenly observes demonstration and collaboratively model utensils using slab technique.
- Digital literacy: The learner manipulates digital devices to watch video clips on slab modelling.

Values:

- Love: The learner shares materials equitably while modelling the items.
- Responsibility: The learner clears and collects materials by putting them in a creative corner.

Pertinent and Contemporary Issues:

Self-esteem: The learners acquire life skills of self-esteem as they successively make and appreciate their own and others' modelled work.

Link to other learning areas:

Environmental Activities: Modelling of utensils enables the learner to connect with items found at home as learnt in Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 My Home	3.2 Musical Sounds (20 Lessons) <ul style="list-style-type: none"> ● <i>Domestic animal sounds,</i> ● <i>Birds sounds,</i> ● <i>Objects sounds-vehicles, clock, water , and utensils.</i> 	By the end of the sub-strand the learner should be able to: a) identify sounds from the home environment for awareness, b) imitate sounds from home environment for enjoyment, c) sing musical rhymes with sounds from the home environment for enjoyment, d) colour pictures of objects or animals that produce sounds at home, e) appreciate the different sounds from the home environment for musical awareness.	The learner is guided to: <ul style="list-style-type: none"> ● take a nature walk around the home, ● listen to sounds from domestic animals, birds and objects, ● imitate the different sounds of domestic animals, birds, or objects heard such as vehicles sirens, hoots, water drops, splash, and tickling clock, ● march while imitating the various sounds from the environment, ● sing musical rhymes with sounds from the home environment, ● imitate musical sounds of domestic animals, objects, and birds from the school environment, ● colour pictures of objects or animals that produce sounds at home, ● talk about and appreciate the sounds of domestic animals, birds, and objects in the locality. 	<ol style="list-style-type: none"> 1. What do you do when you hear sounds? 2. Why do animals or birds produce sounds?

Core competencies to be developed:

- Citizenship: The learner enjoys producing musical sounds by imitating domestic animals, birds, and objects from the environment.
- Learning to learn: The learner explores by imitating sounds from the environment.

Values:

- Social justice: The learner advocates for harmonious relationships with peers when colouring pictures of objects or animals that produce sound, in groups.
- Patriotism: The learner is conscious of social and moral duties during nature walks with peers.

Pertinent and Contemporary Issues:

Environmental awareness: The learners become aware of environmental awareness as they listen and imitate sounds produced by animals, birds, and objects from the environment.

Link to other learning areas:

Religious Activities: The learners appreciate the creation of animals and birds by their creator as expressed in Religious Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to model utensils found at home using the slab technique.	Models 3 utensils found at home creatively using the slab technique.	Models 3 utensils found at home using the slab technique.	Models 2 utensils found at home using the slab technique.	Models 1 utensil found at home using the slab technique.
Ability to imitate sounds from home environment.	Imitates sounds from home environment consistently.	Imitates sounds from home environment.	Imitates sounds from home environment with some inconsistencies.	Imitates sounds from home environment with a lot of inconsistencies.
Ability to sing musical rhymes with sounds from the home environment.	Sings musical rhymes with sounds from the home environment with accuracy.	Sings musical rhymes with sounds from the home environment accurately.	Sings musical rhymes with sounds from the home environment with a few inaccuracies.	Sings musical rhymes with sounds from the home environment with a lot of inaccuracies.

4.0 MY SCHOOL

THEME: MY SCHOOL				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My School	<p>4.1 Crawling and Bending</p> <p>(25 Lessons)</p> <ul style="list-style-type: none"> ● <i>Crawling activities,</i> ● <i>Bending activities,</i> ● <i>Action song.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) differentiate crawling and bending activities through practice, b) perform crawling activities in the school playing field, c) perform bending forward and sideways for gross motor development, d) sing action songs involving crawling and bending movements for fun, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch a demonstration or videos showing learners engaged in bending and crawling activities, ● demonstrate crawling on safe and clean surface, ● demonstrate bending on safe and clean surface, ● practise crawling on safe and clean surface, display calmness and practice bending forward and sideways while picking balls from the ground, ● sing action songs while performing crawling and bending movements, ● collaborate and play crawling and bending fun games, 	<ol style="list-style-type: none"> 1. Why is bending necessary? 2. How can one perform bending forward and sideways?

		e) appreciate own and others' performance in crawling and bending activities in the school playing field.	<ul style="list-style-type: none"> ● use appropriate language in talking about own and others performance in crawling and bending. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner uses appropriate language in talking about own and others performance in crawling and bending. Digital Literacy: The learner manipulates the digital device to watch video on bending and crawling activities.</p>				
<p>Values: Unity: The learners work as a team to develop their gross motor skills through crawling and bending. Love: The learner shows appreciation on own and others ability to perform crawling and bending activities.</p>				
<p>Pertinent and Contemporary Issues: Self-awareness: The learner develops self-awareness by recognising own strengths and areas of improvement in crawling and bending activities.</p>				
<p>Link to other learning areas: Language Activities: The learner acquires new vocabularies such as crawl and bend to use in Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My School	4.2 Singing Game (20 Lessons) <ul style="list-style-type: none"> ● <i>Singing games- on things found in school,</i> ● <i>Colour –items found in the class.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify items used in singing games at school, b) perform singing games on things found at school for enjoyment, c) apply colour to drawings of items found in class, 	The learner is guided to: <ul style="list-style-type: none"> ● collect and name items used in singing game, ● pick and share items equitably, ● perform singing games using the collected items, ● form patterns of circles, triangles, and rectangles while performing singing games, ● practise skipping, jumping, marching, dancing, and hopping movements when performing the singing game, ● work harmoniously with others while performing singing games ● observe safety while performing singing games, ● colour outlines of drawn items found in the classroom, ● display and talk about own and others’ coloured pictures positively, 	<ol style="list-style-type: none"> 1. Why are singing games performed? 2. When do we perform a singing game?

		d) appreciate self and others' performance in singing games.	<ul style="list-style-type: none"> talk about own and others' performance in singing games by recognising their efforts. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn: The learner interacts and learns from peers how to perform singing games. Self-efficacy: The learner successively skips, jumps, marches, dances, and hops with peers during performance of singing game. 				
<p>Values:</p> <p>Unity: The learner recognises efforts of own and others during performance of singing games.</p> <p>Responsibility: The learner cares for others while skipping, jumping, marching, and dancing in a singing game.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Safety: The learners observe safety as they skip, jump, march, dance, and hop cautiously while performing a singing game.</p>				
<p>Link to other learning areas:</p> <p>Mathematical Activities: The learners form patterns of circles, triangles, and rectangles as they relate to shapes in Mathematical Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My School	4.3 Water Play (20 Lessons) <ul style="list-style-type: none"> • <i>Safety measures,</i> • <i>Splashing water,</i> • <i>Dipping hands in water,</i> • <i>Recite simple rhymes.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify safety measures observed while playing with water, b) perform water play activities for fun, c) add wet media in water to observe colour change, d) recite simple rhymes as they dip hands and splash water for fine motor skills development, e) appreciate playing with water for fun. 	The learner is guided to: <ul style="list-style-type: none"> • watch a demonstration or videos of learners playing with water, • collaboratively, practise splashing water while observing safety measures: • work with care and attention while splashing water and dipping hands with peers, • portray a caring attitude while playing fun games of dipping hands in water and splashing while observing safety, • put safe paints/ink in the water in turns and mix to observe changes in colour, • recite familiar rhymes related to water to appreciate use of water. 	<ol style="list-style-type: none"> 1. How does one splash water? 2. Why is it necessary to observe safety while using water?

Core competencies to be developed:

- Communication and Collaboration: The learner supports and displays teamwork with peers when dipping hands in water.
- Learning to learn: Learner works with care and attention while splashing water and dipping hands with peers.

Values:

- Responsibility: The learner observes safety precautions when mixing paints or ink in water and when playing with water.
- Love: Learner portrays a caring attitude when playing fun games with peers.

Pertinent and Contemporary Issues:

Safety: The learners observes safety when dipping hands, splashing water, and handling paints.

Link to other learning areas:

Language Activities: The learners build the concept of reciting rhymes for Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform crawling and bending activities.	Performs crawling and bending activities with consistency in coordination.	Performs crawling and bending activities in coordination.	Performs crawling and bending activities with some consistencies in coordination.	Performs crawling and bending activities with some inconsistencies in coordination.
Ability to sing singing games in school for enjoyment.	Performs singing games in school for enjoyment with consistent, well-coordinated actions and movement.	Performs singing games in school for enjoyment.	Performs singing games in school for enjoyment with some consistencies in coordinating actions and movements.	Performs singing games in school for enjoyment with many inconsistencies in coordinating actions and movements.
Ability to perform water play activities for fun.	Performs water play activities for fun with consistency in coordination.	Performs water play activities for fun in coordination.	Performs water play activities for fun with some consistencies in coordination.	Performs water play activities for fun, with many inconsistencies in coordination.

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

Strands	Sub-Strands	Suggested Learning Resources	Suggested Assessment	Suggested Non-Formal Programmes
1.0 Myself	1.1 Scribbling 1.2 Printing	Crayons Coloured pencils Charcoal Drawing surfaces Papers Pencils Soil Ash Charcoal dust Feathers Grass Water colours	Observation schedule Oral question Portfolio Checklist	<ul style="list-style-type: none"> • Practise scribbling at home on papers, on the ground, or on wet leaves. • Practise painting at home using different locally available materials.

2.0 My Family	2.1 Colouring 2.2 Joining Dots	Crayons Coloured pencils Charcoal dust Leaves Flowers Ash Picture outline of: sweaters, socks, dress, shirts, pencils, cut-out pictures of clothes, crayons, rubbers, and pencils.	Observation schedule Checklist Portfolio Oral question	<ul style="list-style-type: none"> • Nature walk. • Practise colouring at home with locally available materials. • Singing about family members during parents’/guardians’ day or pre-primary graduation. • Showcasing their artworks during cultural/education day.
3.0 My Home	3.1 Modelling 3.2 Musical Sounds	Clay, plasticine, water, picture cut-outs of utensils, real utensils, and digital devices, Bell, vehicles, whistles, digital devices/print media, animals, and birds.	Observation schedule, observation checklist, portfolio,oral questions, rating scale, and anecdotal records.	<ul style="list-style-type: none"> • Showcase their modelled utensils during cultural festivals. • Practise modelling at home. • Nature walk around the school and neighbourhood. • Field trips.

4.0 My School	4.1 Crawling and Bending	Digital devices, balls, bean bags, hula hoop, and skipping rope.	Observation schedule, observation checklist, portfolio, and oral questions.	<ul style="list-style-type: none"> ● Inter-class or inter-school sports competitions. ● Singing action songs during music festivals. ● After school peer games. ● Performing singing games during: music festivals, fun days, graduation ceremonies and parents’/ guardians’ day. ● Visits to a baby pool, under supervision of parents and lifeguards.
	4.2 Singing Game	Coloured pencils, crayons, drawn pictures, skipping rope, bean bags, scarfs, and balls.		
	4.3 Water Play	Water, water containers, crayons, coloured pencils, leaves, flowers, balls, picture books, and soil.		

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

Strands	Sub-Strands	Suggested Number of Lessons
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
	Total Number of Lessons	154

THEME 1: MYSELF

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.1 Self-awareness (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"> ● mention own name to peers, ● work with peers to group themselves according to boys and girls, ● sing songs with peers about themselves, ● identify and distinguish self as either a boy or a girl, ● watch video clips on boys and girls, ● read pictures that categorise boys and girls, ● colour drawn pictures of boys and girls. 	Why do people have names?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner develops speaking skills when telling stories with peers about themselves. ● Self-efficacy: is developed as learner tell stories with peers about themselves. 				
<p>Values: Respect: is enhanced as learner take turns to read pictures that categorise boys and girls.</p>				
<p>Pertinent and contemporary issues: Gender issues: Gender awareness is developed as a learner reads pictures that categorise boys and girls.</p>				
<p>Link to other learning area: 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>1.2 External Body Parts.</p> <ul style="list-style-type: none"> ● <i>head,</i> ● <i>hands,</i> ● <i>legs.</i> <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"> ● mention the external body parts, ● observe some external body parts of self, ● touch external body parts of self, ● read pictures on external body parts from charts, ● recite poems about the external body parts, ● sing songs on external body parts, ● take turns in playing games on body parts. 	<p>Which body parts do you have?</p>
<p>Core competencies to be developed: Communication: The learner develops speaking skills as they sing songs on external body parts.</p>				
<p>Values: Unity: The learner enhances fairness when taking turns in playing games on external body parts.</p>				
<p>Pertinent and contemporary issues: Developmental perspectives: The learner develops self-awareness when naming external body parts of self.</p>				
<p>Link to other learning area: 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)
	1.3 Handwashing (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> 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"> ● name items used to wash hands, ● picture read items for handwashing, ● sort and group pictures of handwashing items, ● watch video clips on hand washing, ● practise washing hands, ● wash hands appropriately before eating and after visiting the toilet, ● sing songs and recite poems related to hand washing, ● role-play washing hands, ● colour drawn pictures of hand washing items. 	<ol style="list-style-type: none"> 1. How do we wash hands? 2. Why do we wash hands?
Core competencies to be developed: Problem solving: The learner enhances personal hygiene when practising washing hands appropriately before eating and after visiting the toilet.				
Values: Unity: The learner enhances cooperation when sharing available items used in handwashing.				
Pertinent and contemporary issues: Personal hygiene: The learners wash hands appropriately before eating and after visiting the toilet.				
Link to other learning area: 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)
	1.4 Brushing Teeth (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"> ● talk about items used to brush teeth, ● listen to a resource person talk about items that are used to clean teeth, ● identify the items used in brushing teeth and picture read items used to brush teeth, ● sort and group pictures of items used to brush teeth, ● manipulate digital device to watch video clips on brushing of teeth, ● observe pictures of people brushing teeth, ● role-play brushing of teeth, ● sing songs related to care for teeth. 	Why do we brush our teeth?
Core competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: The learner gains confidence when demonstrating procedures of brushing teeth. ● Digital literacy: The learner manipulates digital device to watch video clips on brushing of teeth. 				
Values: Integrity: The learner enhances discipline when demonstrating procedures of brushing teeth.				
Pertinent and contemporary issues: Personal hygiene: The learner practises brushing own teeth.				
Link to other learning area: routine brushing of teeth can be linked with concepts of time (routine activities) in Mathematical Activities.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	2.1 Family Members <ul style="list-style-type: none"> ● <i>Father,</i> ● <i>Mother,</i> ● <i>Brothers,</i> ● <i>Sisters,</i> ● <i>Grandmothers,</i> ● <i>Grandfathers.</i> (12 lessons)	By the end of sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name family members living at home, b) identify the relationship of family members for harmonious living, c) appreciate family members for harmonious living. 	The learner is guided to: <ul style="list-style-type: none"> ● mention family members at home, ● collaboratively picture read family members, ● news tell about family members, ● watch videos clips of family members found at home, ● colour pictures of people at home, ● recite poems about family members found at home, ● sing songs of family members found at home. 	Why do we have family members at home?
Core competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: The learner develops confidence when identifying family members. ● Collaboration: The learner develops teamwork skills when roleplaying family members. 				
Values: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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)
2.0 My Family	2.2 Feeding (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"> • name varieties of food eaten at home, • picture-read foods in a print material, • wash hands before eating, • feed self appropriately using clean hands, • role-play appropriate feeding habits observe table manners, • talk about feeding, • recite poems on feeding, • watch videos on feeding habits, • sing songs about feeding, • colour drawn pictures of foods eaten at home. 	<ol style="list-style-type: none"> 1. Why do we have food? 2. How do we feed?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • 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. 				
<p>Values: Integrity: The learners enhances self-discipline when feeding self.</p>				
<p>Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • 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. 				
<p>Link to other learning area: Feeding items can be used when doing matching and pairing of objects in Mathematical Activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 My Home	3.1 Utensils Used at Home (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"> ● observe pictures of utensils used at home, ● sort and group utensils used at home in groups, ● read pictures of utensils at home, ● handle utensils used at home properly, ● match pictures of utensils found at home, ● colour pictures of utensils used at home, ● model the utensils used at home, ● trace pictures of utensils used at home, ● watch video clips of utensils used at home. 	Why do we have utensils at home?
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity: The learner models utensils used at home. ● Communication: The learner uses appropriate expression and gestures when singing songs about utensils used at home. 				
Values: Responsibility: The learner properly handles utensils used at home.				
Pertinent and contemporary issues:				
Safety: The learner develops responsibility for self when handling utensils found at home.				
Link to other learning area:				
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)
	3.2 Furniture at Home (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"> ● talk about furniture used at home, ● observe drawn pictures of furniture used at home, ● picture read furniture used at home, ● colour furniture used at home, ● join dots of furniture used at home, ● model furniture used at home, ● handle furnitures used at home properly, ● watch video clips on furniture used at home, ● sing songs about furniture used at home, ● play singing games on furniture used at home. 	Why do we have furniture at home?
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication: The learner speaks clearly and effectively when naming the furniture used at home. ● Learning to learn: The learner learns independently when reading pictures of furniture used at home. 				
Values: <ul style="list-style-type: none"> ● Responsibility: The learner cares and handles furniture used at home appropriately. ● Integrity: The learner enhances self-discipline when using furniture used at home. 				
Pertinent and contemporary issues: Disaster risk reduction: The learner observes safety precautions when handling and taking care of furniture used at home.				
Link to other learning area: Furniture at home relates well when learning siting and reading posture in Language Activities.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My Neighbourhood	4.1 My Classmates (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"> ● mention classmates as immediate neighbours, ● talk about classmates as neighbours, ● talk about classmates -on what they can do, ● sing songs about classmates as neighbours, ● play games with classmates. 	Why do we have neighbours?
<p>Core competencies to be developed: Citizenship: The learner develops relationships when playing games harmoniously with classmates.</p>				
<p>Values: Love: The learner portrays a caring attitude when sharing play materials with classmates.</p>				
<p>Pertinent and contemporary issues: Social cohesion: The learner enhances kindness and friendliness when playing games with classmates.</p>				
<p>Link to other learning area: 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.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My Neighbourhood	4.2 My Friends (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: ● name friends as neighbours, ● news tell about friends as neighbours, ● name situations where courteous words are used, ● team up to practice use of courteous words, ● play games with friends to show use of courteous words, ● sing songs with courteous words.	How do we use courteous words?
<p>Core competencies to be developed: Citizenship: The learner develops peer learning when talking about their friends.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: The learner develops caring habit when using courteous words. ● Peace: The learner enhances empathy when practising the use of courteous words. 				
<p>Pertinent and contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: The learners develop values in life when singing songs together. ● Developmental perspectives: The learners learn to cope with emotions when playing together with friends. 				
<p>Link to other learning area: 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)
4.0 My Neighbourhood	4.3 Parts of a Plant <ul style="list-style-type: none"> ● <i>Flower,</i> ● <i>Leaf.</i> <p>(10 lessons)</p>	<p>By the end of substrand, the learner should be able to:</p> <ol style="list-style-type: none"> 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. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● talk about parts of a plant in the immediate environment, ● recite poems about parts of a plant, ● picture read parts of plant from charts, ● colour drawn pictures of flowers, ● mount flowers on charts in groups, ● sort and group flowers of different colours, ● talk about how to take care of plants in the environmental corner, ● water plants in the immediate environment, ● watch videos on parts of a plant. 	<p>Why do we have Plants?</p>
<p>Core competencies to be developed: Learning to learn: The learner develops exploration when manipulating parts of a plant.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: The learner enhances sharing when using pasting materials. ● Responsibility: The learner enhances accountability when displaying mounted pictures of flowers on the wall. 				
<p>Pertinent and contemporary issues: Environmental education: The learner enhances environmental awareness when identifying parts of plants.</p>				
<p>Link to other learning area: Plants can be used as a concrete object during counting in Mathematical Activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.2 Care for My Class (12 lessons)	By the end of the substrand, 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"> ● picture read items used for cleaning a class, ● observe items used for cleaning a class, ● view video clips showing items used for cleaning a class, ● colour drawn items used for cleaning class, ● sing songs on items used for cleaning the class, ● recite poems on items used for cleaning the class, ● role-play on various ways of cleaning the class, ● put litters properly in the dustbin or in a dumping sites, ● work with peers to collect litter and dispose it of appropriately. 	How do we care for our class?
<p>Core competencies to be developed: Collaboration: The learner works with peers to collect litter and dispose it off appropriately.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner develops teamwork as they collect litter and put them in dustbin or dumping sites. ● Responsibility: The learner develops hard work when collecting litter and disposing it off appropriately 				
<p>Pertinent and contemporary issues: Preventive health: as learners collect litter in class.</p>				
<p>Link to other learning area: 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"> ● talk about sanitation facilities in the school, ● name the toilets facilities in the school compound, ● talk about how to express the urge for toileting, ● practice seeking permission to go to toilets, ● demonstrate on how to clean themselves after toileting, ● clean themselves using toilet paper or water, ● observe safety precautions when using toilet facilities, ● role-play the use of sanitary facilities, ● watch a video clip on appropriate use of toilet facilities. 	How do we use toilet facilities?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner speaks clearly and effectively while talking about sanitation facilities. ● Self-efficacy: The learner develops confidence when able to identify the correct toilet facilities. 				
<p>Values: Responsibility: The learner enhances self-drive when observing safety precaution while using toilets.</p>				
<p>Pertinent and contemporary issues (PCIs): Personal hygiene: when using a clean toilet appropriately.</p>				
<p>Link to other learning area: Toileting procedures for personal hygiene can relates well when learning ordering and sequencing in Mathematical Activities.</p>				

Suggested Assessment Rubric

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

- Portfolio
- 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 Activities	3
	Programme of Pastoral Instruction	1
Total		25

LEVEL LEARNING OUTCOMES FOR PRE-PRIMARY EDUCATION

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

- a) Demonstrate basic literacy and numeracy skills for learning,
- b) Apply creative and critical thinking skills in problem solving.
- c) Practice appropriate etiquette for interpersonal relationships,
- d) Explore the immediate environment for learning and enjoyment,
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
- g) Develop interests, talents and character for positive contribution to the society.

Essence Statement

Christian Religious Education (CRE) activity area at Pre-Primary level aims at teaching 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 emphasises on the acquisition of living values such as love, sharing, honesty, respect, and responsibility. This aligns with the National Goal of Education No. (IV), which advocates for propagation of sound moral and religious values.

The 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 1, will lay a strong foundation for learning CRE at Pre-primary 2.

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 the heavenly father.
- b) Acquire Christian moral values and principles to foster responsible living.
- c) Practise the teachings of the Holy Bible at home, school, and in the community.
- d) Portray good manners in church and respect it as the house of God

Summary of Strands and Sub-Strands

Strand	Sub-Strands	Suggested Number of Lessons
1.0 Creation	1.1 Our God	7
	1.2 God Our Creator	8
	1.3 God our Loving Father	8
2.0 The Bible	2.1 A Holy Book	7
	2.2 David and Goliath	6
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ	8
	3.2 The Wise Men	7
4.0 Christian Values	4.1 Love for God	7
	4.2 Love for Neighbour	9
	4.3 Sharing with Others	8
5.0 The Church	5.1 A house of God	7
	5.2 Church Activities	8
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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.1 Our God (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify three qualities of God, b) practice saying short prayers, c) appreciate God as a loving heavenly father.	The learner is guided to: <ul style="list-style-type: none"> say the name of God in their mother tongue or language of catchment area, use gestures to describe God; <i>Mungu ni mkuu na wa ajabu sana kwamba hawezi kuonekana kwa macho ya duniani.</i> (God is so great and so wonderful that He cannot be seen by earthly eyes), sing songs about God in groups, in turns, say what they know about God (<i>loving, creator, and provider</i>), listen to a recorded clip of a short prayer, say a short prayer to God in groups, sing songs in groups. 	How do you describe God?
<p>Core competences to be developed: Communication and Collaboration: Speaking skills are developed as learners say the name of God in their mother tongue or language of catchment area.</p>				

Values:

Unity: Learners collaborate with each other as they sing songs about God.

Link to pertinent and contemporary issues (PCIs):

Self-esteem is enhanced as learners become aware of Gods' love for them.

Link to other activity areas:

Environmental Activities: The concept of God as a provider relates to the concept in Environmental Activities on things provided to him or her at home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 God our Creator (8 lessons)	By the end of the sub-strand, the learner should be able to: a) mention three things created by God, b) name the first human beings created by God, c) tell the story of Adam and Eve, d) appreciate self as God's creation.	The learner is guided to: <ul style="list-style-type: none"> • take a nature walk to observe things created by God in their environment, • observe safety measures as they take the nature walk, • talk about things created by God, • sing a song about things created by God, • mention the names of the first human beings, • observe pictures of Adam and Eve, • colour drawn pictures of Adam and Eve, • in groups, sing songs about self. 	Who created you?
<p>Core competencies to be developed: Learning to learn: Learners develop listening skills as they listen to the story of Adam and Eve.</p>				
<p>Values Respect: Learners take turns to share materials as they colour drawn pictures of Adam and Eve.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Safety measures: Learners are guided to observe safety measures as they take a nature walk.</p>				
<p>Link to other activity areas: Environmental Activities: The concept of God as our creator relates to the concept of 'Myself' in Environmental Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 God our Loving Father (8 lessons)	By the end of the sub-strand, the learner should be able to: a) tell three ways God shows His love to us, b) dramatize God's love through a simple play c) appreciate God as a loving heavenly father.	The learner is guided to: <ul style="list-style-type: none"> • listen to a song about God's love for children, • sing a short song about God's love for little children, • say what God has given them; for example , family, good health and food, • colour drawn pictures of Jesus blessing little children, • observe pictures of Jesus blessing little children, • perform a simple roleplay on God's love for little children, • watch or listen to the Bible story in; Mark 10:13-16. 	How does God show His love to us?
<p>Core competencies to be developed: Self-efficacy: Learners develop self-esteem as they sing a song about God as a loving father.</p>				
<p>Values Respect is acquired as learners take turns to talk about God's love.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Self-esteem: Learners develop the skill of belonging as they learn that God is a loving heavenly father.</p>				
<p>Link to other activity areas: Environmental Activities: The concept of God as a loving Father relates to the concept of family members in Environmental Activities.</p>				

Suggested Assessment Rubric s

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify three qualities of God.	Identifies more than three qualities of God.	Identifies three qualities of God.	Identifies two qualities of God.	Identifies one quality of God.
Ability to name three things created by God.	Names three things created by God illustratively.	Names three things created by God.	Names two things created by God.	Names one thing created by God.
Ability to name the first two human beings created by God.	Names the first two human beings God created illustratively.	Names the first two human beings God created.	Names the first one human being God created.	Names the first human being created by God with continued support.
Ability to tell three ways God shows His love to them.	Tells more than three ways God shows His love to them.	Tells three ways God shows His love to them.	Tells two ways God shows His love to them.	Tells one way God shows His love to them.

STRAND 2.0: THE HOLY BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.1 A Holy Book (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the Holy Bible from other books, b) demonstrate three ways of handling the Bible, c) respect the Bible as a Holy book.	The learner is guided to: <ul style="list-style-type: none"> • observe the actual Bible or drawn picture of a Holy Bible, • colour a drawn picture of the Holy Bible, • select the Holy Bible from other books, • in pairs or groups, role-play ways of handling the holy Bible with respect, • tell why they should respect the Holy Bible, • sing songs related to the Holy Bible in groups. 	Why is the Holy Bible different from other books?
<p>Core competencies to be developed: Critical thinking and Problem solving: The learners develop the skill of following simple instructions as they select the Holy Bible from other books.</p>				
<p>Values: Responsibility: Learners display accountability as they practice how to handle the Holy Bible.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Citizenship: Learners develop responsibility as they acquire knowledge of how to respect the Holy Bible.</p>				
<p>Link to other activity areas: Language Activities: The concept of handling the Bible relates to the concept of book handling in Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.2 Bible Story: <i>David and Goliath</i> (6 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of David and Goliath , b) observe drawn pictures of David and Goliath, c) desire to trust in God always.	The learner is guided to: <ul style="list-style-type: none"> • observe pictures of David and Goliath, • share materials to colour drawn pictures of David and Goliath, • listen to the story of David and Goliath; 1Samuel 17:41-49, • watch a video clip about the story of David and Goliath, • retell the story of David and Goliath, • sing simple songs about David and Goliath. 	How did David show his trust in God?
<p>Core competencies to be developed: Self-efficacy: Learners confidently expresses self as they retell the Bible story about David and Goliath.</p>				
<p>Values Unity: Learners cooperate with others as they sing songs about the story of David and Goliath.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Citizenship: Learners portray integrity skills as they share materials with others to colour drawn pictures of David and Goliath.</p>				
<p>Link to other activity areas: Language Activities: The concept of listening to Bible stories relates to the concept of storytelling in Language Activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Identify the Holy Bible from other books.	Identifies the Holy Bible from other books with ease.	Identifies the Holy Bible from other books.	Identifies the Holy Bible from other books when prompted.	Identifies the Holy Bible from other books with guidance.
Ability to demonstrate three ways of handling the holy Bible.	Demonstrates more than three ways of handling the holy Bible.	Demonstrates three ways of handling the holy Bible.	Demonstrates two ways of handling the holy Bible.	Demonstrates one way of handling the holy Bible.
Ability to narrate the story of David and Goliath.	Narrates the story of David and Goliath with actions.	Narrates the story of David and Goliath.	Partly narrates the story of David and Goliath.	Narrates the story of David and Goliath with prompts.
Ability to colour a drawn picture of David and Goliath.	Colours a drawn picture of David and Goliath creatively.	Colours a drawn picture of David and Goliath.	Partly colours a drawn picture of David and Goliath.	Colours a drawn picture of David and Goliath with continued assistance.

STRAND 3.0: THE LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the parents of Jesus Christ from a chart, b) tell the story of the birth of Jesus Christ, c) recognise that Jesus is the Son of God,	The learner is guided to: <ul style="list-style-type: none"> • observe drawn pictures of the parents of Jesus Christ, • identify the parents of Jesus from pictures or charts provided, • observe drawn pictures about the birth of Jesus Christ; Luke 2:4-7, • watch a video clip on the birth of Jesus Christ, • take a gallery walk at the CRE learning corner, to observe pictures about the birth of Jesus Christ, • in groups, sing songs about the birth of Jesus Christ. 	Why is the birth of Jesus important to us?
Core competencies to be developed: Learning to learn: The skill of putting ideas together is nurtured as learners sing songs about the birth of Jesus Christ.				
Values: Responsibility: Learners take a gallery walk at the CRE learning corner, to observe pictures about the birth of Jesus Christ.				
Link to pertinent and contemporary issues (PCIs): Safety and Security: Learners follow safety precautions as they take a gallery walk to observe pictures about the birth of Jesus Christ.				
Link to other activity areas: Environmental Activities: The concept of the family of Jesus relates to the concept of family in Environmental Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.2 The Wise men (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify two ways the wise men celebrated the birth of Jesus, b) observe drawn pictures about the wise men, c) appreciate the birth of Jesus Christ our saviour.	The learner is guided to: <ul style="list-style-type: none"> • share stories about how he or she celebrates birthdays, • listen to the Bible verse in Matthew 2:11, • watch a video clip of the wise men, • observe drawn pictures about the wise men, • colour drawn pictures of the the gifts given to Baby Jesus, • role-play the visit of the wise men, • sing songs about the birth of Jesus Christ. 	How is the birth of Jesus celebrated today?
<p>Core competence to be developed: Learning to learn: Learners acquire social skills as they role-play the visit of the wise men.</p>				
<p>Values: Respect is nurtured as learners take turns to say how the wise men celebrated the birth of Jesus Christ.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Self-esteem: Learners demonstrate positive interaction skills with peers, as they share stories about how they celebrate their birthdays.</p>				
<p>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.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the parents of Jesus Christ from pictures.	Identifies the parents of Jesus Christ from pictures with ease.	Identifies the parents of Jesus Christ from drawn pictures.	Identifies one parent of Jesus from drawn pictures.	Identifies one parent of Jesus from drawn pictures when prompted.
Ability to tell the story of the birth of Jesus Christ.	Tells the story of the birth of Jesus Christ illustratively.	Tells the story of the birth of Jesus Christ.	Partly tells the story of the birth of Jesus Christ.	Tells the story of the birth of Jesus Christ with continuous guidance.
Ability to identify two ways the wise men celebrated the birth of Jesus Christ.	Identifies two ways the wise men celebrated the birth of Jesus Christ illustratively.	Identifies two ways the wise men celebrated the birth of Jesus Christ.	Identifies one way the wise men celebrated the birth of Jesus Christ.	Identifies one way the wise men celebrated the birth of Jesus Christ with guidance.

STRAND 4.0 CHRISTIAN VALUES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.1 Love for God (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify three ways of loving God, b) practice saying the first commandment, c) desire to love God as guided by the Bible.	The learner is guided to: <ul style="list-style-type: none"> • perform a simple role play about, three ways of loving God, • listen to the Bible verse in Matthew 22:37-38, • use gestures to show how to love God according Matthew 22:37-38, • listen and repeat the words in Exodus 20:3, • participate in singing games about loving God our heavenly father. 	How do you show love for God?
Core competencies to be developed:				
Communication: Learners develop communication skills as they listen to and repeat the Bible verses aloud.				
Values:				
Love: is developed as learners sing simple short songs about love for God.				
Link to pertinent and contemporary issues (PCIs):				
Social cohesion: is enhanced as learners participate in singing games and as they perform a roleplay in groups.				
Link to other activity areas:				
Creative Activities: The skill of singing is applied as learners participate in singing games about loving God our heavenly father.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.2 Love for Neighbour (9 lessons)	By the end of the sub-strand, the learner should be able to: a) tell three ways of showing love to his or her classmates, b) mention a simple Bible verse on love for neighbour, c) appreciate their neighbours.	The learner is guided to: <ul style="list-style-type: none"> • say the names of their deskmates, • tell stories about the neighbours they interact or play with at home, • listen to a pre-recorded verse from Matthew 22:39B, • repeat saying ‘Matthew 22:39 B’ aloud, • take turns to say how they treat their classmates, • say how they treat their neighbours (age-mates) at home, • perform singing games about love for neighbour, • observe pictures of children showing kindness to others. 	Why should you love your neighbour?
<p>Core competence to be developed: Citizenship: Learners develop compassion and empathy skills as they say how they treat their neighbours (age-mates) at school and home.</p>				
<p>Values: Love: Learners portray a caring attitude as they take turns to talk about ways they treat their classmates at school.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Citizenship: Learners portray social skills as they perform singing games about love for their neighbour.</p>				
<p>Link to other activity areas: Environmental Activities: The concept of love for God and neighbour relates to the concept of good neighbourhood in Environmental Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.3 Sharing with Others (8 lessons)	By the end of the sub-strand, the learner should be able to: a) list items they share with others at home and school, b) tell two importance of sharing with others , c) share items with the needy.	The learner is guided to: <ul style="list-style-type: none"> • mention items that can be shared at home, • talk about items that can be shared at school, • say why they should share items with others, • listen to the Bible verse in Hebrews 13:16 A, • repeat saying Hebrews 13:16 A aloud, • observe pictures of children sharing items with others, • stick cut-out pictures of things he or she can share with others on plain pieces of paper, • role-play sharing with others, • sing simple songs about sharing with others. 	Why should you share items with others?
<p>Core competencies to be developed: Creativity and Imagination: Learners develop new ideas as they learn how to stick cut-out pictures of things that can be shared.</p>				
<p>Values: Unity: Learners collaborate with others to sing songs on sharing.</p>				
<p>Link to pertinent and contemporary issues (PCIs): Citizenship: Learners show willingness to share with others as they mention items they share at home and school.</p>				
<p>Link to other activity areas: Environmental Activities: The concept of sharing with others relates to the concept of responsibility in Environmental Activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify three ways loving God.	Identifies more than three ways of loving God.	Identifies three ways of loving God.	Identifies two ways of loving God.	Identifies one way of loving God.
Ability to practice saying the first commandment.	Practices saying the first commandment fluently.	Practices saying the first commandment.	Practice saying the first commandment but misses out on a few words.	Practices saying the first commandment but misses out on many words.
Ability to identify three ways of showing love for his or her neighbour.	Identifies more than three ways of showing love for his or her neighbour.	Identifies three ways of showing love for his or her neighbour.	Identifies two ways of showing love for his or her neighbour.	Identifies one way of showing love for his or her neighbour.
Ability to mention three ways of sharing with others at home and school.	Mentions more than three ways of sharing with others at home and school.	Mentions three ways of sharing with others at home and school.	Mentions two ways of sharing with others at home and school.	Mentions one way of sharing with others at home and school.

STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.1 A House of God (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> state one difference between the church and other buildings, observe church buildings in the school neighbourhood, respect the Church as a house of God. 	The learner is guided to: <ul style="list-style-type: none"> take a nature walk in the school neighbourhood, tell the difference between the church and other buildings in the neighbourhood, <input type="checkbox"/> name two items found in the church, <input type="checkbox"/> in turns, role-play how they behave in church, <input type="checkbox"/> colour a drawn picture of a church, <input type="checkbox"/> in groups, sing songs familiar to them.	What is a church?
Core competencies to be developed: Self-efficacy: Learners display self-esteem as they demonstrate how they behave in church.				
Values: <input type="checkbox"/> • Unity: is enhanced as learners work together in pairs and groups. <input type="checkbox"/> • Patriotism: Learners are aware of their responsibilities and behave well in Church.				
Link to pertinent and contemporary issues (PCIs): Safety and Security: Learners are accompanied by their teachers as they take a nature walk around the school to observe church buildings.				
Link to other activity areas: Environmental Activities: The concept of the church as a house of God relates to the concept of structures/buildings at home and school in Environmental Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.2 Church Activities (8 lessons)	By the end of the sub-strand, the learner should be able to: a) mention four activities they do in church, b) dramatize the activities they do in church, c) desire to participate in church activities.	The learner is guided to: • in turns, mention the activities they do in Church, • observe charts of children participating in various church activities, • in groups, dramatize activities they do in church,	Why should you participate in church activities?
<p>Core competencies to be developed:</p> <p><input type="checkbox"/> Learning to learn: Learners learn new ideas as they dramatize the activities they do in church.</p> <p><input type="checkbox"/> Communication and Collaboration: Learners develop communication skills as they get involved in Church activities.</p>				
<p>Values:</p> <p>Responsibility: is nurtured as learners dramatize activities they do in church.</p>				
<p>Link to pertinent and contemporary issues (PCIs):</p> <p>Group dynamics: Learners take turns to participate in different tasks or activities.</p>				
<p>Link to other activity areas:</p> <p>Creative Activities: The concept of activities done in church such as singing and dancing relate to the concept of singing and dancing in Creative Activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to tell three differences between the church and other buildings.	Tells more than three differences between the church and other buildings.	Tells three differences between the church and other buildings.	Tells two differences between the church and other buildings.	Tells one difference between the church and other buildings.
Ability to tell four activities they do in church.	Identifies more than four activities they do in church.	Identifies four activities they do in church.	Identifies three activities that they do in church.	Identifies one to two activities they do in church.

Suggested Resources, Assessment Methods, Assessment Tools and Non-Formal Programmes

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

It 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. HRE will provide ways for physical, mental, emotional, and spiritual growth for learners. It enables them to 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.

Learning Outcomes of Hindu Religious Education

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

- a) Develop self-awareness and a sense of identity as an individual and a member of a family, community, the nation, and globally.
- b) Exhibit reverence and adoration for enlightened beings as guides for living a healthy and harmonious life.
- c) Acknowledge the divinity of the scriptures for respect and appropriate handling.
- d) Demonstrate basic rituals as taught, for grounding them in faith to enhance self-efficacy and self-esteem.
- e) Practice sadachaar ethically and morally to care for self and others for sustainable living.
- f) Perform simple age-appropriate yoga exercises for holistic wellbeing and enjoyment.
- g) 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 Myself	4
	1.2 My family	4
	1.3 My surrounding Environment	6
2.0 Manifestations of Paramatma	2.1 Enlightened Beings	5
	2.2 Paramatma as <i>Trimurti</i>	6
3.0 Scriptures	3.1 Names of Scriptures	6
	3.2 Role of Scriptures	5
	3.3 Placement of Scriptures	6
4.0 Worship	4.1 Basic Chants	8
	4.2 Protocols in Worship	6
5.0 Sadachaar	5.1 General Étiquettes	6
	5.2 Practice Gratitude	5
	5.3 <i>Sewa</i> (Selfless service)	6
6.0 Yoga	6.1 Basic concepts of Yoga	5
	6.2 Body parts and postures	6
	6.3 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)
1.0 Creation	1.1 Myself (4 lessons) <ul style="list-style-type: none"> ● <i>My name,</i> ● <i>My gender.</i> 	By the end of sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize self, name and gender for self-awareness, b) say the first religious greetings they wake up to in the morning for connecting with Paramatma, c) appreciate the self as a girl or a boy for self-esteem. 	The learner is guided to: <ul style="list-style-type: none"> ● do self-introduction by mentioning their name and gender, ● colour/paint sketches of boys and girls, ● practice religious greetings, ● listen/sing songs/play games/recite poems about good health in boys and girls with peers, ● practice personal hygiene such as washing of hands and toilet use practices that will protect the learner and others from ill-health, ● sing songs that appreciate the importance of being a boy/girl as a gift from Paramatma, ● use a digital device/photo to sort out pictures of boys and girls. 	What do you like about yourself?
	1.2 My family (Nuclear) (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention the names of their family 	The learner is guided to: <ul style="list-style-type: none"> ● mention the names of the members of their family, ● colour a family tree having sketches of mother, father, and siblings, 	1. How important are mother and father in one's life?

	<ul style="list-style-type: none"> ● <i>Mother,</i> ● <i>Father,</i> ● <i>Siblings.</i> 	<p>members for self-identity,</p> <p>b) relate with the members of their family to foster sense of belonging,</p> <p>c) appreciate their family as a gift from Paramatma.</p>	<ul style="list-style-type: none"> ● ask their parents for pictures of their family members and mount them on the family tree, ● count members of their own family. 	<p>2. Why do you want siblings in your family?</p>
	<p>1.3 My surrounding Environment</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> ● <i>Plants & animals</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) name the location of their home for familiarization,</p> <p>b) identify plants and animals in their immediate surroundings as Paramatma’s creation,</p> <p>c) appreciate Paramatma’s creation by watering plants and animals for</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● ask their parents to write their home location for them to present in class, ● repeat reading the different locations after the teacher in class, ● identify various plants and animals in the school environment to relate them to what they are familiar with around their home, ● water the plants in the school/home and keep feeding trays for domestic animals, ● visit a botanical garden in the company of their parents to see flowers, ● sing/recite poems that appreciate the flowers as a gift from Paramatma. 	<p>How do you take care of your plants and animals at home?</p>

		preservation of life.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: Learner participates in teamwork while listening/singing songs/playing games/reciting poems about boys and girls in groups. ● Digital literacy: Learner connects using technology by using digital technology to sort out pictures of boys and girls. 			
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learner portrays self-drive by watering the plants in the school/home. ● Unity: Learner cooperates by listening/singing songs/playing games/reciting poems about boys and girls in groups. 			
<p>Pertinent and contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Health issues: Learner practices personal hygiene while washing hands after toilet use to protect themselves and others from ill-health. ● Socio-economic issues: Learner puts into practice environmental education by being encouraged to water the plants and care for animals in the school/home. 			
<p>Link to other activity areas:</p> <p>The learner can relate the skills of caring for the environment, to experiences and skills of caring for plants and animals in Environmental Activities.</p>			

Suggested Assessment Rubric

Indicator \ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to say first religious greetings as they wake up in the morning.	The learner says the first religious greeting as they wake up in the morning accompanied by the correct gestures.	The learner says the first religious greetings as they wake up in the morning.	The learner says the first religious greeting as they wake up in the morning with inconsistencies.	The learner says the first religious greeting as they wake up in the morning only when prompted.
Ability to mention the names of all their family members.	The learner mentions the names of all their family members systematically.	The learner mentions the names of all their family members correctly.	The learner mentions the names of family members omitting others.	The learner mentions the names of family members with major omissions.
Ability to identify plants and animals in their immediate surroundings.	The learner identifies plants and animals in their immediate surroundings distinctly.	The learner identifies plants and animals in their immediate surroundings.	The learner identifies some of the plants and animals in their immediate surroundings.	The learner identifies some of the plants and animals in their immediate surroundings with mix ups.

STRAND 2.0: MANIFESTATIONS OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Manifestations of Paramatma	2.1 Enlightened Beings (5 lessons) <ul style="list-style-type: none"> ● <i>Shri Ram,</i> ● <i>Shri Krishna,</i> ● <i>Lord Mahavir,</i> ● <i>Lord Buddha,</i> ● <i>Sri Guru.</i> <i>Nanak Dev Ji.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) mention five selected Enlightened Beings as per the four faiths, b) recognize pictures and images of Enlightened Beings for personal association, c) appreciate the Enlightened Beings for enhancing moral values. 	The learner is guided to: <ul style="list-style-type: none"> ● sort out pictures/images of Enlightened Beings from a collection of pictures as a group activity, ● listen to stories about Enlightened Beings from their parents/guardians on how they contributed to the welfare of society, ● visit places of worship accompanied by parents/guardians/teachers, to learn more about Enlightened Beings and take part in age-appropriate activities, ● color the pictures of enlightened beings appropriately, ● participate in a role play during annual function day in school 	Why is it important to learn about Enlightened Beings?

			<ul style="list-style-type: none"> and other festivals, ● get help from parents to select appropriate song; Bhajans/Stavans/Kirtan glorifying the Enlightened Beings, ● watch animated videos/pictures/images of Enlightened Beings. 	
	<p>2.2 Paramatma as Trimurti</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> ● <i>Brahma, Vishnu, Mahesh.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify the names in <i>Trimurti</i> for awareness, relate to what <i>Trimurti</i> represents for understanding, appreciate the role of <i>Trimurti</i> for reverence. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● identify images of <i>Trimurti</i>, ● learn the role of <i>Trimurti</i> with the assistance of parents/guardians /digital devices, ● collect pictures of <i>Trimurti</i>. ● color the pictures of <i>Trimurti</i> appropriately, ● engage in an activity that can help learners to understand the role of <i>Trimurti</i> (Draw, paint, and then tear the picture). 	<p>How can you relate the creation, growth, and withering of a plant with the role of <i>Trimurti</i>?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner enhances teamwork while sorting out pictures /images of Enlightened Beings from a collection of pictures as a group activity. ● Creativity and Imagination: Learners enhances communications & self-expression while they participate in role playing during school dramas and festivals. 				

Values:

- Responsibility: Learner portrays diligence by participating in role playing during drama in school and other festivals.

Pertinent and contemporary issues (PCIs):

- Citizenship: Learner enhances social cohesion and nationalism while visiting places of worship accompanied by parents/guardians/teachers to learn more about Enlightened Beings and take part in age-appropriate activities.

Link to other activity areas:

- Learner is able to relate the listening skills while listening to stories about Enlightened Beings from their parents/guardians to the listening skills developed in Language Activities.
- Learner is able to relate the skill of coloring when colouring the pictures of *Trimurti*, participating in a role play during annual function day in school and other festivals to the creative skills learnt in Creative Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention all the five selected Enlightened Beings as per the four faiths.	The learner mentions all the five selected Enlightened Beings as per the four faiths giving their contributions in the society.	The learner mentions all the five selected Enlightened Beings as per the four faiths.	The learner mentions 3-4 of the selected Enlightened Beings as per the four faiths.	The learner mentions less than 3 of the selected Enlightened Beings as per the four faiths.
Ability to recognize pictures and images of Enlightened Beings.	The learner recognizes pictures and images of Enlightened Beings with precision.	The learner recognizes pictures and images of Enlightened Beings.	The learner recognizes some of the pictures and images of Enlightened Beings.	The learner recognizes some of the pictures and images of Enlightened Beings with help.
Ability to identify the names in <i>Trimurti</i> .	The learner identifies the names in <i>Trimurti</i> and explains their roles.	The learner identifies the names in <i>Trimurti</i> correctly.	The learner identifies two names in <i>Trimurti</i> .	The learner identifies one name in <i>Trimurti</i> .

STRAND 3.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Scriptures	3.1 Names of Scriptures (6 lessons) <ul style="list-style-type: none"> ● <i>Ramayan,</i> ● <i>Kalpasutra,</i> ● <i>Tipitaka,</i> ● <i>Sri Guru Granth Sahib Ji.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) name the four scriptures from the four faiths for identification, b) relate the scriptures to the respective faiths, c) appreciate the uniqueness of the scriptures. 	The learner is guided to: <ul style="list-style-type: none"> ● point out the names of the scripture from a chart/flash cards from the four faiths, ● match the Scripture with its respective faith, ● solve a jigsaw puzzle (with the help of parents) having names of scriptures, ● watch a video clip showing images of scriptures and age-appropriate programs from the internet to learn about scriptures with the help of parents/guardians. 	<ol style="list-style-type: none"> 1. Why do we respect the scriptures? 2. How are scriptures different from one another?
	3.2 Role of Scriptures <ul style="list-style-type: none"> ● <i>Ramayan,</i> ● <i>Bhagwad, Gita</i> ● <i>Kalpasutra,</i> ● <i>Dhammapa</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the role of scriptures for awareness, b) retell the role of 	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips, listen to a resource person on the role of scriptures, ● report to the teacher morals observed and practiced in the daily life at home/school, 	<ol style="list-style-type: none"> 1. What do scriptures teach us? 2. How can we show respect to the scriptures?

	<p><i>da,</i></p> <ul style="list-style-type: none"> • <i>SriGuru Granth Sahib ji.</i> <p>(4 lessons)</p>	<p>scriptures in their daily life,</p> <p>c) appreciate the role of scriptures in teaching moral values.</p>	<ul style="list-style-type: none"> • role-play/dramatize on selected stories from the scriptures, • assist those living with special needs by taking part in age-appropriate activities, • sing songs glorifying the role of scriptures on morals, • visit places of worship accompanied by parents/guardians/teachers to understand the role of scriptures. 	
	<p>3.3 Placement of Scriptures</p> <ul style="list-style-type: none"> • <i>Ramayan,</i> • <i>Bhagwad Gita,</i> • <i>Kalpasutra</i> • <i>Dhammapada,</i> • <i>Sri Guru Granth Sahib ji.</i> <p>(6 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify the appropriate points where scriptures are placed,</p> <p>b) participate in age-appropriate activities while placing the scripture in its designated place,</p> <p>c) appreciate the way Scriptures are kept for reverence.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on location of Scriptures in home/ temples, • ask their parents about the appropriate protocol for keeping the Scriptures, • participate in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept, • visit places of worship accompanied by teacher/parents/guardians to see how Scriptures are kept, • watch a video clip showing 	<ol style="list-style-type: none"> 1. Why is it necessary to observe cleanliness for keeping Scriptures? 2. How is Scripture kept in a place of worship?

			protocols of keeping the Scriptures at their designated points in places of worship, <ul style="list-style-type: none"> • assist children with special needs in their class on observing protocols of keeping Scriptures, • admire the way Scriptures are kept. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: Learner interacts with digital technology while watching video clips on the role of Scriptures in life. • Learning to learn: Learner enhances devotion while participating in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept. 				
Values: <ul style="list-style-type: none"> • Responsibility: Learner portrays diligence while participating in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept. 				
Pertinent and contemporary issues (PCIs): <ul style="list-style-type: none"> • Health issues: Learner observes personal hygiene while participating in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept. 				
Links to other activity areas: Learner is able to relate the creative skills of roleplaying/dramatising on selected stories from Scriptures, singing songs glorifying the role of Scriptures in inculcating morals, and solving a jigsaw puzzle (with the help of parents) having the name of a Scripture to the creative skills learnt in Creative Activities.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name four Scriptures from the four faiths.	The learner names all the four Scriptures from the four faiths and their authors.	The learner names all the four Scriptures from the four faiths correctly.	The learner names three of the Scriptures from the four faiths.	The learner names less than three of the Scriptures from the four faiths.
Ability to retell the role of Scriptures in daily life.	The learner retells the role of Scriptures in detail citing examples from specific chapters.	The learner retells the role of Scriptures.	The learner retells the role of the Scriptures omitting important details.	The learner retells the role of the Scriptures with mix ups.

STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Worship	4.1 Basic Chants (8 lessons) <ul style="list-style-type: none"> ● <i>Jai Shri Ram,</i> ● <i>Jai Shri Krishna,</i> ● <i>Om Namah Shivaay,</i> ● <i>Swami Narayan,</i> ● <i>Namo Jinanam,</i> ● <i>Namo Tassa,</i> ● <i>Satnaam Waheguru.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the seven selected basic chants from the four faiths, b) recite the seven selected basic chants in relation to their faith, c) appreciate recitation of basic chants as an act of worship. 	The learner is guided to: <ul style="list-style-type: none"> ● recite the basic chants from the four faiths, ● recite the basic chants that represent the respective faith, ● get help from parents while selecting the correct chant for the respective faith, ● recite basic chants in the morning assembly/during celebration of festivals at the place of worship. ● listen/recite the basic chants using audio-visual aid/to a resource person/parent/guardian. 	Why is it important to recite basic chants?
	4.2 Protocols in Worship (6 lessons) <ul style="list-style-type: none"> ● <i>Personal cleanliness,</i> ● <i>Wearing the</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) state simple protocols in worship for knowledge, 	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clip/listen to parents/resource person to learn about simple protocols. in worship. ● practice performing simple 	

	<ul style="list-style-type: none"> • <i>right attire,</i> • <i>Covering heads,</i> • <i>Removing shoes,</i> • <i>Cleaning feet with water,</i> • <i>Washing hands,</i> • <i>Joining hands,</i> • <i>Bowing down.</i> 	<p>b) demonstrate the simple protocols in worship, c) appreciate simple protocols in worship.</p>	<p>protocols during worship while observing safety measures,</p> <ul style="list-style-type: none"> • visit places of worship accompanied by teacher/guardian/parents, to practice simple protocols in their correct order during worship, • role-play to perform simple protocols in worship correctly. 	
<p>Core ompetencies to be developed:</p> <ul style="list-style-type: none"> • Communication: Learner develops speaking skills by reciting the basic chants– (<i>Jai Shri Ram, Jai Shri Krishna, Om Namah Shivaay, Swami Narayan, Namu Jinanam, Namu Tassa, Satnaam Waheguru</i>) from the four faiths. • Digital literacy: Learner interacts with digital technology;-using a digital device to watch video clips and to learn about simple protocols. 				
<p>Values: Respect: Learner develops humility while visiting places of worship accompanied by the teacher/parents to practice simple protocols in worship.</p>				
<p>Pertinent and contemporary issues (PCIs): Health issues: Learner observes personal hygiene while practicing simple protocols during worship while observing safety measures.</p>				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Learner is able to relate the skills of creativity in reciting the basic chants in the morning assembly/during celebration of festivals, at the place of worship, and roleplaying simple protocols in worship correctly to creative skills learnt in Creative Activities. • Learner is able to relate the skills of listening and speaking while listening/reciting the basic chants using audio-visual aid/resource person/parent/guardian, to the listening and speaking skills learnt in Language Activities. 				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the seven selected basic chants in relation to their faith.	The learner recites all the seven selected basic chants in relation to their faith with correct intonation.	The learner recites the seven selected basic chants in relation to their faith.	The learner recites four to six basic chants in relation to their faith.	The learner recites less than four basic chants in relation to their faith.
Ability to identify seven selected basic chants from the four faiths.	The learner identifies seven selected basic chants from the four faiths confidently.	The learner identifies seven basic chants from the four faiths correctly.	The learner identifies four to six basic chants from the four faiths.	The learner identifies less than four of the basic chants from the four faiths.
Ability to demonstrate the simple protocols in worship.	The learner demonstrates the simple protocols in worship systematically.	The learner demonstrates the simple protocols in worship.	The learner demonstrates the simple protocols in worship with minor omissions.	The learner demonstrates the simple protocols in worship with major omissions.

STRAND 5.0: SADACHAAR

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Sadachaar	5.1 General Étiquettes: Forms of Greetings (6 lessons) <ul style="list-style-type: none"> ● <i>Namaste,</i> ● <i>Namaskaar,</i> ● <i>Ram Ram,</i> ● <i>Jay Shri Krishna,</i> ● <i>Hari-Om,</i> ● <i>Jay Ambe Maa,</i> ● <i>Jay Swami Narayan,</i> ● <i>Jay Jinendra,</i> ● <i>Namaste Banteji,</i> ● <i>Sat Sri Akal,</i> ● <i>Waheguru ji ka Khalsa Waheguru ji ki Fateh.,</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) mention different ways of greetings for different age groups for social interaction, b) use appropriate greetings for different age groups, c) appreciate the importance of appropriate words in greetings, as a sign of respect. 	The learner is guided to: <ul style="list-style-type: none"> ● use digital media/ charts/ pictures on the different forms of greetings for different age groups from the four faiths, ● practice and role-play greetings in pairs or groups as used for different age groups, ● match the greetings with their respective faith, ● sing songs incorporating different greetings, ● make greeting cards and present them to their parents/guardians/teachers, ● join dots for different greetings and colour them, ● practice different greetings with peers. 	How do you greet your elders and age-mates?

	<p>5.2 Practice Gratitude: (5 lessons)</p> <ul style="list-style-type: none"> ● <i>Aabhaar,</i> ● <i>Dhanyavaad,</i> ● <i>Shukriya,</i> ● <i>Shukrana,</i> ● <i>Asaante sana,</i> ● <i>Bahut meharbaani,</i> ● <i>Thank you.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) name words in vernacular that express gratitude, b) demonstrate how gratitude applies at home and school, c) appreciate the expression of gratitude to enhance social cohesion. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● ask parents the different words of gratitude used at home and school in vernacular, ● watch videos/charts/animated stories on how to show gratitude, ● role-play stories on gratitude as a group activity, ● show gratitude to family members/teachers/classmates through different actions (<i>hugging, bowing down, touching feet, shake hands, smiling, Hi Fives</i>). 	<p>Why should one express gratitude?</p>
	<p>5.3 Sewa (Selfless service) (5 lessons)</p> <ul style="list-style-type: none"> ● <i>Picking litter from the school compound,</i> ● <i>Helping parents at home like setting the dining table,</i> ● <i>carrying small items</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify ways of performing Sewa (Selfless Service), b) practice Sewa at 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch videos/images that portray different ways of performing Sewa (Selfless service) ● participate actively in various acts of Sewa in school/home/place of worship, ● participate in charitable 	<p>How can one help a needy person?</p>

	<p><i>for elders,</i></p> <ul style="list-style-type: none"> ● <i>giving glass of water</i> ● <i>looking after pets,</i> ● <i>plant trees in school/home</i> ● <i>watering plants at home/school</i> ● <i>playing amicably with siblings,</i> ● <i>keeping their own room tidy,</i> ● <i>helping at place of worship like distributing serviettes,</i> ● <i>water bottles etc.</i> 	<p>c) school, appreciate the act of <i>Sewa</i> for sharing and caring.</p>	<p>activities to generate income in ethical ways and raise funds,</p> <ul style="list-style-type: none"> ● visit children/animals' orphanage accompanied by parents/guardians/teachers to distribute items of basic needs/toys/food items while celebrating festivals. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner practices teamwork while participates actively in various acts of <i>Sewa</i> in school/home/places of worship. ● Digital literacy: Learner interacts with digital technology by using digital media/charts/pictures on the different forms of greetings for different age groups. 				

Values:

- Love: Learner becomes caring while visiting children/animal orphanages accompanied by parents/guardians/teachers to distribute items of basic needs/toys/food items while celebrating festivals and participating in charitable activities to raise funds.
- Respect: Learner shows etiquette of gratitude to parents/family/teachers/classmates through different actions (hugging, bowing down, touching feet, shaking hands, smiling, and Hi-fives).

Pertinent and contemporary issues (PCIs):

Socio-economic issues: Learner practices financial literacy by participating in charitable activities to generate income in ethical ways and raise funds.

Links to other activity areas:

The learner is able to relate the development of speaking skills by getting assistance from parents on different words of gratitude used at home and school in vernacular, to speaking skills learnt in Language Activities.

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use appropriate greetings for different age groups.	The learner uses appropriate greetings for different age groups consistently.	The learner uses appropriate greetings for different age groups.	The learner uses some of the appropriate greetings for different age groups.	The learner uses some of the appropriate greetings for different age groups only when prompted.
Ability to name words in vernacular that express gratitude.	The learner names words in vernacular that express gratitude correctly.	The learner names words in vernacular that express gratitude.	The learner names some of the words in vernacular that express gratitude.	The learner names some of the words in vernacular that express gratitude only when prompted.
Ability to demonstrate <i>Sewa</i> at school.	The learner demonstrates <i>Sewa</i> at school consistently.	The learner demonstrates <i>Sewa</i> at school.	The learner demonstrates <i>Sewa</i> at school partially.	The learner demonstrates <i>Sewa</i> at school with motivation.

STRAND 6.0: YOGA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.0 Yoga	6.1 Basic concepts of Yoga (4 lessons) <ul style="list-style-type: none"> • <i>Proper Exercises (Asanas),</i> • <i>Proper Breathing (Pranayama,)</i> • <i>Proper Relaxation,</i> • <i>Proper Diet and Nutrition,</i> • <i>Meditation and Positive thinking.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) recall basic meaning of Yoga to foster confidence, b) relate the correct images of Yoga for familiarization, c) admire the practice of Yoga for positive aspirations. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices responsibly to watch/listen to videos/talks on age-appropriate introduction to Yoga, • mention the basic concepts of Yoga and their benefits, that is helping to be peaceful, healthy and happy, • practice Yoga under the supervision of Yoga instructor • collect pictures of some age-appropriate poses of Yoga. 	How do basic concepts of Yoga help in holistic development?
	6.2 Body parts and postures (6 lessons) <ul style="list-style-type: none"> • <i>Naming part of the body used for specific postures,</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) name different parts of the body used for specific postures in Yoga, b) demonstrate simple yoga postures for physical 	The learner is guided to: <ul style="list-style-type: none"> • observe charts/pictures/flash cards/audio-visual clips displaying parts of the body used in performing Yoga, • naming parts of the body used for specific postures, 	<ol style="list-style-type: none"> 1. Why do we perform Yoga? 2. Why is appropriate attire necessary for

	<ul style="list-style-type: none"> ● <i>Pre-requisites of Yoga,</i> ● <i>Observing Hygiene.</i> 	<p>well-being,</p> <p>c) appreciate the importance of yoga for better health.</p>	<ul style="list-style-type: none"> ● observe cleanliness of body parts such as washing of hands and toilet use, ● observe talking walls and trees such as posters of learners washing hands, ● practice simple postures correctly with peers, ● ask parents/guardians for pre-requisites (Yoga mat, appropriate attire) for performing Yoga, ● role-play simple postures. 	<p>performing Yoga?</p>
	<p>6.3 Simple Postures</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> ● <i>Sitting with straight back and standing with shoulders straight,</i> ● <i>Sitting,</i> ● <i>Standing,</i> ● <i>Bending forward and backward.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) name simple yoga asanas that are helpful for keeping correct posture,</p> <p>b) display simple yoga postures for physical wellbeing,</p> <p>c) appreciate Yoga as a way of achieving mental peace.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe the Yoga instructor showing the correct posture for the asanas, ● perform correct ways of Yoga postures, ● to sit cross-legged on the floor and close eyes and think of beautiful flowers, ● to sit quietly for a few minutes cross-legged <i>sukhasan and padamasan.</i> 	<p>In which ways are Yogasanas helpful?</p>

Core competencies to be developed:

- Communication and Collaboration: Learner enhances teamwork by performing correct ways of sitting with straight back and standing with shoulders straight, sitting, standing, bending forward and backward, in pairs or in small groups. Observe the Yoga instructor showing the correct posture for the asanas.
- Digital literacy: Learner interacts with digital technology while watching audio-visual clips on the basic concepts of yoga.

Values:

- Responsibility: Learner portrays self-drive when sitting quietly for a few minutes cross legged in *sukhasan* and *padamasan*.
- Peace: Learner practices love while sitting cross legged on the floor and closing eyes to think of beautiful flowers.

Pertinent and contemporary issues (PCIs):

Health issues: Learner practices personal hygiene by observing cleanliness of body parts such as washing of hands and toilet use.

Link to other activity areas:

The learner is able to relate the skills of performing correct ways of sitting with straight back and standing with shoulders straight, sitting, standing, bending forward and backward in pairs or in small groups, to the creative skills learnt in Creative Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to relate the correct images of Yoga.	The learner relates the correct images of Yoga with precision.	The learner relates the correct images of Yoga.	The learner relates some of the correct images of Yoga.	The learner relates some of the correct images of Yoga when guided.
Ability to name different parts of the body used for specific postures in Yoga.	The learner names different parts of the body used for specific postures in Yoga while demonstrating.	The learner names different parts of the body used for specific postures in Yoga correctly.	The learner names different parts of the body used for specific postures in Yoga with minor omissions.	The learner names different parts of the body used for specific postures in Yoga with major omissions.
Ability to demonstrate simple yoga postures.	The learner demonstrates simple yoga postures in the correct order.	The learner demonstrates simple yoga postures.	The learner demonstrates simple yoga postures without adhering to the correct order.	The learner demonstrates simple yoga postures with a lot of mix-ups.

List of Assessment Methods, Learning Resources and Non-Formal Activities

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

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

ISLAMIC RELIGIOUS EDUCATION

Essence Statement

Islamic Religious Education activities at the pre-primary level is aimed at imparting knowledge, skills, and values to the learner 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 the young learners through learner-centred approaches. This lays foundation for primary level of education and for the learners to grow up as an 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

Strand	Sub-Strands	No. of Lessons
1.0 Qur'an	1.1 Handling of the Holy Qur'an	06
	1.2 The Arabic alphabet with vowels	19
2.0 Pillars of Iman	2.1 Belief in Allah: (Oneness of Allah)	06
	2.2 Belief in Allah: (Allah 's Creation)	06
	2.3 Belief in Allah: Allah's Creation (<i>My family</i>)	05
3.0 Devotional Acts	3.1 Pillars of Islam	04
	3. 2 <i>Shahadah</i>	03
4.0 Akhlaq (Moral Teachings)	4.1.1 Islamic etiquette (greetings)	03
	4.1.2 Toileting	06
	4.1.3 Sneezing	03
	4.2.1 Islamic phrases	12
	4.3 Relationship (places of worship)	06
5.0 Siirah	5.1 Prophet Muhammad (S.A.W.)	06
6.0 Islamic Festivals	6.1 Eid Activities	05
Total number of lessons		90

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.1 Handling of the Holy Qur'an (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the Qur'an as the holy book for Muslims, b) mention three etiquette of handling the Qur'an with respect, c) demonstrate ways of handling the Qur'an with respect as a holy book, d) appreciate the Qur'an as a holy book. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to and sing songs or recite poems on Qur'an, ● identify the Holy Qur'an through use of: flash cards <ul style="list-style-type: none"> - pictures - video clip on a digital device - realia (a copy of the Qur'an) ● mention ways of handling the Qur'an (handling with clean hands, not writing in the Qur'an, not reading the Qur'an in the toilet) in pairs or groups, ● share copies of the Holy Quran to practise handling, ● role-play ways of handling the Qur'an with respect in pairs or small groups, ● colour worksheet on Qur'an. 	How do you handle the Qur'an at home?

Core competencies to be developed:

Learning to learn: as learner mention ways of handling the Qur'an, they share and handle copies of Qur'an appropriately.

Values:

- Respect: Etiquette of Qur'an is enhanced as learners handle the Qur'an respectfully.
- Responsibility: enhanced as learners practise proper handling of the Holy Qur'an.
- Love: as learners share learning materials (copies of the Qur'an) during the class activities.

pertinent and contemporary issues (PCIs):

Life Skills: Learners develop skills of effective communication as they talk about the Holy Qur'an.

Link to other activity areas:

The learner is able to relate with the skills of book handling in Language Activities.

THEME: Myself, My Family, My Home,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	<p data-bbox="388 399 606 467">1.2 The Arabic alphabet</p> <p data-bbox="388 546 542 577">(19 lessons)</p>	<p data-bbox="633 399 880 536">By the end of the sub-strand, the learner should be able to:</p> <p data-bbox="633 546 880 646">a) recognise the alphabet in the Arabic text,</p> <p data-bbox="633 655 880 824">b) articulate correctly the sounds of the Arabic alphabet,</p> <p data-bbox="633 834 880 934">c) read the Arabic alphabet from right to left,</p> <p data-bbox="633 943 880 1153">d) Enjoy pre-writing activities related to the Arabic alphabet.</p>	<p data-bbox="908 399 1219 426">The learner is guided to:</p> <ul style="list-style-type: none"> <li data-bbox="908 436 1508 463">● listen to and sing songs on Arabic alphabet, <li data-bbox="908 473 1566 536">● listen and repeat Arabic alphabet as pronounced by the teacher or from a recorded video /audio <li data-bbox="908 546 1566 755">● identify the Arabic alphabet in pairs or small groups through use of: <ul style="list-style-type: none"> <li data-bbox="948 618 1141 646">- flash cards <li data-bbox="948 655 1103 683">- cut-outs <li data-bbox="948 692 1083 720">- models <li data-bbox="948 729 1373 757">- video clip on a digital device, <li data-bbox="908 765 1508 865">● use digital educational materials on Arabic alphabet for example; <i>Qaidah Al-Nourania website</i>, <li data-bbox="908 875 1528 938">● practice pronouncing the sounds of the Arabic alphabet in pairs or small groups, <li data-bbox="908 948 1566 1048">● practise the correct orientation of reading the Arabic alphabet (right to left) in groups/ in pairs/ individually, <li data-bbox="908 1057 1566 1157">● engage in hands-on and pre-writing activities on Arabic alphabet for example; modelling, painting, tracing, and joining dots. 	<ol style="list-style-type: none"> <li data-bbox="1599 399 1818 499">1. Why is Arabic alphabet important? <li data-bbox="1599 509 1818 646">2. How do you identify the Arabic alphabet?

Core competencies to be developed:

- Communication and Collaboration: Listening, speaking, pre-writing, and teamwork skills enhanced as learners listen, pronounce, and engage in activities related to Arabic alphabet.
- Digital literacy: enhanced as learners use digital devices to identify and pronounce Arabic alphabet.

Values:

Unity: as learners cooperate in practising pronunciation of the Arabic alphabet in group discussions.

pertinent contemporary issues(PCIs):

Life Skills: Skills of effective communication are enhanced as the learners listen and pronounce the Arabic alphabet.

Link to other activity areas:

The learner is able to relate pronunciation of Arabic alphabets with letter sound as in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention and observe three etiquette practices of handling the Holy Qur'an.	Mentions and observes three etiquette practices of handling the Holy Qur'an correctly and consistently.	Mentions and observes three etiquette practices of handling the Holy Qur'an.	Mentions and observes two etiquette practices of handling the Holy Qur'an.	Mentions and observes one etiquette practice of handling the Holy Qur'an.
Ability to recognise twenty-eight letters of Arabic alphabets in their original shape.	Recognises twenty-eight letters of Arabic alphabet in their original shapes and in different positions.	Recognises twenty-eight letters of Arabic alphabets in their original shape.	Recognises twenty to twenty seven letters of the Arabic alphabet in their original shape.	Recognises nineteen and below letters of the Arabic alphabet in their original shape.
Ability to articulate the twenty eight sounds of the Arabic alphabet.	Articulates the sounds of the twenty eight Arabic alphabets correctly and fluently.	Articulates the sounds of the twenty eight Arabic alphabets.	Articulates the sounds of twenty to twenty seven of the Arabic alphabet.	Articulates the sounds of nineteen and below of the Arabic alphabet.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1 Belief in Allah: Oneness of Allah (S.W.T.) (6 lessons)	By the end of the sub-strand the learner should be able to: a) recognize Allah as the one and only God, b) practise saying <i>Subhanahu wa Ta'ala</i> (S.W.T.) as a way of exalting Him, c) acknowledge oneness of Allah (S.W.T.) as the creator of everything.	The learner is guided to: <ul style="list-style-type: none"> ● sing songs (<i>anashid /qasida</i>) or recite poems about oneness of Allah (<i>Al Ahad</i>), ● discuss about Allah (S.W.T.) (He is one, He is the creator of everything, He does not eat or drink, He has no family...) in pairs or groups, ● model/decorate the name Allah (S.W.T.) (<i>Al-Ahad</i>), ● pronounce the phrase '<i>Subhanahu wa Ta'ala</i>' (S.W.T.) in turns, ● Colour a worksheet of the phrase '<i>Al Ahad</i>' and or '<i>Subhanahu wa Ta'ala</i>'. 	Who is Allah (S.W.T.)?
Core competencies to be developed: Communication and Collaboration: skills of listening and speaking as learners talk about oneness of Allah (S.W.T.) and as they take turns to pronounce the phrase ' <i>Subhanahu Wa Ta'ala</i> .'				
Values: Respect: Respect is enhanced as learners exalt the name of Allah (S.W.T.) by saying (<i>Subhanahu Wa Ta'ala</i>).				
pertinent and contemporary issues (PCIs): Life Skills: unity and cooperation as learners work together in pairs and groups.				
Link to other activity areas: As they talk about oneness of Allah (S.W.T.), they relate to counting skills in Mathematical Activities.				

THEME: Myself

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1.2 Belief in Allah: Allah (S.W.T.)'s Creation (myself) (6 lessons)	By the end of the sub-strand the learner should be able to: a) identify self as creation of Allah (<i>S.W.T.</i>), b) care for self as a creation of Allah (<i>S.W.T.</i>), c) appreciate the uniqueness of oneself as Allah's creation.	Learners is guided to: <ul style="list-style-type: none"> ● sing songs (<i>anashid /qasida</i>) or recite poems related to self as a Muslim, ● engage in activities that show their images(for example; looking at oneself in the mirror, observing their shadow...), ● engage in discussion about themselves in pairs or small groups, ● colour a sketch of himself or herself, ● engage in games/hands-on activities related to parts of the body using digital devices, ● practise self-care activities such as washing hands, brushing teeth, washing face, ● paint self or print using hand and foot, ● role-play on care for self. 	<ol style="list-style-type: none"> 1. Who am I? 2. How am I similar/ different from others?

Core competencies to be developed:

Self-efficacy: knowing “who I am” and knowing “myself” as learner identifies who they are.

Values:

- Love: as learners care for themselves while talking about creations of Allah.
- Responsibility: as learners take care of themselves.
- Respect is enhanced as learners show acceptance of self by identifying who they are.

pertinent and contemporary issues (PCIs):

- Life skills: The skill of knowing and loving myself, (self-awareness) is enhanced as the learners identify themselves.

Link to other activity areas:

- As learners discuss about themselves, they relate it to the theme ‘myself’ in Environmental Activities
- As learners engage in painting and printing activities, they relate it to Creative Activities.

THEME: My Family

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1. 3 Belief in Allah (S.W.T.) Allah (S.W.T.)’s Creation <i>(My family)</i> (5 lessons)	By the end of the sub-strand the learner should be able to: a) mention ways of caring for family members as creation of Allah (S.W.T.), b) draw a family tree as a way of identifying family members, c) appreciate the uniqueness of one’s family as Allah’s creation.	The learner is guided to: <ul style="list-style-type: none"> ● sing songs (<i>anashid/qasida</i>) or recite poems related to family members, ● news tell about their family members and what they love about them in pairs or small groups, ● engage in games/hands-on activities related to family members using digital devices individually, in pairs or small groups, ● watch videos on ways of caring for family members, ● describe ways of caring for family members (helping them, listening to them, praying for them, and thanking them) in pairs or small groups, ● use paper folding technique to make/create cut-outs of family members, ● role-play on care for family members ● draw a family tree. 	<ol style="list-style-type: none"> 1. What do you love about your family? 2. How do you thank Allah (S.W.T.) for your family?

Core competencies to be developed:

Self-efficacy: knowing “who I am” and knowing “my family” as learners identify who they are and their family members.

Values:

- Love: as learners care for family members in different ways.
- Responsibility: as learners role-play care for family members.
- Respect is enhanced as learners show acceptance of self by identifying who their family members are.

Pertinent and contemporary issues (PCIs):

- Citizenship: peace education; skills of acknowledging about self and others are enhanced as learners discuss their family members.
- Life skills: The skill of knowing and loving self, (self-awareness) is enhanced as the learners identify their family members.

Link to other activity areas:

- As learners discuss about people found in their home, they relate it to the themes in Environmental Activities.
- As learners engage in paper folding technique, they apply the skill gained in Creative Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify self and family as creations of Allah (<i>S.W.T.</i>).	Identifies self, family members, and others as Allah (<i>S.W.T.</i>)’s creation.	Identifies self and family members as Allah (<i>S.W.T.</i>)’s creations.	Sometimes identifies self and family members as Allah (<i>S.W.T.</i>)’s creation.	Identifies self and family members as Allah’s (<i>S.W.T.</i>)’s creation when prompted.
Ability to mention four ways of caring for self and family members.	Mentions more than four ways of caring for self and family members.	Mentions four ways of caring for self and family members.	Mentions two to three ways of caring for self and family members.	Mentions one way of caring for self and family members.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Devotional Acts	3.1 Pillars of Islam Five pillars of Islam (4 lessons)	By the end of the sub-strand the learner should be able to: a) name the five pillars of Islam, b) recite the pillars of Islam as taught by Prophet Muhammad (S.A.W.), c) appreciate the Pillars of Islam as the basis for Islamic faith.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple short (<i>anashid/qasida</i>) songs or recite poems on pillars of Islam, ● mention the five pillars of Islam (<i>Shahadah, Swalah, Zakat, Sawm</i> and <i>Hajj</i>), ● view audio-visual materials on pillars of Islam by use of digital devices, ● engage in activities to reinforce on the pillars of Islam for example: jigsaw puzzles, colouring, and picture matching in pairs or groups. 	What are pillars of Islam?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: The skill of reflection on own is enhanced as the learner news tells about five daily prayers. ● Creativity and Imagination: The skills of listening, speaking, and teamwork are enhanced as the learners listen to and mention the pillars of Islam. 				

Values:

- Responsibility: The skill of accountability is enhanced as the learner accomplishes the given tasks.
- Unity: The skill of cooperation is enhanced as learners engage in group activities.

Pertinent and Contemporart issues (PCIs):

Social cohesion: Understanding and integrity is enhanced as learners share items while engaging in group activities.

Link to other activity areas:

As learners count the pillars of Islam, they relate with counting skills in Mathematical Activities

Theme: Myself

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Devotional Acts	3.1.2 Pillars of Islam <i>Shahadah</i> (3 lessons)	By the end of the sub-strand the learner should be able to: a) recite the <i>shahadah</i> as a pillar of Islam, b) decorate words of <i>shahadah</i> using locally available materials, c) appreciate <i>shahadah</i> as a pillar of Islam.	The learner is guided to: <ul style="list-style-type: none"> ● sing (<i>anashid/qasida</i>) or recite poems on shahadah/oneness of Allah (<i>S.W.T.</i>), ● listen to the teacher or audio-visual recordings on shahadah (<i>Ash'hadu an laa Ilaha illallahu wa ash'hadu anna Muhamaddan Rasulullah</i>) and repeat what they have listened to in pairs or groups, ● make a recording while reciting the <i>shahadah</i>, ● decorate words of <i>shahadah</i> using locally available materials, ● engage in hands-on activities to reinforce the <i>shahadah</i> for example: stencil printing, picture frame making, painting, and modelling. 	What is <i>shahadah</i> ?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: are enhanced as learners decorate words of <i>shahadah</i> using locally available materials. ● Digital literacy: The skill of interacting with digital technology is enhanced as the learner is guided to make a recording of self while reciting the <i>shahadah</i>. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Accountability is enhanced as learners accomplish the task of recording themselves when reciting the <i>shahadah</i>. 				

- Unity: is promoted as the learners engage in hands-on activities to reinforce the *shahadah* for example: stencil printing, picture frame making, painting, and modelling

Pertinent and contemporary issues(PCIs):

Life skills: The skills of effective communication is enhanced as the learners respond by reciting the *shahadah*.

Link to other activity areas:

As learners listen and practise pronunciation of words of *shahadah*, they improve their listening and speaking skills in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the five pillars of Islam.	Names the five pillars of Islam in sequence consistently.	Names the five pillars of Islam.	Names three to four pillars of Islam.	Names one or two pillars of Islam.
Ability to recite the <i>shahadah</i> .	Recites the <i>shahadah</i> with correct articulation.	Recites the <i>shahadah</i> correctly.	Recites the <i>shahadah</i> with a few mix ups.	Recites the <i>shahadah</i> with many mix-ups.

THEME: My Family

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.1 Islamic Etiquette Islamic Greetings (3lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the phrases used in Islamic greetings, b) practise Islamic greetings while interacting with others, c) appreciate the importance of using Islamic greetings in daily life.	The learner is guided to: <ul style="list-style-type: none"> ● listen and sing songs related to Islamic greetings, ● view pictures/videos depicting Islamic greetings and discuss about them, ● pronounce the Islamic greetings (<i>Assalaam alaykum warahmatullahi wabarakatuh /Wa alaykum salaam warahmatullahi wabarakatuh</i>) in pairs or groups, ● role-play the exchange of Islamic greetings in pairs or groups, ● colour worksheets on Islamic greetings. 	<ol style="list-style-type: none"> 1. How do we greet? 2. When do you greet one another?

Core competencies to be developed:

Communication and Collaboration: enhanced as learners listen and sing songs related to Islamic greetings and role-play Islamic greetings.

Values:

- Respect: Islamic etiquette is displayed as they greet one another.
- Unity: as the learners cooperate while role-playing exchange of greetings.
- Peace, love and respect for self and others is promoted as learners exchange greetings with each other.

Pertinent and contemporary issues (PCIs):

- Life skills: The skill of effective communication is enhanced as learners exchange Islamic greeting during role-plays.
- Citizenship and peace education as learners relate with each other by exchanging greetings.

Link to other activity areas:

- As learners exchange greetings, they relate it to etiquette in their interpersonal relationship in Environmental Activities.
- As learners exchange greetings, they relate to greetings in Language Activities.

THEME: My Home

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0 Akhlaq (Moral Teachings)</p>	<p>4.1.2 Toileting (6 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the proper way of toileting according to Islamic teachings, b) recite the <i>dua</i> before entering and after leaving the toilet, c) demonstrate appropriate manners of toileting as per the Islamic teachings d) appreciate Islamic toilet etiquette in day-to-day life. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● sing simple songs (<i>qasida/anashid</i>) on toilet manners, ● view/watch Islamic toileting manners (entering using the left, squatting/sitting, and leaving with the right foot) by use of digital educational materials or pictures, ● listen to a resource person/teacher/peer on the <i>dua</i> before entering the toilet (<i>Allahumma innii Audhu bika minal khubuthi wal khabaith</i>) and the <i>dua</i> after leaving the toilet (<i>Ghufranaka</i>) and repeat after, ● demonstrate appropriate manners (entering using left foot, sitting/squatting and leaving with right foot) in pairs, ● sequence pictures showing Islamic toilet etiquette (entering toilet with left foot, sitting/squatting, and leaving toilet with 	<p>Why should a Muslim observe manners of toileting?</p>

			<p>the right foot) in pairs or groups,</p> <ul style="list-style-type: none"> engage in creative activities such as tracing and printing of the feet. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: The skill of saying my needs is enhanced as learner demonstrates appropriate manners of toileting according to Islamic teachings Critical thinking and Problem solving: Skill of listening and communication are enhanced as learner sequence pictures showing Islamic toilet etiquette (entering toilet with left foot, sitting/squatting, and leaving toilet with the right foot). 				
<p>Values:</p> <p>Responsibility: The persistence in observing Islamic manners of toileting is enhanced as learner practises the etiquette.</p>				
<p>Pertinent and contemporary issues(PCIs):</p> <p>Life skills: Skills of knowing and loving self are enhanced as learners demonstrate proper way of entering and leaving the toilet that is, using left foot to enter and right foot to leave the toilet.</p>				
<p>Link to other activity areas:</p> <p>As learners observe etiquette of toileting, they practise proper sanitation and toileting as in Environmental Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.3 Sneezing (3 lessons)	By the end of the sub-strand the learner should be able to: a) mention manners to be observed when one sneezes, b) recite the appropriate <i>dua</i> for sneezing, c) practise the manners of sneezing in day-to-day life, d) uphold the manners of sneezing in promoting personal hygiene.	The learner is guided to: <ul style="list-style-type: none"> ● watch a video on Islamic etiquette of sneezing, ● discuss the manners of sneezing (covering mouth, saying <i>alhamdulillah</i>, responding to the person who sneezes) in pairs or groups, ● listen and turn take to recite the <i>dua</i> said after one sneezes, “<i>Alhamdulillah</i>” and the response given by the immediate audience, “<i>Yarhamukallah</i>”, ● role-play on the manners of sneezing in pairs or groups. 	1. What do you say after sneezing? 2. What do you say when someone else sneezes?
Core competencies to be developed: Creativity and Imagination: are enhanced as learners role-play on the manners of sneezing in pairs or groups.				
Values: Love: portraying a caring attitude as learners turn take to recite the <i>dua</i> said after one sneezes, “ <i>Alhamdulillah</i> ” and the response given by the immediate audience				
Pertinent and contemporary issues (PCIs): Life skills: Love is enhanced as learners respond after one sneezes, “ <i>Alhamdulillah</i> ”				
Link to other activity areas: As learners observe the correct manners of sneezing, they relate with the same in Environmental Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2.1 Islamic phrases <i>(Bismillah and Alhamdulillah)</i> (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) pronounce the Islamic phrases <i>(Bismillah and Alhamdulillah)</i> to earn blessing of Allah, b) apply the Islamic phrases in their day-to-day activities, c) appreciate the importance of Islamic phrases in daily life. 	The learner is guided to: <ul style="list-style-type: none"> ● listen and sing simple songs(<i>anashid/qasida</i>) or recite poems related to the Islamic phrases, ● listen and repeat Islamic phrases <i>(Bismillah and Alhamdulillah)</i> from digital resources or persons, ● discuss situations when phrases <i>Bismillah</i> and <i>Alhamdulillah</i> are used in pairs or groups ● practise the Islamic phrases in their daily activities for example by saying <i>Bismillah</i> before any activity and <i>Alhamdulillah</i> after every activity, ● role-play daily activities using Islamic phrases. ● engage in colouring activities of the phrases <i>(Bismillah and Alhamdulillah)</i>. 	Why should we say Bismillah and Alhamdulillah always?

Core competencies to be developed:

- Self-efficacy: is enhanced as learners engage in colouring activities of the phrases (*Bismillah* and *Alhamdulillah*).
- Creativity and Imagination: as learners role-play daily activities using Islamic phrases.

Values:

Patriotism: devotion is enhanced as learner practises the phrases before and after activities (*Bismillah* and *Alhamdulillah*).

Pertinent and contemporary issues (PCIs):

Life skills: The skill of effective communication is enhanced as the learner says *Bismillah* and *Alhamdulillah* before and after activities respectively.

Link to other activity areas:

As learners practise pronunciation of the words, they relate to speaking skills in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2.2 Islamic phrases <i>shukran</i> (3 lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the Islamic phrase (<i>shukran</i>) as a way of appreciation, b) apply the phrase <i>shukran</i> in their day-to-day life, c) appreciate the importance of the Islamic phrase (<i>Shukran</i>) in their daily life.	The learner is guided to: <ul style="list-style-type: none"> ● listen to and sing simple songs(<i>anashid/qasida</i>)or recite poems related to the phrase <i>Shukran</i>, ● listen to an audio-visual recording on the Islamic phrase <i>Shukran</i> then repeat its pronunciation in pairs or groups, ● practise the use of the phrase <i>Shukran</i> through a role play, ● decorate and exchange appreciation cards/sheets on which the phrase <i>Shukran</i> is written on. 	Why should one appreciate others ?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Listening, speaking, and teamwork skills are enhanced as learners listen, pronounce, and role-play on the phrase (<i>Shukran</i>). ● Learning to learn: as learners decorate and exchange appreciation cards/sheets on which the phrase <i>Shukran</i> is written on. 				

Values:

- Respect: etiquette of positive regards for self and others is enhanced as they decorate and exchange appreciation cards with the phrase *shukran*.
- Love: Sharing is enhanced as learners exchange and appreciate each other.

Pertinent and contemporary issues(PCIs):

- Life skills: The skill of effective communication is enhanced as learner uses simple courteous words *shukran*.
- Skill of making choices as the learner uses various ways to show gratitude.

Link to other activity areas:

- As learners practise pronunciation of words they relate to speaking skills in Language Activities.
- As learners thank each other with *shukran*, they relate to use of courteous words for interpersonal relationships in Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2.3 Islamic phrases <i>Ma Shaa Allah</i> (3 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> pronounce the Islamic phrase (<i>Ma Shaa Allah</i>) as a way of appreciation, apply the phrase <i>Ma shaa Allah</i> in their day-to-day life, appreciate the importance of the Islamic phrase (<i>Ma shaa Allah</i>) in their daily life. 	The learner is guided to: <ul style="list-style-type: none"> listen to and sing simple songs (<i>anashid/qasida</i>) or recite poems related to the phrase; - <i>Ma shaa Allah</i>, listen to an audio-visual recording on the Islamic phrase; - <i>Ma shaa Allah</i> then repeat its pronunciation in pairs or groups, discuss situations when the phrase; - <i>Ma shaa Allah</i> is used in pairs or groups, practise the use of the phrase; - <i>Ma shaa Allah</i> through role-play, decorate/colour worksheet of the phrase; - <i>Ma shaa Allah</i>. 	When do we say <i>Ma shaa Allah</i> ?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: Listening, speaking and teamwork skills are enhanced as learners listen, pronounce, and role-play on the phrase (<i>Ma shaa Allah</i>). Learning to learn: The skill of working collaboratively is enhanced as learners practise the use of the phrase; - <i>Ma shaa Allah</i> through role-plays. 				

Values:

- Respect : etiquette of positive regards for self and others is enhanced as they appreciate each other with the phrase;- *Ma shaa Allah*.
- Love : sharing is enhanced as learners appreciate each other using the phrase;- *Ma shaa Allah*.

Pertinent and contemporary issues (PCIs):

Life skills: The skill of making choices as the learner uses various ways to appreciate others.

Link to other activity areas:

As learners appreciate with the phrase;- *Ma shaa Allah*, they relate to use of courteous words for interpersonal relationships in Environmental Activities and Language Activities.

THEME: My Neighbourhood

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.3.1 Relationship <ul style="list-style-type: none"> • <i>Places of worship</i> (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify <i>Masjid</i> as a place of worship for Muslims, b) visit a <i>Masjid</i> as a place of worship, c) appreciate <i>Masjid</i> as a place of worship for Muslims. 	The learner is guided to: <ul style="list-style-type: none"> ● sing simple songs or recites poems on <i>Masjid</i>, ● view pictures of <i>Masjid</i> through digital educational materials like: computer, smart phone, and smart board or other resources like charts, flash cards, among others, ● talk about <i>Masjid</i> in groups, ● engage in hands-on activities such as completing picture puzzles of a <i>Masjid</i> using digital devices or locally available materials in pairs or groups, ● visit a nearby <i>Masjid</i> physically or digitally, ● colour a picture or a drawing of a <i>Masjid</i>. 	Where do Muslims pray?

Core competencies to be developed:

- Creativity and Imagination: The skill of communication and self-expression is enhanced as the learner colours a picture of a *Masjid*.
- Communication and Collaboration: Listening and speaking skills are enhanced as learners discuss about *Masjid* in pairs or in groups.
- Critical thinking and Problem solving: Decision making skill is enhanced as the learner correctly fixes the puzzles to complete the picture of a *Masjid*.
- Digital literacy: Skill of interacting with digital technology is enhanced as learners view pictures and complete puzzles of a *Masjid*.

Values:

- Respect: etiquette of *Masjid* are enhanced when the learners make a visit to the nearby *Masjid*.
- Responsibility : accountability are enhanced as learners accomplish the task by colouring a *Masjid*.

Pertinent and contemporary issues (PCIs):

Life skills: Decision making is enhanced as they make choices on what colour to use for the *Masjid* as well as completing the puzzles.

Link to other activity areas:

- As learners colour *masjid*/sing simple songs on *Masjid*, they relate to Creative Activities.
- As they talk about *masjid*, they relate with places of worship in Environmental Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to exhibit appropriate manners of toileting/sneezing.	Exhibits appropriate manners of toileting/sneezing consistently.	Exhibits appropriate manners of toileting/sneezing.	Sometimes exhibits appropriate manners of toileting/sneezing.	Exhibits appropriate manners of toileting/sneezing when prompted.
Ability to recite the <i>dua</i> related to toileting and sneezing.	Recites the <i>dua</i> related to toileting and sneezing fluently.	Recites the <i>dua</i> related to toileting and sneezing.	Recites the <i>dua</i> related to toileting and sneezing with minor errors.	Recites the <i>dua</i> related to toileting and sneezing with major errors.
Ability to pronounce and apply the Islamic phrases (<i>Assalaamu alaykum, Bismillah, Alhamdulillah, shukran and Ma shaa Allah</i>).	Pronounces and applies the five Islamic phrases fluently.	Pronounces and applies the five Islamic phrases correctly.	Pronounces and applies three to four Islamic phrases.	Pronounces and applies less than three Islamic phrases.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Siirah	<p data-bbox="369 353 542 460">5.1 Prophet Muhammad (S.A.W.)</p> <p data-bbox="369 502 465 529"><i>Al-amin</i></p> <p data-bbox="369 570 504 598">(6 lessons)</p>	<p data-bbox="595 353 952 460">By the end of the sub-strand the learner should be able to:</p> <p data-bbox="595 467 952 570">a) mention the name of the last prophet of Allah (S.W.T.),</p> <p data-bbox="595 577 952 790">b) practise the phrase;- <i>Swalallahu Alayhi Wassalaam</i> as a sign of love and respect for prophet Muhammad (S.A.W.),</p> <p data-bbox="595 797 952 941">c) demonstrate aspects of trustworthiness (<i>Al-Amin</i>) by emulating his character,</p> <p data-bbox="595 948 952 1078">d) acknowledge Muhammad (S.A.W.) as the final prophet of Allah (S.W.T.).</p>	<p data-bbox="979 353 1286 381">The learner is guided to:</p> <ul data-bbox="979 388 1576 1050" style="list-style-type: none"> <li data-bbox="979 388 1576 502">● listen to audio recording, sing <i>anashid/qasida</i> or recite poems on prophet Muhammad (S.A.W.) and his character, <li data-bbox="979 509 1576 570">● mention the name prophet Muhammad (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib</i>, <li data-bbox="979 577 1576 680">● listen to the story of Prophet Muhammad (S.A.W.) (<i>Al- Amin</i>) from a resource person or digital devices, <li data-bbox="979 687 1576 831">● practise the phrase;- <i>Swalallahu Alayhi Wassalaam</i> whenever the name of the prophet (S.A.W.) is mentioned in pairs or groups, <li data-bbox="979 838 1576 941">● role-play on aspects of trustworthiness (telling the truth, returning others’ items,) among others), <li data-bbox="979 948 1576 1050">● decorate the name “Muhammad” on a worksheet through creative activities such as colouring, painting and sticking. 	<p data-bbox="1599 353 1798 460">Who is prophet Muhammad (S.A.W.)?</p>

Core competencies to be developed:

- Communication and Collaboration: Listening and speaking skills are enhanced as learners listen to *anashid* and stories about the prophet (S.A.W.)
- Creativity and Imagination: The skill of communication and self-expression as learners undertake Creative Activities (colouring, painting, and sticking).

Values:

- Integrity: Honesty is promoted as learners role-play aspects of trustworthiness.
- Love for the prophet Muhammad (S.A.W): is enhanced as learners role-play trustworthiness – character of the prophet (S.A.W.) and by saying (*Swalallahu Alayhi wa Salaam*) whenever the prophet’s name is mentioned.

Pertinent and contemporary issues (PCIs):

- Life skills: Skills of effective communication are enhanced as learners listen attentively to narrations about prophet Muhammad (S.A.W.)

Link to other activity areas:

As learners listen to stories on the prophet (S.A.W.) and practice the phrase *Swalallahu Alayhi Wassalaam*, they relate to listening and speaking skills in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectation
Ability to Mention the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib ibn Hashim.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as <i>Muhammad</i> (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.) <i>ibn Abdullahi.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.).
Ability to say the phrase;- <i>Swalallahu Alayhi Wassalaam</i> correctly whenever the name of prophet Muhammad (S.A.W.) is mentioned.	Says ' <i>Swalallahu Alayhi Wassalaam</i> ' whenever the name of prophet Muhammad (S.A.W.) is mentioned correctly and coherently.	Says ' <i>Swalallahu Alayhi Wassalaam</i> ' correctly whenever the name of prophet Muhammad (S.A.W.) is mentioned.	Sometimes says ' <i>Swalallahu Alayhi Wassalaam</i> ' whenever the name of prophet Muhammad (S.A.W.) is mentioned.	Says ' <i>Swalallahu Alayhi Wassalaam</i> ' whenever the name of prophet Muhammad(S.A.W.) is mentioned when prompted.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Islamic Festivals	6.1 Eid Celebrations (5 lessons)	By the end of the sub-strand the learner should be able to: a) identify <i>Eid</i> as an Islamic festival, b) practise the phrases of <i>Eid</i> greetings to enhance love among themselves c) appreciate <i>Eid</i> as an Islamic festival.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple songs/<i>anashid</i> on <i>Eid</i> sourced from: audio recording, resource person, and video recording on digital devices i.e. laptop, computer... ● news tell about <i>Eid</i> day, ● watch <i>Eid</i> celebrations on audio-visual aids for example: smart phone, smart board and/or discuss <i>Eid</i> day, ● practise <i>Eid</i> greetings (<i>Eid Mubarak; Minal Faizin</i>), ● make and colour <i>Eid</i> greetings cards, ● role-play <i>Eid</i> greetings as they exchange gifts. 	<ol style="list-style-type: none"> 1. Which celebrations do you know? 2. How do we celebrate <i>Eid</i>?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Skills of listening and speaking are enhanced as learners listen to songs/<i>anashid</i> and news tell. ● Creativity and Imagination: The skill of experimenting is enhanced as learners make and colour <i>Eid</i> greeting cards. 				

Values:

- Love: is promoted as learners exchange *Eid* gifts among themselves.
- Responsibility:accountabilityenhanced as learners engage in assigned roles such as colouring *Eid* greeting cards.
- Unity: sharing of available resources is promoted as learners colour *Eid* greeting cards.

Pertinent and contemporary issues (PCIs):

- Life skills: Skills of effective communication are enhanced as learners respond to simple verbal instructions such as singing songs/*anashid* on *Eid*

Link to other activity areas:

- As learners listen and sing *anashid* on *Eid*, they relate to Creative Activities skill of singing simple songs.
- As learners exchange gifts, they relate to festivals for interpersonal relationship in Environmental Activities

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify <i>Eid</i> as an Islamic festival.	Identifies <i>Eid</i> as an Islamic festival and gives the greeting phrases used.	Identifies <i>Eid</i> as an Islamic festival.	Sometimes identifies <i>Eid</i> as an Islamic festival.	Identifies <i>Eid</i> as an Islamic festival when prompted

CSL AT EARLY YEARS OF 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 its 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 an 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 of 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 area 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 the 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, and 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
Qur'an	Handling of the Holy Qur'an	Oral assessment, observation, and portfolio.	The Qur'an, charts, course books, digital devices, reference materials, and 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>
	Arabic alphabets	Oral assessment and portfolio assessment.	The Qur'an, charts on Arabic alphabets, course books, digital devices, and reference materials/online sources such as <i>Qaida Nouraniyah</i> .	Learners share information on and or display Arabic alphabets during academic days and exhibitions.

Pillars of Iman	Belief in Allah (S.W.T.) (oneness of Allah (S.W.T.)).	Oral and aural assessments, portfolio.	The Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Decorate the attributes of Allah (S.W.T.) - <i>Al Ahad</i> , or the phrase; - (<i>Subhanahu Wa Ta'ala</i>) on a plaque and display or sell on open days.
	Allah (S.W.T.)'s creation (Myself, My family)	Oral and aural assessment, portfolio, and observation.	The Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Recite poems/sing <i>anashid</i> about self and family as Allah (S.W.T.)'s creation and make presentation during school events or on digital platforms. Make creative works such as painting, sticking etc and display them on the notice boards, school magazine, and digital platforms.
Devotional Acts	Pillars of Islam <i>shahadah</i>	Oral assessment, aural assessment, observation, and portfolio.	Quran, charts, course books, digital devices, and reference materials/online sources.	Sing <i>anashid</i> /recite poem on pillars of Islam or recite <i>Shahadah</i> and share on social media. Construct/make a model on pillars of Islam. Create a <i>shahadah</i> wall decoration and display/sell during school events.

Akhlaq	Islamic greetings and phrases	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Make creative works on Islamic greetings and phrases such as painting, sticking etc and display them on the notice boards, school magazine, and digital platforms.
	Toileting	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Share the information on manners of toileting and <i>dua</i> related to toileting. Prepare posters on etiquette of toileting, <i>dua</i> before entering and after leaving the toilet and display around the toilets.
	Sneezing	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books of Hadith, course books, digital devices, and reference materials/online sources.	Share the information on manners of sneezing and <i>dua</i> related to sneezing during school assembly and pastoral programmes. Prepare posters on etiquette of sneezing and display in strategic places.
	Places of worship	Oral assessment, assessment, portfolio, and observation.	Oral assessment, aural assessment, portfolio, and observation.	Construct a model of a <i>masjid</i> for display. Visit a nearby mosque.

Siirah	Prophet Muhammad (S.A.W.)	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, and reference materials/online sources.	Make decorations and wall hangings with the phrase 'Muhammad' and display during school events such as academic exhibitions and parents' day
Islamic Festivals	<i>Eid Day</i>	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books of Hadith, course books, digital devices, and reference materials/online sources	Sing <i>anashid</i> /recite poem about <i>Eid</i> day and share on social media. Create <i>Eid</i> greeting cards and gift boxes for displaying or selling during school academic events such as academic exhibition day.