REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGN: PRE-PRIMARY 1 & 2

LEARNING AREA: ENVIRONMENTAL ACTIVITIES FOR LEARNERS WITH HEARING IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop "an engaged, an empowered and ethical citizen "while the mission is to "to nurture the potential of every learner".

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

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INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cuts across all the activity areas. Learning at the pre- primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities/Kenyan Sign Language	5
2.	Mathematical Activities	5
3.	Environmental Activities for learners with hearing impairment	5
4.	Psychomotor and Creative Activities	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	**25**

Note:
1. The time allocated for each activity area is 30 minutes.
2. There should 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**
    Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and 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 family, community, national, regional and international development.

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

    c) **Technological and Industrial Needs**
        Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with 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 Kenya 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 community 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 empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable 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 attitudes 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.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION
By end of Early Years Education, the learner should be able to:
1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
2. Demonstrate basic literacy and numeracy skills for learning.
3. Apply digital literacy skills for learning and enjoyment.
4. Apply creative and critical thinking skills in problem solving.
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well-being.
6. Practice appropriate etiquette for interpersonal relationships.
7. Explore the immediate environment for learning and enjoyment.
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development.
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living.

Essence statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises; 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 enables the learner to acquire skills to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General learning outcomes of Environmental Activities

By the end of pre-primary education the learner should be able to;
a) observe proper hygiene, sanitation, and nutrition to promote 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) appreciate the rich and diverse cultural heritage in the local environment,
f) make appropriate choices for safe interaction with the immediate environment.

PRE PRIMARY 1

KEY:
LWD   Learners with Deafness
HOH   Hard of Hearing

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Social Environment	**1.1 Myself (5 Lessons)**	By the end of the sub- strand the learner should be able to: a) Sign and finger-spell their names for identity; b) identify and sign their sex for self-awareness; c) identify and sign body parts (head, hands and legs); d) appreciate oneself for self-esteem.	• Learners could be guided to sign and finger-spell their names. • Learners could sign songs about their names and sex. • Learners could be guided to group themselves according to sex. • Learners could be guided on picture reading categorizing boys and girls. • Learners could be guided to identify and sign body parts (head hands and legs). • Learners could be guided on picture reading on body parts from charts. • Learners could sign songs on body parts. • In groups learners sign songs about themselves.	1. What is your name? 2. Are you a boy or a girl? 3. Which are your body parts?
Core Competencies to be developed: • Learning to learn – knowing their names and sex • Self- efficacy-identifying self by name and sex • Collaboration and communication through picture reading and group work					
Link to Pertinent and contemporary Issues(PCI's): • Education for Sustainable Development(ESD): Gender issues in education, gender awareness- learners identify their sex for self-	**Link to values:** • Respect • Love			

awareness • Life skills - self-awareness and self-esteem: knowing and loving myself, personal identity as learners sign and finger-spell their names.	• Responsibility
Links to other learning areas: • Language activities • Psychomotor and creative activities • Mathematical activities	**Suggested community service learning activities:** • Parental engagement: in providing safety to children and helping children to accept and understand themselves and appreciating their children.
Suggested non-formal activity to support learning: • Role play	**Suggested assessment:** • Signed (LWD)/oral questions(HOH) • Observation • Portfolios
Suggested Resources: • Charts, picture books, plasticine/clay.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to sign and finger-spell their names for identity, identify their sex for self-awareness, identify and sign body parts, appreciate oneself for self-esteem besides identify classmate for interpersonal relationship.	Learner able to sign and finger-spell their names for identity, identify their sex for self-awareness, identify and sign body parts, appreciate oneself for self-esteem.	Learner able to sign and finger-spell their names, identify their sex for self-awareness, identify and sign body parts.	Learner able to finger-spell their names for identity, identify their sex for self-awareness.

	1.2 : Our School (10 Lessons)	By the end of the sub strand the learner should be able to: a) sign people working in the school for identification; b) appreciate the work done by people in school; c) identify and sign structures found in the school for familiarization; d) identify and sign the Kenyan flag and its colours.	• Learners could be guided to sign about work done by people in the school. • Learners could be guided to walk round the school to identify and sign structures. • In groups learners could identify and sign different. structures on the chart • Learners could sign songs about structures and people in school • Learners could sign poems about our school. • Learners could be guided to colour pre-drawn pictures of a flag. • Learners could watch pictures or videos depicting structure and people in the school.	1. Who are the people in school? 2. What work is done by different people in school? 3. What structures are found in the school? 4. What are the colours of the flag?

Core competences to be developed
- Communication and collaboration-sign about work done
- Learning to learn-learning about work done by people in school
- Citizenship, patriotism

Digital Literacy: watching videos, observing pictures.

Link to Pertinent and contemporary Issues(PCI's) • Citizenship: national hood nationalism. • Life skils: Knowing our school as they walk around.	**Link to values** • Patriotism as they colour pre-drawn pictures of the national flag. • Respect people and work done by them.

Links to other learning activities	Suggested community service learning activities
• Language activities • Psychomotor and creative activities	• Parental engagement; in participating in school meetings and provision of required resources
Suggested non formal activity to support learning	**Suggested assessment**
• Role play	• Signed(LWD)/oral questions (HOH), Observation

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to sign about people working in the school for identification, appreciate the work done by people in the school, identify and sign structures found in the school for familiarization, identify the flag post for patriotism and sign the Kenyan flag and its colours for patriotism, besides assisting others to follow the school rules and regulations.	Learner able to sign about people working in the school for identification, appreciate the work done by people in school, identify structures found in the school for familiarization, identify and sign the Kenyan flag and its colours for patriotism.	Sometimes signs about people working in the school for identification, appreciates the work done by people in school, identifies and signs structures found in the school for familiarization.	Talks about people working in the school for identification and the work done.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 HOME (10 Lessons)	By the end of the sub strand the learner should be able to: a) sign the people found at home; b) sign the relationship between people found at home;	• Learners could be guided in signing people found at home. • Learners could be guided to sign about relationship of people found at home e.g. sister, brother, mother etc. • Learners could take photographs	1. Who are the people are found at home? 2. What work is done by people at home? 3. What is the relationship of people found at home?

		c) sign about work done by people found at home for appreciation; d) appreciate the people at home for harmonious living.	of people found at home. • Learners could be guided to watch videos of people found at home. • Learners could be guided to draw pictures of people at home. • Learners could colour pictures of people at home. • Learners could model people at home. • Learners could sign songs and poems about people found at home. • Learners could tell news about family members.	

Core competences to be developed
- Learning to learn-learning about work done by people at home.
- Self-efficacy- signing people found at home.
- Communication and collaboration-discussing and role playin.

Digital Literacy: watching video clips, interacting with digital photographs.

Link to Pertinent and contemporary Issues	**Link to values**
• Citizenship: giving relationship of people at home. • Life skills – self-awareness and relating with others at home.	• Patriotism by relating well with people found at home. • Respect – people and work done by people at home. • love
Links to other learning areas • Language Activities • Psychomotor and creative Activities	**Suggested community service learning activities** • Visiting elderly persons to learn about etiquette in the community
Suggested non formal activity to support learning • Role play • Clubs	**Suggested assessment** • Signed (LWD)/Oral (HOH) questions • observation

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to sign the people found at home for self-awareness, appreciate the people at home for harmonious living besides assisting others to talk about work doing by different members of the family.	Learner able to sign the people found at home for self-awareness, appreciate the people at home and their work for harmonious living.	Learner able to sign the people found at home for self-awareness but cannot appreciate the people at home and their work.	Learner able to sign the people found at home for self-awareness.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.4 Interpersonal Relationship (5 Lessons)	By the end of the sub strand the learner should be able to: a) sign courteous words used in different situations; b) use courteous words appropriately during interactions; c) show etiquette in their interactions for personal relationships.	• Learners could be guided on situations where they can use courteous words. • Learners could be guided on situations where they can use courteous words. • Learners could be guided to use courteous words in incidental learning to reinforce etiquette. • In groups learners could practice use of courteous words.	1. What do you tell someone who has done something good to you? 2. What do you tell someone who has done something bad to you? 3. What words would you use to show appreciation? 4. How do you greet different people? 5. When do you use the courteous words?
Core-Competences to be developed • Communication and collaboration-sharing materials.				

• Critical thinking and problem solving-listening to a story and answering questions. • Self-efficacy-use of courteous words.	
Digital Literacy: watching video clips.	
Link to Pertinent and contemporary Issues and Values: • Life skills-learning to share. • Citizenship-social cohesion, integrity.	**Links to Values** • Respect • Responsibility • Love
Links to other learning Activities: • Language Activities • Religious education • Psychomotor and Creative Activities	**Suggested Community Service Learning** • Visit elderly persons to learn about etiquette in the community
Suggested non formal activity to support learning • Role play • Dramatization	**Suggested Assessment** • Observation • Signed (LWD)/Oral (HOH) questions
Suggested Resources; charts, pictures, videos	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to sign about courteous words for different situations, use courteous words appropriately during interactions, show etiquette in their interactions for personal relationship besides assisting others to use courteous words in day to day life.	Learner able to sign about courteous words for different situations, use courteous words appropriately during interactions, show etiquette in their interactions for personal relationships.	Learner able to talk about courteous words for different situations use courteous words appropriately during interactions.	Learner able to sign about courteous words.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.5 Dressing (10 Lessons)	By the end of the sub strand the learners should be able to: a) identify clothes worn at different occasions; b) describe clothes for different occasions; c) explain the importance of dressing; d) appreciate clothes worn at different occasions.	• Learners could be guided to identify and sign clothes worn at different occasions. • Learners could be guided to describe clothes worn during different occasions. • Learners could be guided to take photographs. • Learners could view videos and photographs of clothes worn in different occasions. • Learners could colour pictures of some clothes.	1. What clothes do people wear at home? 2. What clothes do you wear at school? 3. What clothes do you wear at different occasions?

Core-Competences to be developed
- Learning to learn-learning about clothes worn on different occasions.
- Communication and collaboration-discussing clothes worn at different occasions.

Digital Literacy: watching video clips, observing digital photographs

Link to Pertinent and contemporary Issues (PCI's) • Citizenship: appreciating clothes worn by different people. • Life skill: self esteem.	**Link to values** • Respect • Responsibility • Cooperation
Links to other learning areas • Language Activities • Religious Education • Psychomotor and creative Activities	**Suggested community service learning activities** • Participating in different activities like singing, dancing, weddings, graduations etc.
Suggested non formal activity to support learning: • Music and drama festivals • Sports and games • Educational trips	**Suggested assessment** • Signed(LWD)/Oral (HOH) questions, Observation
Suggested Resources	

• Cultural attires, picture books, drawing materials, charts, resource person

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to describe clothes worn at different occasions for responding to different situations, explain the importance of dressing, appreciate clothes worn at different occasions for responding to different situations besides assisting others to identify different clothes worn by other people.	Learner able to describe clothes worn at different occasions for responding to different situations, explain the importance of dressing, appreciate clothes worn at different occasions for responding to different situations.	Learner able to describe clothes worn at different occasions for responding to different situations, explain the importance of dressing.	Learner able to describe clothes worn at different occasions for responding to different situations.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practices	**2.1 Hand washing (5 lessons)**	By the end of the sub strand the learner should be able to: a) wash hands appropriately for personal hygiene; b) demonstrate hand washing behaviour at critical times; c) appreciate the need to wash hands for personal hygiene; d) state the importance of washing hands.	• Learners could observe the demonstration of washing hands. • Learners could be guided to wash hands appropriately. • In groups learners could practice washing hands. • Learners could sign or sing songs and sign or recite poems related to hand washing as they wash hands. • Learners could watch videos on hand washing demonstrations.	1. Why do we wash hands? 2. How do we wash hands? 3. When do we wash our hands?

Core-Competence to be developed ;
- Communication and collaboration-through space working in groups.
- Self- efficacy-Washing hands appropriately.
- Learning to learn-demonstrate hand washing behaviour at critical times.

Digital Literacy: watching video clips, observing digital photographs.

Link to Pertinent and contemporary Issues: loving myself (self-esteem as they demonstrate hand washing behaviour.	**Link to values:** • Respect • Responsibility
Link to other activity areas: • Language activities , • Music and Movement Activities • Psychomotor and Creative Activities	**Suggested Community service learning activities**: • Parents empowerment and engagement –the parents to provide materials for hand washing, act as resource persons.
Suggested Non formal activities to support learning: • Hand washing days • Clubs and Societies	**Suggested assessment:** • Signed (LWD)/Oral (HOH) questions • Observation

		• Portfolios	
		• Checklists	

Suggested Resources:
Hand washing facilities, charts of people washing hands, videos, water, soap.

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to state why we should wash hands appropriately, explain critical times to wash their hand, assist others in hand washing.	Learner able to state why we should wash hands, wash hands appropriately and sign critical times to wash their hands.	Learner able to state why we should wash hands appropriately.	Learner able to wash hands but cannot sign why we should wash hands.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2..2 Cleaning the nose **5 lessons**	By the end of the sub strand the learner should be able to: a) state the importance of cleaning their nose; b) demonstrate the ability to wipe the nose appropriately; c) maintain a clean handkerchief for personal hygiene; d) explain the dangers of putting objects in the nose.	• Learners could be guided to state the importance of cleaning the nose using a clean handkerchief. • Learners could observe the teacher while demonstrating nose wiping. • Learners could be guided on how to use a clean handkerchief appropriately and how to take care of it. • Learners could practice wiping their nose. • Learners could be guided to sign or sing songs and rhymes and recite or sign poems about	1. Why do we clean our nose? 2. When do we clean our nose? 3. What do we use to clean our nose? 4. Why should we use a clean handkerchief? 5. What are the dangers of putting objects in the nose?

| | | | cleaning the nose. | |
| | | | • Learners could watch videos on cleaning the nose. | |

Core-Competence to be developed
- Self-efficacy-wiping nose appropriately.
- Learning to learn-practice wiping nose.
- Communication and collaboration-discussion, signing.

Digital Literacy: watching video clips and observing digital photographs.

Link to Pertinent and contemporary Issues:	**Link to values**:
• Health education- personal hygiene. - Life skills- effective communication (responds to signed instructions in importance of cleaning the noise). - ESD- personal safety as they observe dangers of putting objects in the nose.	• Responsibility • cooperation
Link to other activity areas:	**Suggested Community Service learning activities**
• Language Activities • Music and movement Activities • Psychomotor and creative activities	• Parental enjoyment- provision of a clean handkerchief, Resource person.
Suggested Non formal Activity to support learning	**Suggested assessment;**
• Parental engagement-provision of clean handkerchief, teaching how to wipe the nose. • guest person from health facilities (resource person).	• Signed (LWD)/Oral (HOH) questions • Observations

Suggested Resources:
- Handkerchiefs, water, soap, containers, charts, pictures, videos

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to explain the importance of cleaning their nose, able to clean the nose using a clean handkerchief	Learner able to explain the importance of cleaning their nose, able to clean the nose using a clean handkerchief	Learner able to explain the importance of cleaning their nose, ability to clean the nose using a clean handkerchief.	Learner able to differentiate a clean and a dirty nose but cannot clean the nose using a handkerchief appropriately.

appropriately, maintain a clean handkerchief besides cautioning others to avoid putting objects in the nose.	appropriately, maintain a clean handkerchief, able to avoid putting objects in the nose.			

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.3 Care for the teeth **(5 lessons)**	By the end of the sub strand the learner should be able to: a) state items used to clean their teeth; b) state items used to clean their teeth; c) clean teeth appropriately for personal hygiene; d) describe appropriate times for cleaning the teeth.	• Learners could be guided to state items used to clean their teeth. • Learners could interact with a resource person about items that are used to clean their teeth. • Learners could imitate cleaning teeth. • Learners could be guided to describe appropriate times for cleaning their teeth. • Learners could watch videos on cleaning of teeth. • Learners could sign or sing songs related to care for the teeth.	1. What items are used to clean the teeth? 2. What should we do in order to keep our teeth healthy? 3. Why do we clean our teeth? 4. When do we clean our teeth?

Core-Competence to be developed
- Learning to learn-sorting things that are used to clean our teeth.
- Communication and collaboration-discussion.

Digital Literacy: watching video clips.

Link to Pertinent and Contemporary Issues(PCI's):	Link to values
• Learner Support Programme(LSP)- guidance: grooming, and etiquette. • Health Education –Hygiene.	• Responsibility • Respect

• Life skills- making good choices.	
Links to other subjects • Language, Psychomotor and creative activities music and movement.	**Suggested community Service learning activities** • Health clubs
Suggested Non formal Activity to support learning • Parental engagement- parents should be sensitized to give learners appropriate items to clean their teeth.	**Suggested assessment** • Signed (LWD)/Oral(HOH) questions • observation
Suggested Resources, • Tooth brushing materials, water, videos, charts, salt Resource persons e.g. a dentist.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to state the importance of cleaning their teeth, able to clean the teeth using appropriate items, maintain hygiene in storing items.	Learner able to state the importance of cleaning their teeth, clean the teeth using appropriate items.	Learner able to state the importance of cleaning their teeth, clean the teeth using appropriate materials.	Learner able to clean their teeth.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4Sanitation/ Toileting **(10 Lesson)**	By the end of the sub strand the learner should be able to: a) identify toilet facilities in the school; b) state the importance of toilet facilities for personal hygiene; c) express the urge for toileting; d) use toilet facilities	• Learners could be guided to explain the importance of sanitary facilities in the school. • Learners could be guided to identify the toilets facilities in the school compound. • Learners could be guided on how to express the urge for toileting. • Learners could practice seeking	1. Why should we use toilets facilities? 2. Which are the toilets facilities in school? 3. What do you do when you need to go to the toilet? 4. How do you use toilet facilities? 5. Why do you keep the

		properly for personal hygiene; e) appreciate the need to use clean toilet for personal hygiene.	permission to go to toilets. • Learners could observe a role play on the use of sanitary facilities. • Learners could use games to practice the use of toileting facilities. • Learners could be guided to discuss the need to use clean toilet/ latrine for personal hygiene. • Learners could observe a video on appropriate use of toilet facilities. • Learners could be guided through toilet training.	toilet clean?

Core-Competence to be developed
- Learning to learn-identifying urge and seeking permission.
- Communication and collaboration- discussion.
- Self-efficacy-using toilet appropriately.
- Citizenship-proper use of toilets.

Link to Pertinent Contemporary Issues(PCI's): • health education-personal hygiene as they use toilets. • life skills- Self Esteem in effective communication as they seek permission to go to the toilets.	**Link to values** • Responsibility • Respect • Love • Etiquette
Link to other activity areas: • Language Activities • Psychomotor and Creative activities	**Suggested Community Service Learning Activities** • parental engagement – provide toilet facilities, teach proper use of toilets while at home
Suggested Non formal activity to support learning • Participate in cleaning the toileting facilities like bring ash, water, brooms etc.	**Suggested assessment:** • Signed(LWD)/Oral(HOH) questions • Observations

Suggested Resources; Real objects, pictures, toileting facilities/ materials, water, Videos.

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to state the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting and use the toilet well besides assisting others.	Learner able to state the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting and use the toilet properly.	Learner able to state the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting but cannot use the toilet well.	Learner able to identify toilet facilities, cannot express the urge for toileting and cannot use the toilet well.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Foods/ Feeding **(10 Lessons)**	By the end of the sub strand the learner should be able to: a) describe different food eaten at home; b) state the importance of eating clean food; c) state the importance of eating food; d) explain the dangers of sharing food from someone else's mouth; e) feed self-using clean hands or feeding items appropriately; f) observe proper feeding habits; g) maintaining a clean feeding area;	• Learners could be guided in describing foods eaten at home. • Learners could be guided in explaining cleaning foods before eating. • Learners could be organized in groups to state the foods they eat at home and school. • Learners could be guided to read pictures of foods found in the local environment. • Learners could be guided to colour drawings of foods. • Learners could sign or sing songs and sign or recite poems on importance of eating food. • Learners could be guided to discuss the dangers of eating food	1. How do we eat? 2. Why do we eat clean food? 3. Why do we eat food? 4. How should we behave when eating? 5. Why should we use clean feeding items when feeding ourselves? 6. Why should we clean our feeding area? 7. What are the dangers of eating from someone's mouth

		h) appreciate different foods eaten at home.	from someone's mouth. • Individually learners practice feeding self. • Learners could be guided on proper feeding habits. • Learners could practice cleaning the feeding area. • Learners could sign or tell stories, sign or sing songs and sign or recite poems on foods eaten at home and school. • Learners could practice the appropriate cultural feeding habits using clean feeding items. • Learners could watch videos on different feeding habits, cleaning foods (fruits and vegetables).	

Core-Competences to be developed
- Self-efficacy-feeding self.
- Communication and collaboration –guided discussion.
- Learning to learn-learning proper feeding habits.

Digital Literacy: watching video clips.

Link to Pertinent and Contemporary Issues(PCI's)	**Link to values**
• Health education-personal hygiene, not eating from other peoples mouth, eating clean foods. • Citizenship: guide learners about hygiene to clean the feeding areas.	• Respect • Responsibility
Link to other activity areas	**Suggested community service learning activities**
• Psychomotor and Creative Activities • Music and Movement Activities • Language Activities	Parental engagement- reinforce feeding habits and cleaning foods before eating.
Suggested non formal activity to support learning	**Suggested assessments**

• Feeding programme	• Signed questions • Observations • Checklists • Portfolios
Suggested Resources, charts, videos, realia (feeding items)	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to describe foods eaten at home, state importance of eating clean food, explain dangers of sharing from someone else mouth, feed self-using clean hands, observe proper feeding habits, ,maintain clean feeding area besides assisting others to hold the feeding items well.	Learner able to describe foods eaten at home, state importance of eating clean food, explain dangers of sharing food from someone's else mouth, feed self-using clean hands, observe proper feeding habits, maintain a clean feeding area.	Learner able to describe foods eaten at home, state importance of eating clean food, explain dangers of sharing from someone else mouth, observe proper feeding habits but cannot keep the feeding area and items clean.	Learner able to describe foods, cannot explain the importance of eating clean food and cannot observe proper eating habits or hold the feeding items well while feeding self.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural Environment	3.1 Plants 10 Lessons	By the end of sub strand the learner should be able to: a) identify and sign the types of plants found in the home and school environment; b) discuss safe and harmful plants found in the home environment; c) discuss safe and harmful plants found in the school environment; appreciate the importance plants found in the home and school environment.	• Learners could be guided to take a walk in the school compound to sign plants within their school environment. • Learners could be guided to sign plants found in the home environment. • Learners could be guided to identify and sign the safe plants in the home and school environment. • Learners could be guided to identify and sign harmful plants in the home and school environment. • In groups learners could group pictures of safe and harmful plants. • Learners could paste picture cut outs of plants found at home and school environment. • Learners could sign or songs on plants found at home and school environment. • Learners could sign or recite poems, and rhymes about plants found at home	a) Which plants are found at home and school environment? b) Which plants are safe? c) Which plants are harmful? d) What is the importance of plants found in the home and school environment?

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			and school environment. • Learners could view videos and still pictures of different plants.	

Core-Competences to be developed
- Critical thinking and problem solving-coming up with what to do when in contact with dangerous plants.
- Learning to learn-when identifying the plants.
- Communication and collaboration-in discussion.
- Imagination and creativity-discussion in groups.
- Self- efficacy

Digital Literacy: watching video clips

Link to Pertinent and Contemporary Issues(PCI's)	**Link to values**
• Education for Sustainable Development (ESD): environmental education, environmental awareness- as they take a walk in the school. • Disaster Risk Reduction: personal safety- learners observe safety as they identify safe and harmful plants. • Life skills: effective communication- learners to respond to instructions as they match pictures of safe and harmful plants.	• Cooperation • Responsibility • citizenship

Link to other activity areas	**Suggested community service learning activities**
• Creative activities • Mathematical Activities • Music And Movement activities • Language Activities	• Parental engagement- helping the learners to identify safe and harmful plants at home • Taking care of plants at home and school

Suggested non formal activity	**Suggested assessments**
• Group activities- grouping safe and harmful plants. • Joining Environmental clubs.	• Observation • Signed(LWD)/Oral(HOH) questions

Suggested Resources- plants, charts, videos, still pictures.

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to identify and sign the types of plants found at home and school environment, talk about safe and harmful plants in home and school environment, appreciate the importance of plants besides identifying other uses of the plants.	Learner able to identify and sign the plants found at home and school environment, discuss safe and harmful plants in home and school environment, appreciate the importance of plants.	Learner able to identify and sign the plants found at home and school environment, discuss safe and harmful plants in home but cannot appreciate the importance of plants.	Learner able to identify and sign one or two plants found at home and school environment and cannot sign about the harmful and safe plants.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Animals 10 Lessons	By the end of the sub strand the learner should be able to: a) identify and sign animals found school environment; b) identify and sign animals found at home environment; c) discuss animals found at home and school environment; d) identify and sign safe and dangerous animals found at home and school environment; e) appreciate the animals found at home and school	• Learners could be guided to walk around and sign the animals found within school compound. • Learners could be guided to identify and sign animals found at home and school environment by taking a school tour. • Learners could colour pictures animals from a picture book. • Learners could be guided to identify and sign the dangerous animals found at home and school environment. • In groups, learners could discuss the dangerous animals found at home	1. Which animals are found at home and school? 2. Which animals are dangerous to you? 3. Which animals are safe to handle at home and school?

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		environment.	and school.	
			• Learners could sort and group pictures of dangerous animals from a picture book.	
			• Learners sign or sing songs and sign or recite poems about animals found at home and school environment.	
			• Learners could watch videos of animals and identify and sign those found at home and school.	
			• Learners could observe photographs of animals and identity and sign those found at home and school.	

Core-Competence to be developed:
- Communication and Collaboration-discussing in pairs.
- Self-efficacy- while taking a walk.
- Critical thinking and problem solving- when confronting dangerous animals.

Digital literacy: watching videos; observing photographs

Link to Pertinent and Contemporary Issues(PCI's)	**Link to values**
• Education for Sustainable development: Animal welfare: Introduction- to animal welfare education- as they identify animals found at home and school.	• Cooperation
	• Respect
• Disaster Risk Reduction: personal safety: as they identify safe and dangerous animals they observe their safety.	• Care
• Life skills: making good choices: not to disturb and play with dangerous animals.	

Link to other activity areas	**Suggested community service learning activities**
• Mathematical activities	• Parental engagement in teaching children to take care of animals and how to behave toward animals.
• Psychomotor and Creative activities	
• Music and Movement activities	
• Language Activities	

Suggested non formal activity to support learning	**Suggested assessments**

• Nature walk	• Observation
	• Signed(LWD)/Oral (HOH) questions

Suggested Resources:
• Realia, Picture cut outs; flash cards; - Picture books; crayons, paper; videos, photographer.

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify and sign animals found at home and school environment, Identify and sign animals found at home and school environment, identify safe and dangerous animals at school and home environment besides taking care of the animals.	Able to discuss animals found at home and school environment, Identify and sign animals found at home and school environment, identify and sign safe and dangerous animals at school and home environment.	Able to discuss animals found at home and school environment, Identify and sign animals found at home and school environment but cannot identify and sign safe and dangerous animals or take care of the animals found at home and school.	May not be able to identify and discuss or take care of animals found at home and at school environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Weather (10 Lessons)	By the end of the sub strand the learner should be able to: a) observe weather conditions in the immediate environment; b) identify and sign different weather conditions in the immediate environment; c) respond to weather conditions appropriately in the immediate environment; d) appreciate different weather conditions in the immediate environment	• Learners could be guided to observe the weather conditions of the day. • Learners could be guided to discuss weather conditions they have observed. • Learners could be guided to discuss different weather conditions by observing pictures, charts and watching videos. • Learners could sign or sing songs and sign or recite poems about different weather conditions for enjoyment. • Learners could be guided to respond to different activities as per weather conditions of the day e.g. playing with kites, propellers during windy times and dressing.	1. What is the weather condition of the day? 2. How do you respond to different weather conditions?

Core-Competences to be developed
- Learning to learn-playing with kites, balloons and propellers, dressing according to the weather.
- Creativity and imagination- construction of propellers and kites.
- Critical thinking –dressing according to weather conditions.
- Self- efficacy- expressing whether feeling hot or cold.

Digital Literacy: watching video clips.

Link to Pertinent and contemporary Issues	Link to values
• Education for Sustainable Development (ESD): environmental education- environmental awareness as the learners observe the weather condition of the day. • Life skills: effective communication- sign fluently as they discuss about weather conditions they observed.	• Responsibility • Cooperation

Links to other subjects	Suggested community service learning activities
• Language activities • Music and Movement Activities • Creative and Psychomotor Activities	• Tree planting in the community by learners. • Parental engagement in developing materials e.g. kites. • Guided tours
Suggested non formal activity to support learning	**Suggested assessments**
• Health clubs • Environmental clubs • Educational tours • Establishing Weather station in the school	• Observation • Signed(LWD)/Oral (HOH) questions
• **Suggested Resources** • Balloons, kites, propellers, flutes (hollow objects), realia (trees).	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to observe weather conditions in the immediate environment, identify and sign different weather conditions in the immediate environment, respond to weather conditions appropriately besides helping others respond to and appreciating different weather conditions.	Learner able to observe weather conditions in the immediate environment, identify and sign different weather conditions in the immediate environment, respond to weather conditions appropriately.	Learner able to observe weather conditions in the immediate environment and identify and sign different weather conditions in the immediate environment.	Learner able to observe weather conditions in the immediate environment but cannot identify and sign different weather conditions.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.4 Water **(10 Lessons)**	By the end of the sub strand the learner should be able to: a) identify and sign sources of water at home and school; b) discuss uses of water in their home and school; c) conserve water at home and school; d) appreciate water conservation at home and school.	• Learners could be guided to take a walk to identify and sign sources of water within the school environment. • Learners could be guided to discuss sources of water at home and school. • Learners could be guided to observe sources of water from a picture book, watch videos and charts. • Learners could be guided to discuss uses of water. • Learners could be guided to draw pictures of items used to conserve water at home and at school. • Learners could be guided to close taps after use. • Learners could be guided on how to use and re-use water properly. • Learners could be guided to engage in sinking, floating, filling and emptying. • Learners could be guided to sign or sing songs, sign or recite poems, and rhymes related to water.	1. Where do we get water in the school and at home? 2. What are the uses of water? 3. How do we conserve water at home and at school? 4. Why is it important to conserve water?

Core-Competences to be developed
- Self-efficacy- using water sparingly.
- Learning to learn-opening and closing taps.
- Critical thinking and creativity- conserving water.
- Communication and collaboration-discuss sources of water.

Digital literacy: play games and watch video clips on uses and conservation of water using digital devices.

Link to Pertinent and Contemporary Issues(PCI's)	**Link to values**
• Education for Sustainable Development(ESD): Environmental	• Responsibility

education, animal welfare, financial literacy.	• Cooperation
Links to other activity areas	**Suggested community service learning activities**
• Language activities • Psychomotor and creative Activities • Music and movement Activities	• Parental empowerment – Empower the learners to use and re-use water properly. • Parental involvement – to teach learners on how to conserve water.
Suggested non formal activity learning	**Suggested assessment**
• Participate in a fun day for creativity. • Re- circling water in the community.	• Observation • Signed(LWD)/Oral (HOH) questions
Suggested Resources • Water, buckets, picture books, videos, play containers, charts.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to identify and sign sources of water at home and school, discuss uses of water at their home and school, conserve water at home and school ,appreciate water conservation at home and school besides assisting others to conserve, use and re-use water.	Learner able to identify and sign sources of water at home and school, discuss uses of water at their home and school, conserve water at home and school ,appreciate water conservation at home and school.	Learner able to identify sources of water at home and school, talk about uses of water at home and school, conserve water at home and school but cannot conserve water.	Learner able to identify and sign sources of water at home and school but cannot discuss uses of water and cannot conserve water at home and school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.5 Soil (5 Lessons)	By the end of the sub strand the learner should be able to: a) discuss the safety measures	• Learners could be guided to discuss safety measures while playing with soil.	1. What safety measures do you observe when playing with soil?

		when playing with soil; b) observe safety precautions when playing with soil; c) play with soil for enjoyment; d) appreciate playing with soil for enjoyment.	• Learners could observe safety precautions while playing with soil. • Learners could discuss safety measures when handling soil. • Learners could be guided to play with soil. • Learners could sign or sing songs and sing or recite poems on safety when handling soil.	2. What do you need to do when playing with soil?

Core-Competences to be developed
- Communication and collaboration- discussion.
- Self -efficacy-confidence in handling soil.
- Learning to learn- learn safety precaution to observe when playing.

Link to Pertinent and contemporary Issues	**Link to values**
• Education for Sustainable development: personal safety. • Life skills- effective communication.	• Responsibility • Unity
Link to other activity areas	**Suggested community service learning activities**
• Language Activities • Music and Movement activities	• Parental engagement (parents to guide children on safety precautions while playing with soil.
Suggested non formal activity to support learning	**Suggested assessment**
• Clubs and societies • Field trips and nature walk	• Observation • Signed (LWD)/Oral (HOH) questions

Suggested Resources
- Sandpits, containers, charts, picture books, soils containers, videos on soil and soil samples.

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to discuss the safety precautions when	Learner able to discuss safety precautions when playing with	Learner able to discuss safety measures when playing with	Learner able to play with soil.

playing with soil, observe safety precautions when playing with soil, play with soil for enjoyment besides assisting others to explore the different soil textures.	soil, observe safety precautions when playing with soil for safety, play with soil for enjoyment.	soil, take safety precautions when playing with soil for safety.		

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.6 Sound (5 Lessons) **(HOH)**	By the end of the sub strand the learner should be able to: a) identify different sounds within their immediate environment; b) talk about different sounds in their immediate environment; c) imitate sounds in their immediate environment; d) appreciate the different sounds in the environment.	• Learners could be guided to take a walk to listen/observe/feel to different sounds within their environments. • In groups learners could discuss different sounds in their immediate environment. • Learners could imitate different sounds within their immediate environment. • Learners could produce sounds by playing with different objects or items in their immediate environment. • Learners could sign or sign songs related to sounds in the environment. • Learners could be guided to role play while producing different sounds in the environment.	1. What sounds do you hear? 2. What are the different sources of sounds?
Core-Competences to be developed: • Communication and collaboration- telling sources of sounds. • Critical thinking and problem solving-producing different sounds.				

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• Learning to learn- knowing different sources of sounds and their meanings. • Citizenship in working in groups and appreciating the meaning of different sounds.	
Digital Literacy: watching video clips, listening to recorded sounds, playing music instruments on computers and mobile phones.	
Links to Pertinent and contemporary Issues(PCI's) • Education for Sustainable Development: environmental education- environmental awareness. • Life skills: creative thinking.	**Link to values** • Cooperation • Responsibility • Respect
Link to other activity areas • Language activities • Psychomotor and creative activities	**Suggested community service learning activities** • Parental engagement- guiding the learners to appreciate the meaning different sounds from their immediate environment.
Suggested non formal activity to support learning • Clubs and societies • Field trips • Morning assembly	**Suggested assessment** • Signed (LWD)/Oral (HOH) questions • Observation
Suggested Resources • Musical instruments, realia (birds and animals in the immediate environment), pictures, charts, video clips.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to identify different sounds within their immediate environment, discuss different sounds in their environment, imitate sounds in their immediate environment, appreciate different sounds in their environment besides identifying and distinguishing other sources of sounds in their environment.	Learner able to identify different sounds, within their immediate environment, discuss different sounds in their environment, imitate sounds in their immediate environment, appreciate different sounds in their environment.	Learner able to identify different sounds within their immediate environment, discuss different sounds in their environment, imitate sounds in their immediate environment.	Learner able to identify different sounds, within their immediate environment but cannot discuss different sounds in their environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
		Interpret sounds in the immediate environment.		

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3. 7 Smell (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify and sign the sources of smell in the immediate environment; b) differentiate between good and bad smell in the immediate environment; c) talk about good and bad smell in their immediate environment; d) appreciate good smell in the immediate environment .	• Learners could be guided to identify and sign different sources of smell in the environment. • In groups learners could sort and group substances that smell good and badly. • Learners could sign or sing songs and sign or recite poems on good scent. • Learners could take a guided tour of the school compound and identify and sign different smells and their sources.	1. Which part of the body is used for smelling? 2. Which are some of the sources of smell? 3. Which substances smell good? 4. Which substances smell bad?

Core-Competences to be developed
- Self- efficacy- confidence in identifying different smells.
- Learning to learn-identifying good and bad smell.
- Communication and collaboration-discussing sources of smell.
- Critical thinking and problem solving-smelling substances while blind folded.

Link to Pertinent and contemporary issues	Link to values
• Education for Sustainable Development: environmental education, environmental awareness. • Life skill: effective communication.	• Cooperation • Respect

Link to other activity area	Suggested community service learning activities
• Psychomotor and Creative Activities	• Parental involvement

• Language Activities	• Reporting to authorities when they come across bad smell in their immediate environment.
Suggested non formal activity to support learning • Nature walk • Field trips • Clubs and societies (home science and agricultural club).	**Suggested assessment** • Signed(LWD)/Oral (HOH) questions • Observations
Suggested Resources • Food substances, plants, substances that smell good and bad.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate environment, appreciate good smell in the immediate environment besides assisting others to respond appropriately to good and bad smell.	Learner able to identify and sign the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate environment, appreciate good scent in the immediate environment.	Learner able to identify and sign the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate environment.	Learner able to identify and sign the sources of smell in the immediate environment but cannot differentiate between good and bad smell in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.8 Light **(5 Lessons)**	By the end of the sub strand the learner should be able to: a) identify and sign the sources of light in the immediate environment; b) discuss uses of light in the environment; c) differentiate day and night d) appreciate the importance of light in their daily activities.	• Learners could be guided to identify and sign sources of light in their environment. • Learners could discuss objects that produce light. • Learners could be guided to discuss uses of light in their environment. • Learners could be guided to play with shadows. • Learners could perform simple experiments using sources of light like putting lights off and on and emphasize conservation of energy. • Learners could be guided to appreciate light as cause of day and night. • Learners could sign or sing songs and sign or recite poems related to light.	1. What are the sources of light? 2. How can you differentiate day and night? 3. What produces light in the day and night? 4. What are the uses of light? 5. How do we conserve light energy

Core-Competence to be developed
- Communication and collaboration-discussion on sources of light.
- Critical thinking and problem solving- conservation light energy.
- Learning to learn-through experiments like playing with shadows.

Link to Pertinent and contemporary Issues(PCI's)	**Link to values**
• Life skills: decision making on appropriate use of light • Energy conservation	• Respect • Cooperation
Link to other activity areas	**Suggested community service learning activities**

• Music and Movement Activities • Language Activities • Psychomotor and Creative Activities	• Parental engagement in emphasizing conservation of light
Suggested non formal activity to support learning • Clubs and societies • Nature walk	**Suggested assessment** • Signed (LWD)/Oral (HOH)questions • Observations
Suggested Resources • Sources of light (sun, torch, lamps, lanterns etc.)	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to identify and sign the sources of light in the immediate environment, discuss uses of light in the environment, differentiate day and night, appreciate the importance of light in their daily activities besides assisting others to perform simple experiments using different sources of light.	Learner able to identify and sign the sources of light in the immediate environment, discuss uses of light in the environment, differentiate day and night, appreciate the importance of light in their daily activities.	Learner able to identify and sign the sources of light in the immediate environment, discuss uses of light in the environment, differentiate day and night.	Learner able to identify and sign the sources of light in the immediate environment, can differentiate day and night but cannot discuss uses of light in the environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Environmental Care and Safety	**4.1Care (10 Lessons)**	By the end of the sub strand the learner should be able to: a) identify and sign materials and items used in cleaning their classroom and	• Learners could be guided to identify and sign materials and items used in keeping their classroom and home clean. • Learners could watch videos and	1. Which items and materials are used in cleaning the home and the classroom environment?

		immediate environment; b) discuss materials and items used in cleaning their home and the immediate environment; c) clean their classroom; d) clean their home compound; e) appreciate the need to maintain a clean environment.	observe photographs on materials used in. cleaning their classroom • Learners could be guided in cleaning their classroom and immediate environment. • Learners could be guided in discussing how to take care of different items and materials used in cleaning their home and classroom. • Learners could sign or sing songs and sign or recite poems related to care for school and home environment. • Learners could watch videos and observe photographs of children cleaning their home and classroom environments. • The learners could improvise cleaning materials using locally improvised materials.	2. How do we clean our home and classroom? 3. When do we clean our classroom and home?

Core-Competence to be developed
- Citizenship-caring for our environment.
- Communication and collaboration- while cleaning the classroom.
- Critical thinking and problem solving-improvising cleaning items.
- Learning to learn- improvising cleaning materials.

Digital Literacy: recording and watching video clips.

Link to Pertinent and contemporary issues(PCI's)	**Link to values**
• Health education-living in a clean environment. • ESD-environmental education, environmental awareness, financial literacy. • Service learning and parental engagement-cleaning compound at	• Cooperation • Responsibility • Unity

home. • Life skills: making good choices.	
Link to other activity areas • Psychomotor and creative activities • Language activities	**Suggested community service learning activities** • Parental involvement; parents to assist the learners with cleaning materials. • Participate in cleaning communal facilities. • Community visits. • Cleaning for the aged.
Suggested non formal activity to support learning • Participate in the clean-up activity in the school and at home.	**Suggested assessments** • Observation • Signed (LWD)/Oral (HOH) questions
Suggested Resources • Brushes, brooms, wiping cloths, litterbins, improvised cleaning materials, videos and , photographs.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to discuss cleaning of classroom and home environment, identify and sign different items and materials used in cleaning the classroom and home environment, appreciate the need to maintain a clean environment besides assisting others to identify cleaning materials and in cleaning.	Learner able to discuss care of classroom and home environment, discuss care of different items and materials used in the classroom and home environment, appreciate the need to maintain a clean environment.	Learner able to discuss cleaning of classroom and home environment, identify and sign different items and materials used in cleaning the classroom and home environment.	Learner able to discuss cleaning of classroom and home environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Environmental Care and Safety	**4.2 Safety** (15 Lessons)	By the end of sub strand the learner should be able to: a) identify and sign safe places, objects and activities in the immediate environment; b) identify and sign dangerous places, objects and activities in the immediate environment; c) able to identify strangers and sign what to do when dealing with strangers; d) handle different materials in the immediate environment appropriately; e) use different materials and facilities appropriately in the immediate environment; f) appreciate the need for safety in the immediate environment.	• Learners could be guided to identify and sign safe places, objects, activities and games in their environment. • Learners could be guided to identify and sign dangerous places, objects, activities and games in their environment. • Learners could be guided in discussing strangers and what to do when they meet strangers. • Learners could be guided on how to handle different materials for safety. • Learners could be guided to clean working areas after an activity. • Learners could be guided to watch videos showing dangerous people, places, objects, activities and games. • Learners could be guided on how to use different materials and facilities properly. • Learners could sign or sing songs and sign or recite poems related to safety.	1. What are the dangerous places, objects, activities and games? 2. How can you identify suspicious and unfriendly people? 3. How do you observe safety 4. How do you use materials safely?
Core-Competences to be developed • Communication and collaboration through discussion. • Critical thinking and problem solving- identifying strangers responding appropriately and reporting incidences of safety. • Learning to learn-how to handle unsafe objects and respond to strangers.				
Digital Literacy: watching video clips on potential dangerous people and/or places.				

Link to Pertinent and contemporary issues		Link to values	
• ESD: disaster and risk reduction- personal safety. • Citizenship- child care and protection avoid dangerous places. • Life skills- effective communication.		• Responsibility • Unity • Respect	
Links to other learning areas		**Suggested community service learning activities**	
• Language activities • Music and movement activities • Psychomotor and creative Activities		• Parental engagement: Taking care of their children	
Suggested non formal activity to support learning		**Suggested assessment**	
• Disaster Risk Reduction club.		• Signed (LWD)/Oral (HOH) questions • Observation	
Suggested resources			
• Realia, videos, Photographs and pictures.			

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner able to identify and sign safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately, use different materials and facilities appropriately in the immediate environment, appreciate the need for safety in the immediate environment besides guiding other learners to recognize strangers, safe and dangerous places, objects and activities.	Learner able to identify and sign strangers safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately, use different materials and facilities appropriately in the immediate environment, appreciate the need for safety in the immediate environment.	Learner sometimes able to identify strangers, safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately.	Learner sometimes identifies strangers, signs safe and dangerous places, objects and activities in the immediate environment.

PRE PRIMARY 2

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Social Environment	**1.1 Myself (5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify and sign body parts (head, ears, eyes, mouth, hand) for self-awareness; b) discuss the uses of ears, nose mouth and eyes. for self-awareness; c) Appreciate one's body parts for self-esteem.	• Learners could sign or sing songs and sign or recite poems on body parts. • Learners could identify different parts of the body from a chart. • Learners could play different games on body parts. • Learners could discuss the uses of different body parts. • Learners could draw and model parts of the body. • Learners would watch videos and observe digital photographs on how different parts of the body are used.	1. What are the parts of your body? 2. What are the uses of your body parts?

Core-Competences to be developed
- Citizenship-working in groups.
- Learning to learn-playing and listening to stories.
- Self-efficacy-talking about themselves.
- Collaboration and communication-when discussing.

Digital Literacy: watching videos and observe digital photographs on how different parts of the body are used.

Link to Pertinent and contemporary issues(PCI's): - Life Skills-Self Awareness and Self-Esteem.	Link to values: • Respect • Responsibility
Links to other activity areas: • Language activities • Psychomotor and Creative Activities • Religious Education Activities	**Suggested Community Service Learning** • Learners to visit a special school
Suggested Non-Formal Activities • Clubs and Societies	**Suggested Assessment:** • Observation using observation schedules

	checklists
	Portfolios
	Signed (LWD)/Oral (HOH) questions

Suggested Resources: Charts, realia, resource persons, pictures/digital photographs, video clips.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss body parts and their uses.	Learner able to discuss body parts and their uses.	Learner inconsistently discusses body parts and their uses.	Learner does not discuss body parts and their uses.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s
1.2 Our School	1.2.1 Different people in our school **(10 Lesson)**	By the end of the sub-strand, the learner should be able to: a) identify and sign work done by different people in the school; b) participate in developing classroom rules (Dos and Don'ts) for interpersonal relationships; c) appreciate the school community for harmonious living.	• Learners could identify and sign people found at school e.g. teachers, watchman, driver etc. • Learners could be taken round the school and identifying the people by the work they do. • Learners could identify and sign the work done by people in school • Learners could role play work done by people at school. • Learners could be guided in coming up with rules and regulations of their class. • Learners could sign or sing songs about work done by people in the school. • Learners could draw and model people in school.	1. What are the signs for different people in our school? 2. What work is done by people at school? 3. What are the dos and don'ts in the class?

Core-Competences to be developed	
• Communication and collaboration-making rules.	
• Learning to learn-following the rules.	
• Citizenship-reinforcing the rules and following.	

Digital Literacy: observing photographs, watching video clips.	

Link to Pertinent and contemporary issues(PCI's):	**Links to values:**
• Citizenship-Social Cohesion- Nationhood and Nationalism.	• Responsibility
	• Cooperation

Links to other activity areas:	**Suggested Community Service Learning**
• Language Activities,	• Parental engagement: parents to enhance following rules at home.
• Religious Education Activities,	
• Psychomotor and Creative Activities	

Suggested Non-Formal Activity	**Suggested Assessment:**
• Field trips,	• Observation using observation schedules and checklists,
• Clubs and societies	• Portfolios,
• Sports and games	• Signed (LWD)/Oral (HOH) questions.

Suggested Resources: Buildings, charts, photographs, videos.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss work done by people in the school and observe rules and regulations.	Learner able to discuss work done by people in the school and observe rules and regulations.	Learner inconsistently discusses work done by people in the school and observe rules and regulations.	Learner does not discuss work done by people in the school and does not observe rules and regulations.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Our Home	**1.3.1 Structures /buildings** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify different structures and buildings found at home; b) identify different buildings and structures at home; c) discuss the uses of buildings and structures at home; d) appreciate buildings and structures.	• Learners could identify different structures and buildings at home. • Learners could identify structures found at home in the environmental activities area in the classroom. • Learners could discuss uses of buildings and structures at home. • Learners could view videos of buildings and structures at home. • Learners could observe charts of peoples working, buildings, structures and tools used at home. • Learners could draw buildings and structures at home.	1. Which are the buildings and structures found at home? 2. What are the uses of different structures and buildings found at home?
	1.3.2 People found at home (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify people found at home for self- awareness; b) identify the relationships between people found at home for harmonious living; c) discuss people found at home for harmonious living; d) discuss work done by people at home; e) appreciate people found at	• Learners could be guided to identify people found at home. • Learners could be guided to establish the relationship of people found at home. • Learners could be guided to discuss work done by different people at home • Learners could discuss the importance of work done by people at home. • Learners could role play work	1. Who are the people found at home 2. What work is done by people at home

		home and the work they do.	done by people at home
			• Learners could sign or sing songs about work done by people at home.
			• Learners could watch videos on people working.

Core-Competences to be developed
- Self-efficacy-role play
- Communication and collaboration-discussion
- Learning to learn-as they role play
- Citizenship-discussion
- Creativity and imagination- drama, role play

Digital Literacy: viewing of video clips of buildings and structures at home and people working.

Links to Pertinent and contemporary issues (PCI's):	**Links to values:**
• Life skills,	• Cooperation
• Citizenship	• Responsibility
• Education For Sustainable Development	• Peace
	• Respect

Links to other activity areas:	**Suggested Community Service Learning:**
• Psychomotor and Creative Activities,	• Parental engagement
• Language Activities	

Suggested Non-Formal Activity to support learning :	**Suggested Assessment:**
• Field trips	• Observation using observation schedules and checklists,
• Clubs and societies	• Portfolios,
	• Signed (LWD)/Oral (HOH) questions

Suggested Resources: Pictures, videos, charts, real objects.	

Assessment Rubrics
1. Structures and Buildings in our home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations

Learner able to consistently identify and discuss the uses of buildings and structures at home.	Learner able to identify and discuss uses of buildings and structures at home.	Learner able to inconsistently identify and discuss uses of buildings and structures at home.	Learner able to identify buildings and structures at home.

2. People found at home

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss people found at home and the work they do	Learner able to identify people found at home and the work they do	Learner able to inconsistently discuss people found at home and the work they do	Learner able to discuss people found at home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.4 Interpersonal Relationship **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify courteous words used in day today life; b) discuss the use of courteous words in day to day life for interpersonal relationship; c) appreciate the need to use courteous words; d) use greetings and respond with actions appropriately; e) Show empathy to the needy.	• Learners could be guided to identify courteous words used in their community. • Learners could practice in groups the use of courteous words and greetings. • Learners could role play and dramatize use of courteous words. • Learners could dramatize sharing play materials and snacks in a courteous way. • Learners could sign or recite poems on sharing. • Learners could sign or sing songs on greetings at different times of the day. • Learners could watch video on interpersonal relationship and	1. Which words do you use to show respect to other people? 2. How do you greet different people?

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| | | | respond. |
| | | | • Learners could watch facial animations of different emotions. |

Core-Competences to be developed
- Communication and collaboration-through greetings
- Citizenship-when practicing greetings and courtesy
- Self-efficacy-greetings
- Learning to learn-visiting the elderly persons

Digital Literacy: watching facial animations of different emotions.

Link to Pertinent and contemporary issues(PCI's):	**Links to values:**
• Citizenship, • Life skills and values, • Education for Sustainable Development,	• Respect • Responsibility • Cooperation
Links to other activity areas: • Language Activities • Religion Education Activities • Music and Movement Activities	**Suggested Community Service Learning** • Parental community involvement guiding the learners to use courteous words.
Non-Formal Activity to support learning • Nature walk • Clubs and societies • Field visits • Use of resource persons	**Suggested Assessment:** • Observation using observation schedules and Checklists • Portfolios • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Resource persons, videos, charts, animations, pictures, realia.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently use courteous words, greetings and gestures correctly.	Learner able to use courteous words, greetings and gestures	Learner able to inconsistently use courteous words, greetings and gestures correctly.	Learner able use courteous words.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
		correctly.		

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.5 Neighbourhood **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify the classmates by names for harmonious living; b) identify physical features in the neighbourhood for safety and security; c) appreciate the classmates as their neighbours.	• Learners could sign and fingerspell or tell names of their classmates as immediate neighbours; identify the classmates as neighbours for interpersonal relationships; • Learners could observe or listen to a story on the neighbourhood and answer questions. • Learners could identify physical features in their neighbourhood e.g. churches, rivers, hills mountains etc. • Learners could discuss what they can do to their classmates through guided discussion.	1. What are the names of my classmates? 2. Who is a neighbour? 3. What physical features found in your neighbourhood? 4. What can you do to your classmates as neighbours?

Core-Competences to be developed
- Communication and collaboration-cleaning neighbourhood
- Learning to learn-knowing the neighbours
- Citizenship-working together

Digital Literacy: watching video clips, observing or listening to recorded stories on good neighbourhood.

Link to Pertinent and contemporary issues(PCI's):	Links to values:
• Citizenship	• Cooperation
• Life skills and values	• Responsibility
• Education for Sustainable Development	• Respect
Links to other activity areas:	Suggested Community Service Learning/
• Language Activities	• Visiting the neighbourhood

• Psychomotor and Creative Activities • Religious Education • Mathematical Activities	• Cleaning the neighbourhood
Suggested Non-Formal Activity • Field trips • Nature walk • Clubs and societies	**Suggested Assessment:** • Observation using observation schedules and checklists, • portfolios, • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Charts, real objects, resource persons, videos, pictures.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently identify and fingerspell names of classmates.	Learner able to identify and fingerspells names of classmates.	Learner able to inconsistently names and identifies classmates.	Learner able to identify classmates.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.6 Dressing **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify clothes worn at different times; b) dress and undress appropriately; c) to put on shoes correctly; d) appreciate one's clothes for self-esteem.	• Learners could sort and group clothes worn at different times • Learners could sort and group clothes according to the occasion and ceremony. • Learners could watch videos on clothes worn at different occasions and ceremony. • Learners could practice putting on and removing clothes (sweater, jackets, shirts, shorts, skirts, blouses). • Learners could sing songs, and recite poems about clothes.	1. Which clothes do we wear at different occasions and ceremonies? 2. How do we put on clothes?

				• Learners could practise wearing and removing shoes and socks/tying and untying laces	

Core-Competences to be developed
- Communication and collaboration-assisting one to dress and undress.
- Learning to learn-sorting and grouping clothes.
- Citizenship-appreciating clothes worn at different occasions.
- Self-efficacy dressing and undressing.
- Citizenship – social cohesion, child care and protection.

Digital Literacy: watching animation of dressings and dress codes for different occasions.

Link to Pertinent and contemporary issue(PCI's) :	**Links to values:**
• Life skills Self Esteem and Self Awareness	• Cooperation
• Value education	• Responsibility
	• Respect

Links to other activity areas:	**Suggested Community Service Learning**
• Psychomotor and Creative Activities	• Parental engagement- Provision of clothes
• Language Activities	• Participating and observing cultural activities
• Mathematical Activities	
• Religious Education Activities	

Suggested Non-Formal Activity to support learning	**Suggested Assessment:**
• Field trips	• Observation using observation schedules and checklists
• Clubs and societies	• Portfolios
	• Signed (LWD)/Oral (HOH) questions

Suggested Resources: Charts, videos, different clothes, photos, pictures

Assessment Rubrics

Exceeding Expectation	**Meeting Expectation**	**Approaching Expectations**	**Below Expectations**
Learner able to consistently identify clothes worn at different times and dresses and undresses appropriately.	Learner able to identify clothes worn at different times and dresses and undresses appropriately.	Learner able to inconsistently identify clothes worn at different times and dresses appropriately.	Learner able to identify clothes worn at different times.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practices	**2.1 Hand washing** **(5 Lessons)**	By the end of the sub-strand, the learner should be able to; a) state the importance of washing hands for personal hygiene; b) wash hands appropriately; c) state critical times to wash hands; d) appreciate the need to wash hands at critical times.	• Learners could be guided to follow the right steps when washing hands. • Learners could observe as the teacher demonstrates hand washing activity. • In pairs the learners could wash their hands. • Learners could observe a signed or listen to a story on hand washing and answer questions. • Learners could tell news, do pantomime on hand washing. • Learners could read pictures on steps for hand washing. • Learners could watch videos on hand washing. • Learners could sign or sing songs and recite poems related to hand washing. • Learners could be guided to discuss critical times for hand washing. • Learners could be guided to look at pictures and posters on steps on hand washing. • Learners could be guided to discuss importance of washing hands. • In groups learners could	1. Why do we wash our hands? 2. When do we wash our hands? 3. What do we use to wash our hands? 4. How do we wash our hands?

			organize picture puzzles on hand washing steps.	

Core-Competences to be developed:
- Communication and collaboration; in hand washing.
- Learning to learn by enquiring.
- Self-efficacy in doing hand washing.
- Critical thinking and problem solving with why questions.

Link to Pertinent and contemporary issues(PCI's):	**Links to values:**
• Education for Sustainable Development(ESD) in water conservation when washing hands. • Life skills in self-esteem and self-awareness. • Financial literacy • Health education by preventing diseases.	• Responsibility • Humility • Respect
Links to other activity areas:	**Suggested Community Service Learning**
• Language Activities • Psychomotor and Creative Activities • Mathematical Activities	• Parental engagement: parents to emphasis and ensure on the importance of hand washing at critical times. • Hand washing days.
Suggested Non-Formal Activity to support learning	**Suggested Assessment:**
• Clubs and societies • Hand washing days	• Signed (LWD)/ (HOH) questions • Observation using observation checklists
Suggested Resources: Posters, pictures, water, soap, charts, flash cards, hand washing facilities.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently stat the importance of hand washing and critical times of hand washing Washes hands consistently and assists him in hand washing.	Learner able to Correctly state the importance of hand washing, critical times of hand washing and Washes hands correctly.	Learner able to inconsistently state the importance of hand washing and critical times of hand washing Washes hands incorrectly.	Learner able to state the importance of hand washing.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Care For The Nose **(5 Lessons)**	By the end of the sub-strand, the learner should be able to; a) state the importance of having a personal handkerchief, b) wipe one's nose appropriately, c) appreciate the need to own and care for a personal handkerchief.	• Learners could observe a demonstration on how to use a handkerchief to clean the nose. • Learners could practise wiping nose using a hand kerchief. • Learners could be guided to discuss the importance of wiping the nose using a clean handkerchief. • Learners could be guided to discuss the dangers of sharing handkerchiefs. • Learners could observe video on use of hand kerchiefs. • Learners could read pictures on use of handkerchiefs. • Learners could or sing songs and recite poems, listen or observe stories related to handkerchiefs and how to use it.	1. Why do we clean our nose 2. What do we use to clean our nose? 3. When do we clean our nose? 4. Why should we not share a handkerchief? 5. How do we clean our nose?

Core-Competences to be developed
• Self- efficacy- by being able to clean the nose.
• Communication and collaboration while discussing the use of a handkerchief.
• Critical thinking and problem solving in improvising a handkerchief.

Digital literacy: Watching videos and observing photographs.

Link to Pertinent and contemporary issues:	**Link to values:**
• Life skills • Health education	• Respect • Responsibility • Cooperation
Links to other activity areas:	**Suggested Community Service Learning Activities**

• Language activities • Psychomotor and creative activities	• Parental empowerment on health education. • Parental engagement in the provision of handkerchiefs.
Suggested Non formal Activity to support Learning: • Health clubs	**Suggested Assessment:** • Observation, • Signed questions, • Portfolios,
Suggested Resources: Handkerchiefs, videos, pictures, photographs	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner able to consistently states the importance of having a personal handkerchief and wipes nose appropriately.	Learner able to correctly states the importance of owning a personal handkerchief and wipes nose correctly.	Learner able to inconsistently states the importance having a personal handkerchief.	Learner able to wipe the nose correctly.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.3 Care For Teeth **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) state the dangers of using substances that destroy teeth; b) discuss actions that destroy teeth; c) brush teeth using appropriate brushing material found in one's locality; d) appreciate the need to care for teeth by avoiding eating sugary things.	• Learners could be guided to classify items that destroy their teeth. • Learners could observe demonstration on appropriate teeth brushing. • Learners could practice brushing their teeth. • Learners could be guided in news pantomime on teeth brushing. • Learners could sign or sing songs and sign or recite poems on teeth brushing. • Learners could watch videos on teeth brushing. • Learners could role play teeth brushing. • Learners could match and, sort items for tooth brushing. • Learners could discuss dangers of not brushing their teeth. • Teacher could use teachable moments to reinforce teeth brushing (during health check).	1. Why do we brush our teeth? 2. When do we brush our teeth? 3. What do we use to rush our teeth? 4. How do we brush our teeth?

Core-Competences to be developed
- Communication and collaboration when discussing dangers of using substances that destroy teeth, in group activities etc.
- Self-efficacy – being able to brush teeth.
- Self esteem – after being able to brush teeth.
- Learning to learn- by enquiring more on teeth cleaning, and materials used to clean teeth.

Digital literacy – watching video clips on care and cleaning of teeth.	
Link to Pertinent and contemporary issues(PCI's): • Health education-personal hygiene • Life skills-ability to clean teeth • Citizenship-child care and protection • Service learning and parental engagement • Education For Sustainable Development- environmental conservation	**Links to values:** • Responsibility • Respect
Links to other activity areas: • Language activities • Psychomotor and creative activities	• **Suggested Community Service Learning** • Parental engagement • Parental empowerment
• **Suggested Non Formal Activities to support learning:** • Environmental Clubs, Field trips, Nature walk, exploring materials used in brushing within the immediate environment. • Education For Sustainable Development - right disposal of the waste brushing materials.	• **Suggested Assessment methods:** • Observation, • Signed(LWD)/Oral(HOH) questions.
Suggested Resources: Toothbrush, toothpaste, glass/cup, water, videos, pictures, model of dental system.	

Assessment Rubric

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner able to consistently state the dangers of using substances that destroy teeth; consistently brush teeth correctly; consistently name substances that destroy teeth.	Learner able to correctly state the dangers of using substances and actions that destroy teeth; brush teeth correctly.	Learner able to inconsistently state the dangers of using substances and actions that destroy teeth; brushes teeth inconsistently and incorrectly.	Learner uses substances and does actions that destroy teeth; brushes teeth improperly.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Toileting **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) state the importance of using a clean toilet; b) identify materials used for toileting; c) use the toilet properly for safety and hygiene; d) appreciate proper use of toilet facilities .	• Learners could observe the teacher demonstrate use of toileting facilities properly. • Learners' could role play safe use of toilet. • Learners could practice using the toilet properly. • Learners could be guided in discussing the importance of a clean toilet. • Learners could listen to and answer questions on stories that give lessons on the importance of clean toilets. • Learners could be guided to discuss the dangers of dirty toilets. • Learners could participate in signing games on toileting. • Learners could watch videos on toileting. • Learners could be guided in identifying materials used for toileting. • Pictures could read on toileting.	1. When do we go to the toilet? 2. How do we use the toilet? 3. How do we use the toilet safely? 4. Why do we need a clean toilet?

Core-Competences to be developed
• Self-efficacy- when able to use toilet properly.
• Communication and collaboration- talking about proper use of toilet.
• Learning to learn – proper use of toilets.

• Critical thinking and problem solving – toileting.	

Digital Literacy: watching video clips on use and care of toilets.

Link to Pertinent and contemporary issues:	Links to values;
• Citizenship-child care and protection • Health education-personal hygiene • Life skills - self-esteem	• Respect, • Responsibility
Links to other activity areas:	Suggested Community Service Learning
• Language Activities • Psychomotor and Creative Activities	• Parental engagement in provision of toileting materials.
Suggested Non-Formal Activity to support learning	Suggested Assessment:
• Field trips • Nature walk • Health clubs	• Observation using observation schedules and checklists, portfolios • Signed (LWD)/oral (HOH) questions

Suggested Resources: Pictures, charts, videos, toilet facilities, posters.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss the importance of using a clean toilet, identify materials used for toileting uses the toilet properly.	The learner able to correctly state the importance of using a clean toilet. Learner able use toilet and toileting materials correctly.	Learner able to inconsistently state the importance using a clean toilet Learner able to inconsistently use toilet and toileting materials correctly.	Learner able to state use and toileting materials incorrectly

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.5 Food/ Feeding **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify different types of foods for healthy living; b) feed self for good health and	• Learners could observe the teacher demonstrate feeding procedure. • Learners could observe or listen to stories, songs and	1. What are the proper eating habits? 2. What are the dos and don'ts when eating?

		nutrition; c) discuss dangers of sharing food from other people's mouth; d) state dos and don'ts while eating; e) observe table manners while eating.	poems on feeding self. • Learners could watch teacher demonstrate washing fruits. • In groups learners could practice to wash fruits. • Learners could be guided on dos and don'ts while eating. • Learners could clear the feeding area guided by the teacher. • Learners could be guided to discuss the importance of eating the right quantity of food. • Learners could be guided in discussing dangers of eating food from other people's mouth. • Learners could watch videos on table manners (dos and don'ts).	3. Why should we wash hands before eating? 4. Why should we eat properly? 5. How do we clear the feeding area? 6. Why should we not eat food from other people mouth?

Core-Competences to be developed
- Self-efficacy- by being able to feed self.
- Communication and collaboration- in discussion and other activities.
- Learning to learn, by enquiring.
- Digital literacy through use of technology.

Digital Literacy: watching video clips on table manners.

Link to Pertinent and contemporary issues(PCI's): • Citizenship, • Health education, • life skills, • Financial literacy.	**Link to values:** • Respect, • Responsibility • Sharing,

Links to other activity areas:	Suggested Community Service Learning:
• Language, Psychomotor Creative, Mathematics	• Parental empowerment and involvement
Suggested Non-Formal Activity to support learning	**Suggested Assessment:**
• Health clubs, financial literacy in saving food, nature walk, feeding of animals.	• Observation using observation schedules and checklists, • portfolios • Signed (LWD)/Oral(HOH) questions
Suggested Resources: food items, video clips, charts, feeding items, pictures, books.	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner able to feed self by observing appropriate table manners and clear feeding area besides washing the feeding utensils.	Learner able to feed self by observing appropriate table manners and clear feeding area.	Learner able to feed self by observing appropriate table manners only.	Learner able to feed self but not observing appropriate table manners.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural Environment	**3.1 Plants (10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify different types of plants in the immediate environment; b) observe plants in the immediate environment; c) state the uses of plants in the immediate environment; d) take care of plants found in their immediate environment; e) appreciate plants found in	• Learners could be taken out to observe different types of plants within the school compound and neighbourhood. • In groups learners could discuss different plants. • Learners could watch a video on plants. • Learners could be guided to care for plants both in the nature corner and within the school compound.	1. How do we care for plants? 2. Why do we care for plants 3. What are the uses of plants?

		their immediate environment.	• Learners could sign or sing songs and sign or recite poems on plants. • Learners could colour items using parts of a plant such as leaves and flowers.	

Core-Competence to be developed
- Learning to learn
- Self-efficacy
- Digital literacy
- Creativity and imagination
- Communication and collaboration

Digital Literacy: watching video clips on care of plants.

Link to Pertinent and contemporary issues and Values:	**Links to values:**
• Life skills • Education For Sustainable Development: Environmental conservation • Citizenship	• Cooperation • Responsibility • Sharing

Links to other activity areas:	**Suggested Community Service Learning**
• Language Activities • Mathematics Activities • Psychomotor and Creative Activities.	• Visit the neighbourhood and assist in watering plants. • Learners could be involved in tree planting in the school and in the community.

Suggested Non-Formal Activity to support learning	**Suggested Assessment:**
• Environmental clubs • Field trips • Nature walk • Caring for plants in the nature corner • Planting of seeds in the nature corner	• Observation using observation schedules and checklists • Portfolios • Signed questions

Suggested Resources: Videos, real plants, resource persons, picture books, drawing books.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss and take care of plants in the environment	Learner able to discuss and takes care of plants in the environment	Learner able to inconsistently discuss and take care of plants in the environment	Learner able to discuss plants in the environment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Animals (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify animals in the immediate environment; b) classify animals in the immediate environment (domestic and wild); c) observe animals within the environment; d) appreciate the presence of animals in the environment.	• Learners could be guided to identify animals within their environment. • Learners could watch videos on animals. • Learners could model, draw, or colour pictures of domestic and wild animals. • Learners could be taken for a nature walk to observe animals. • Learners could feed the domestic animals. • Learners could engage in pretend/ role play about animals. • Learners could match and pair pictures of animals using available technological devices to identify animals.	1. What are some of the animals found within the immediate environment? 2. What is the importance of the animals found within the immediate environment?
Core-Competences to be developed:				
• citizenship, self efficacy, communication and collaboration, learning to learn, creativity and imagination.				
Digital Literacy: watching videos and observing photographs of different animals and classifying them using a criteria.				

Link to Pertinent and contemporary issues:	Links to values:
• Education For Sustainable Development - animal welfare, life skills: effective communication. • Health- personal hygiene.	• Respect • Responsibility • Cooperation
Links to other activity areas: language, mathematics, creative, moral and religious activities	**Suggested Community Service Learning** • Assist in feeding animals • Keep small animals at home • Parental engagement
Suggested Non-Formal Activities • Assist in feeding animals in school • Keep small animals in the school compound as clubs and societies • Parental engagement • Wildlife clubs • Field trips, nature walk	**Suggested Assessment:** • Observation using observation schedules and checklists, • portfolios, • signed (LWD)/Oral (HOH) questions
Suggested Resources: Videos, flip charts, realia, photographs, picture cut outs, picture-books.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss animals in the immediate environment, observe animals within the environment.	Learner able to discuss and show interest in animals in the environment	Learner able to inconsistently discuss and show interest in animals in the environment	Learner able to show little interest in animals in the environment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Weather **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) state the different weather conditions and associate symbols; b) observe weather conditions in the immediate environment; c) appreciate different weather conditions in the environment.	• Learners could be guided in discussing weather conditions. • Learners could be guided in observing weather conditions. • Learners could be guided in identifying weather symbols on the weather chart. • Learners could sign or sing songs, sign or recite poems and rhymes about weather conditions. • Learners could be guided in discussing the activities associated with different weather conditions. • Learners could watch simulations/videos of different weather conditions.	1. What are the common weather conditions? 2. What happens when it is cloudy/ sunny /rainy/ windy? 3. What is the weather condition now? 4. How do we dress during different weather conditions? 5. How does the rain/wind/sun/clouds help us?

Core-Competences to be developed
- Critical thinking and problem solving –dressing according to weather.
- Creativity and imagination- recording symbols on the weather chart.
- Learning to learn- while talking about weather conditions.
- Self-efficacy, self-awareness on dressing according to weather.
- Digital literacy

Digital Literacy: watch simulations/videos of different weather conditions.

Link to Pertinent and contemporary issues:	Links to values:
• Citizenship- peace education Life skills –Self- esteem creative and critical thinking • Education For Sustainable Development- Environmental Education	• Responsibility • Respect • Cooperation • Sharing
Links to other activity areas:	**Suggested Community Service Learning**

• Psychomotor and Creativity Activities • Language Activities • Mathematics Activities			• Visit the community and learn how to plant during rainy season.
Suggested Non-Formal Activity to support learning • Field visits • Nature walk • Clubs and societies • Establishing a weather station			**Suggested Assessment:** • Observation using observation schedules and checklists, • Portfolios, • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Weather charts, realia (natural environment), umbrella.			

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently observe and discuss different weather conditions and associated symbols.	Learner able to observe and discuss weather conditions.	Learner able to inconsistently observe and discuss weather conditions.	Learner able to show little interest in observing and discussing different weather conditions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.4 Water **5 Lessons**	By the end of the sub-strand, the learner should be able to: a) identify sources of water; b) state the uses of water in the environment; c) play with water for enjoyment and discovery; d) appreciate the importance of water in the environment.	• Learners could be taken for a nature walk in the neighbourhood to identify sources of water. • Learners could perform simple experiments with water e.g. floating and sinking, channelling water dissolving substances, filling and emptying. • Learners could be guided to use water to model different	1. What are the sources of water? 2. What happens when you place different objects in water? 3. What happens to different substances when put in water? 4. What are the uses of water?

				objects.
				• Learners could be guided in discussing uses of water.
				• Learners could participate in watering plants and crops in the nature corner and flower bed.
				• Learners could sign or sing songs and sign or recite poems about water.
				• Learners could be guided in discussing dangers of water masses in their immediate environment e.g. rivers, lakes and swamps.
				• Learners could watch videos on uses and sources of water.

Core-Competences to be developed
- Communication and collaboration-discussion
- Self- efficacy-observe experiments
- Learning to learn-perform simple experiments
- Critical thinking and problem solving
- Creativity and imagination

Digital Literacy: watching video clips on various source and uses of water.

Link to Pertinent and contemporary issues and Values:	**Links to values:**
• Life skills-using water sparingly	• Responsibility
• Education For Sustainable Development-Disaster Risk management e.g. safety measures in water, financial literacy – using water sparingly, watering plants in the environment.	• Cooperation
	• Unity
	• Respect
Links to other activity areas:	**Suggested Community Service Learning**
• Psychomotor and Creative Activities	• Learn about the water storage practices.
• Language Activities	• Collecting rain water
Suggested Non-Formal Activity to support learning	**Suggested Assessment:**

	Learn about the water storage practices • Collecting rain water • Field visits • Nature walk • Clubs and societies e.g. environmental	• Observation using observation schedules and checklists, • Portfolios, • Signed (LWD)/Oral(HOH) questions

Suggested Resources: Containers, pictures, charts, flash cut-outs, pencils, colours, seedlings, substances, resource persons, straws/pipes.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss water and perform simple experiments with water.	Learner able to discuss and play with water.	Learner able to inconsistently discuss water and play with water.	Learner able to show little interest in discussing and playing with water.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.5 Soil **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) state the safety measures when playing with soil; b) play with soil for enjoyment and exploration; c) appreciate playing with soil for enjoyment.	• Learners could be guided to manipulate different soil and model dolls and simple house hold items, houses, huts among others. • Learners could be guided in discussing safety measures when handling soil. • Learners could be taken on a nature walk to observe and collect different soils. • Learners could sign or sing songs and sign or recite poems on safety when handling soil.	1. How do you feel when playing with different types of soil? 2. How do we handle soil without hurting ourselves? 3. What are the different uses of soil?

Core-Competences to be developed:
• Creativity and imagination-modelling simple models
• Learning to learn-learn safety measures
• Self-efficacy- when they learn how to handle soil safely

Digital Literacy: studying digital photographs of various types of soil, soil uses, watching video clips on soil use and safety.

Link to Pertinent and contemporary issues(PCI's):	Links to values:
• Health education-personal hygiene	• Cooperation,
• Citizenship-child care and protection	• Responsibility,
• Life skills- effective communication	• Respect when appreciating others work
• Education For Sustainable Development-environmental education and personal safety as they play with soil.	

Links to other activity areas:	Suggested Community Service Learning
• Language activities	• Parental engagement- parents' guide children when playing with soil.
• Psychomotor and Creative activities	

Non-Formal Activity to support learning through application	Suggested Assessment:
• Nature walk	• Observation using observation schedules and checklists,
• Field trips	• Portfolios,
• Clubs and societies	• Signed(LWD)/Oral (HOH)questions

Suggested Resources: Sand pits (loam, clay and sandy soils) containers, troughs picture books.

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently observe safety measures when playing with soil; consistently play with soil.	Learner able to observe safety measures when playing with soil.	Learner able to inconsistently observe safety measures when playing with soil.	Learner able to play with soil without considering safety measures.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.6 Sound (HOH) **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify the sources of sounds	• Learners could be guided through a discussion to identify the different sounds in the environment.	1. What sounds do different animals make?

		produced in the immediate environment; b) discuss sounds produced in the immediate environment; c) respond to different sounds in the environment appropriately.	• Learners could dramatize and role play different sounds produced in the environment and respond appropriately • Learners could take a nature walk to observe different sources of sounds in the immediate environment • Learners could identify different sounds from different technological device • Learners could play different musical instruments to produce sounds • Learners could sign or sing songs related to sounds in the environment	2. What do we do when we hear different sounds in the environment 3. what sounds do we hear in the environment

- **Core-Competences to be developed**
- Communication and collaboration-discussion
- Critical thinking and problem solving-responding to sounds
- Learning to learn like meaning of different sounds

Digital Literacy: listening to or feeling recorded sounds, watching video clips of various sources of sounds

• **Link to Pertinent and contemporary issue(PCI's):** • Education For Sustainable Development-environmental education. • Citizenship by obeying traffic rules and responding to different warning sounds.	• **Links to values:** • Responsibility • Cooperation
• **Links to other activity areas:** • Psychomotor and creative activities • Language activities	**Suggested Community Service Learning:** • Learn from elders meanings of different sounds e.g ululations.
Suggested Non-Formal Activity to support • Nature walk • Field trips • Clubs and societies e.g. music club	**Suggested Assessment:** • Observation using observation schedules and checklists, • Portfolios, • Signed (LWD)/Oral (HOH) questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner able to consistently recognise, discuss and respond to different sounds in the environment.	Learner able to recognise discuss and responds to sounds in the environment.	Learner able to inconsistently recognise, discuss and respond to sounds in the environment.	Learner able to recognise or respond to selected sounds in the environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.7 Smell **5 Lessons**	By the end of the sub-strand, the learner should be able to: a) identify the body part used in smelling; b) identify pleasant and unpleasant smell in the immediate environment; c) respond appropriately to the pleasant and unpleasant smell in the surrounding; d) appreciate the pleasant smell in the immediate environment.	• Learners could walk around the environment and identify different smells. • Learners could be guided in discussing good and bad smell. • Learners could be guided in collecting and disposing substances that bring bad smell in the environment. • Learners could be guided to use sanitary facilities well so that they don't produce bad smell. • Learners could sign or sing songs and sign or recite poems related to good smell. • Learners could watch videos on right disposal of substances that produce bad smell.	1. What part of the body is used in smelling? 2. What things smell good in our environment? 3. What things smell bad in our environment? 4. How can we avoid bad smell in the environment?
Core competences to be developed: • Communication and collaboration-discussion on smell • Critical thinking and problem solving-avoiding bad smell				

• Learning to learn-exploring the environment • Self-efficacy	
Digital Literacy: watching video clips and observing photographs on waste disposal.	
Link to Pertinent and Contemporary Issue(PCI's): • Education for Sustainable Development-environmental education • Citizenship- child care and protection • Health education –clean environment	**Links to values:** • Cooperation • Responsibility • Respect
Links to other activity areas: • Language Activities • Psychomotor and Creative Activities	**Suggested Community Service Learning Activity** • Walk round the environment and collect litter. • Parental involvement in engaging learners in cleaning home compounds. • Cleaning the school compound. • Make good use of disposal areas. • Proper use of sanitary facilities.
Suggested Non-Formal Activity to support • Walk round the environment and collect litter. • Cleaning the school compound. • Make good use of disposal areas. • Proper use of sanitary facilities.	**Suggested Assessment:** Observation using observation schedules and checklists, • Portfolios, • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Food stuff, plants, resource persons (garbage collectors) video, pictures.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently identify, discuss and respond to pleasant and unpleasant smells in the environment.	Learner able to identify, discuss and respond to pleasant and unpleasant smells in the environment.	Learner able to inconsistently identify and discuss and respond to pleasant and unpleasant smells in the environment.	Learner able to minimally identify and respond to pleasant and unpleasant smells in the environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Light	**Light** **(5 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify different sources of light in the immediate; environment; b) demonstrate the importance of light; c) play with shadows; d) appreciate uses of light in the immediate environment.	• Learners could be guided in identifying sources of light from a chart. • Learners could draw and colour different sources of light. • Learners could be guided to appreciate the importance of light through identifying various objects while blind folded. • Learners could be guided in performing simple experiments using sources of light e. G. Forming shadows. • Learners could sign or sing songs and sign or recite poems related to light. • Learners to be guided to clean working areas.	1. What are the sources of light 2. What are the uses of light?

Core-Competences to be developed
- Critical thinking and problem solving-experiments
- Learning to learn-experiments
- Self efficacy-looking in the mirror
- Communication and collaboration-discussion

Digital Literacy: watching simulations of simple experiments with light.

Link to Pertinent and contemporary issues(PCI's):	**Links to values:**
• Life skills • Learner support programmes • Service learning and parental engagement • Disaster Risk reduction e.g. fire safety	• Cooperation • Responsibility
Links to other activity areas:	**Suggested Community Service Learning Activity to**

• Language activities • Psychomotor and Creative activities	**support learning** • Parental engagement-children empowered not to play with sources of light e.g. fire. • Energy conservation
Suggested Non-Formal Activity to support learning: • Nature walk • Energy conservation	**Suggested Assessment:** • Observation using observation schedules and checklists, • Portfolios, • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Sources of light (torch, lamps) charts, drawings, pictures.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently observe light, form and play with shadows.	Learner able to observe light, form and play with shadows.	Learner able to inconsistently observe light, form and play with shadows	Learner able to show little interest in light or form and play with shadows

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Environmental Care and Safety	**4.1 Care For The Immediate Environment** **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify materials for cleaning the environment; b) identify waste materials and items that require disposal in the immediate environment; c) dispose waste materials	• Learners could identify areas that require cleaning in the school compound and neighbourhood. • Learners could clean different areas in the school compound by picking litter. • Learners could be guided to the litter disposal areas and shown	1. Which areas require cleaning in the school compound? 2. Where do we dispose rubbish? 3. Why do we clean our environment? 4. How do we keep our environment clean?

		appropriately; d) appreciate living in a clean environment.	• how to dispose litter properly. • Learners could identify materials for cleaning. • Learners could be encouraged to be cleaning working areas after every activity. • Learners could sign songs and poems as they clean working areas.	

Core-Competences to be developed
- Citizenship-caring for our environment
- Communication and collaboration-developing rules
- Critical thinking and problem solving-using a litter bin
- Learning to learn-rules

Link to Pertinent and contemporary issues(PCI's): • Health education-living in a clean environment • Education for Sustainable Development-environmental education.	**Links to values:** • Cooperation • Humility • Responsibility
Links to other activity areas: • Music and Movement • Psychomotor and creative activities • Language	**Suggested Community Service Learning** • Walk in the neighbourhood and collect litter. • Parental involvement Service learning and parental engagement-cleaning compound at school.
Suggested Non-Formal Activity to support learning: • Environmental clubs • Field visits	**Suggested Assessment:** • Observation using observation schedules and checklists, • Portfolios, • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Brushes, wiping clothes, litter bin, brooms, water, detergent.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently identify and dispose waste materials appropriately.	Learner able to identify and dispose waste materials appropriately.	Learner able to inconsistently identify and dispose waste materials.	Learner able to dispose waste materials inappropriately.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	4.2 Safety In The Environment **(15 Lessons)**	By the end of the sub-strand, the learner should be able to: a) identify safe and unsafe places, objects and activities in the immediate environment; b) discuss dangerous places in the immediate environment; c) discuss how to identify strangers within their immediate environment; d) discuss how to identify strangers within their immediate environment; e) take safety precautions in the school compound.	• Learners could state dangerous places, objects and activities in their environment. • Learner could discuss the dangers of dangerous, places, objects, activities and games and fire. • Learners could be guided on how to identify strangers. • Learners could simulate crossing roads and rivers safely. • Learners could be guided on how to report accidents. • Learners could clean working areas after an activity. • Learners could interact with content from digital devices on dangerous places, objects and activities. • Learners could sign or sing songs and sign or recite poems on related to safety • Learners could share experiences	1. What are the dangerous places, objects, activities and games? 2. How do you identify strangers?

			• on accidents. • Learners could move around the school compound collecting and disposing dangerous objects under the teacher's guidance.	

Core Competences to be developed	Links to Values
• Citizenship-caring for our environment • Communication and collaboration-developing rules • Critical thinking and problem solving-improvising or using alternative means of disposing litter • Learning to learn-rules	• Responsibility • Cooperation
Digital Literacy: watching simulations and observing photographs of possible dangers in the environment.	
Link to Pertinent and contemporary issues: • Health education-living in a clean environment • Education for Sustainable Development – Maintaining clean environment. • Disaster Risk Reduction - personal safety	**Suggested Community Service Learning** Walk in the neighbourhood identify safe and unsafe places and collect dangerous objects. Parental involvement: guide learners to keep their home compound clean.
Links to other activity areas: • Music and movement Activities • Psychomotor and Creative Activities • Language Activities	
Suggested Non formal Learning Activities • Clubs and societies • Nature Walk	**Suggested Assessment:** • Observation using observation schedules • Checklists • Portfolios • Signed (LWD)/Oral (HOH) questions
Suggested Resources: Charts, videos, pictures/photographs, realia, resource persons.	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectations
Learner able to consistently discuss and identify safe, and dangerous places, objects and activities and take safety precautions.	Learner able to discuss and identify safe, and dangerous places, objects and activities and take safety precautions.	Learner able to inconsistently discuss safe and dangerous places, objects and activities and inconsistently take safety precautions.	Learner able to minimally discuss or identify safe and dangerous places, objects and activities.