

**REPUBLIC OF KENYA**

**LOWER PRIMARY LEVEL  
CURRICULUM DESIGNS**

**VOLUME TWO**

**SUBJECTS:**

**MATHEMATICS, ENVIRONMENTAL, HYGIENE AND NUTRITION ACTIVITIES**

**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 contain the National Goals of Education and outline the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

**Fred Matiang’i, PhD, EGH**  
Cabinet Secretary  
Ministry of Education

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## INTRODUCTION

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognisance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes.

The curriculum designs are very critical and teachers must make reference to them consistently.

**The Curriculum Designs for Lower Primary are in four volumes:**

**Volume One**

- Kiswahili Activities
- Literacy
- English Activities

**Volume Two**

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

**Volume Three**

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

**Volume Four**

- Movement and Creative Activities

## LEARNING AREAS TIME ALLOCATION

	Learning Area	Lessons Per Week
1	Literacy Activities	5
2	Kiswahili Language Activities/Kenya Sign Language	3
3	English Language Activities	3
4	Mathematical Activities	5
5	Environmental Activities	5
6	Hygiene and Nutrition Activities	2
7	Religious Activities	3
8	Movement and Creative Activities	8(*** 5 for PE)
9	Pastoral Programme of Instruction	1
	<b>Total Lesson Per Week</b>	<b>35</b>

## 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 mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

#### a) Social Needs

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

#### b) Economic Needs

Education should prepare a learner with requisite 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 provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### 3. Promote individual development and self-fulfillment

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

### 4. Promote sound moral and religious values

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



**5. Promote social equity and responsibility**

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

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

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

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

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

**8. 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 the end of early years' education, the learner should be able to:

1. **Demonstrate basic literacy and numeracy skills for learning.**
2. **Communicate appropriately** using **verbal and/or non-verbal modes in a variety of contexts.**
3. Demonstrate appropriate etiquette in social relationships.
4. **Apply creativity and critical thinking skills in problem solving.**
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

# **MATHEMATICS ACTIVITIES**

## **ESSENCE STATEMENT**

Numeracy is a foundational skill that prepares the learner for number work, Mathematics in higher levels of schooling and mathematical approaches in all aspects of life. Numeracy activities involve identification and value placement of mathematical numerals, basic mathematical operations as well as measuring and describing shapes.

## **GENERAL LEARNING OUTCOMES**

By the end of Early Years Education, the learner should be able to:

- 1) demonstrate mastery of number concepts by working out problems in day to day life,
- 2) apply measurement skills to find solutions to problems in a variety of contexts,
- 3) describe properties of geometrical shapes and spatial relationships in real life experiences.

## GRADE ONE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.1 Number Concept ( 20 lessons)	By the end of the sub-strand, the learner should be able to: a) sort and group objects according to different attributes within the classroom, b) pair and match objects in the environment, c) order and sequence objects in ascending and descending order, d) make patterns using real objects, e) recite number names in order up to 50, f) represent numbers 1-30 using concrete objects, g) demonstrate through counting that a group in all situations has only one count, h) appreciate the use of sorting and grouping items in day to day activities.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to collect different types of safe objects.</li> <li>• Learners in pairs/groups to sort objects with same attribute and group them together.</li> <li>• Learners to play digital games involving sorting and grouping according to different attributes.</li> <li>• Learners in pairs/groups to pair and match objects to establish “equal to”, “more than” and “less than.”</li> <li>• Learners to order objects according to size from smallest to biggest and vice versa.</li> <li>• Learners to make patterns using real objects.</li> <li>• Learners to recite number names up to 50.</li> <li>• Learners to represent numbers 1-30 using concrete objects as well as their body parts.</li> <li>• Learners to demonstrate that any given group has only one count.</li> <li>• Learner in pairs/groups to collect and sort litter in the environment and put it in various groups according to an attribute of their choice and give reasons for the grouping.</li> <li>• Learners in pairs/groups could assist in arranging, edible items like fruits, cabbages according to size and colour in the school store.</li> <li>• Learners could visit a market for them to observe the sorting and grouping of fruits and vegetables.</li> </ul>	1) How can we find out which group has more objects than another? 2) How can we group items?
<b>Core Competences to be developed:</b> learning to learn, communication and collaboration, imagination and creativity, digital literacy, critical thinking and problem solving.				

<b>Link to PCI's:</b> <b>Life skills:</b> self-awareness and self-esteem- when using body parts in counting. <b>ESD: DRR;</b> safety- when collecting items and litter in the environment, environmental awareness-don't litter the environment.	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>unity</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Environmental activities</li> <li>Religious activities</li> <li>Language activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist in collecting and sorting litter in their locality and observe how it is disposed.
<b>Suggested non-formal activity to support learning:</b> learners to count trees in the school compound.	<b>Suggested assessment:</b> oral questions, written exercise, observation.

### Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly: sorts and groups, pairs and matches, orders and sequences, recites numbers 1-50, represents numbers 1-30 using concrete objects and beyond.	Correctly: sorts and groups, pairs and matches, orders and sequences, recites numbers 1-50, represents numbers 1-30 using concrete objects.	Inconsistently: sorts and groups, pairs and matches, orders and sequences, recites numbers 1-50, represents numbers 1-30 using concrete objects.	Major inaccuracies in: sorting and grouping, pairing and matching, ordering and sequencing, reciting numbers 1-50, representing numbers 1-30 using concrete objects.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.2 Whole Numbers ( 25 lessons)	By the end of the sub-strand, the learner should be able to: a) count numbers forward and backward up to 100, b) represent numbers 1-50 using concrete objects, c) identify place value of ones and tens, d) read and write numbers 1-50 in symbols, e) write numbers 1-10 in words, f) identify missing numbers in number patterns up to 20, g) appreciate number patterns by creating and extending patterns during play activities.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to count by 1's and 2's up to 20 starting from any point using concrete objects as well as body parts.</li> <li>Learners to take turns in counting by: -5's up to 50 starting from zero -10's up to 100 starting from zero.</li> <li>Learners in pairs/groups to count by 1's and 2's using a number line.</li> <li>Learners in pairs/groups to play games that involve representing numbers 1-50 using concrete objects.</li> <li>Learners to identify place value of ones and tens.</li> <li>Learners in pairs to recite and write numbers 1-50 in symbols.</li> <li>Learners to practice writing numbers 1-10 in words.</li> <li>Learners to identify missing numbers in number patterns up to 20.</li> <li>Learners in pairs to create patterns with numbers up to 20 and share with other groups.</li> <li>Learners to play digital games involving whole numbers.</li> <li>Learners to role play a cashier in day to day life activities such as a cashier counting 5 shilling coins.</li> </ul>	How many ways can we count from 1-20?
<b>Core Competences to be developed:</b> learning to learn, communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life skills:</b> self-awareness and self-esteem- when using body parts in counting.</li> <li><b>ESD: DRR;</b> safety -when collecting items and litter in the environment, environmental awareness-don't litter the environment.</li> </ul>			<b>Link to values:</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>unity</li> </ul>	

<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Environmental activities</li> <li>• Religious activities</li> <li>• Language activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist in putting objects in groups of 2's, 5's and 10's together in community activities.
<b>Suggested non-formal activity to support learning:</b> learners to count different types of flowers in the school compound.	<b>Suggested assessment:</b> oral questions, written exercises, observation.

### Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly: counts up to 100, represents numbers 1-50 using concrete objects, identifies place value of ones and tens, reads, writes numbers in symbols and words, works out missing numbers in number patterns and beyond.	Correctly: counts up to 100, represents numbers 1-50 using concrete objects, identifies place value of ones and tens, reads, writes numbers in symbols and words, works out missing numbers in number patterns.	Inconsistently: counts up to 100, represents numbers 1-50 using concrete objects, identifies place value of ones and tens, reads, writes numbers in symbols and words, works out missing numbers in number patterns.	Major inaccuracies in: counting up to 100, representing numbers 1-50 using concrete objects, identifying place value of ones and tens, reading and writing numbers in symbols and words, working out missing numbers in number patterns.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.3 Addition ( 25 lessons)	By the end of the sub-strand, the learner should be able to: a) model addition as putting objects together, b) use '+' and '=' signs in writing addition sentences, c) add 2- single digit numbers up to a sum of 10, d) add 3- single digit numbers up to a sum of 10 in different contexts, e) add a 2- digit number to a 1- digit number without regrouping, horizontally and vertically with sum not exceeding 100, f) add multiples of 10 up to 100 vertically, g) work out missing numbers in patterns involving addition of whole numbers up to 100.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to put two groups of objects together and count to get the total.</li> <li>• Learners to use '+' and '=' signs in writing addition sentences.</li> <li>• Learners to add 2- single digit-numbers by skipping on a number line.</li> <li>• Learners to add 2- single digit numbers using the family of 10.</li> <li>• Learners to add 2- single digit number by counting on.</li> <li>• Learners to add 3- single digit numbers using a number line.</li> <li>• Learners to add 3- single digit numbers by counting on.</li> <li>• Learners to add 3- single digit numbers using the family of 10.</li> <li>• Learners to add a 2- digit number to a 1- digit number without regrouping horizontally and vertically with sum not exceeding 100.</li> <li>• Learners to add multiples of 10 up to a 100 vertically.</li> <li>• Learners to play digital games involving addition.</li> <li>• Learners to make patterns involving addition with numbers up to 100.</li> </ul>	How can you add a 2- digit number to a 1- digit number?
<b>Core competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <b>ESD: DRR;</b> safety- when handling objects.			<b>Link to values:</b> <ul style="list-style-type: none"> <li>• responsibility</li> <li>• unity</li> <li>• integrity</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Environmental activities</li> <li>• Language activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to work out totals of items at home.	
<b>Suggested non-formal Activity to support learning:</b> learners to plant flowers in patterns at school during their free time and count them.			<b>Suggested assessment:</b> oral questions, written exercise, observation.	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: models addition, uses '+' and '=' signs, adds more than 2-digit numbers to 1-digit numbers using different strategies, adds 3-single digit numbers up to a sum of 10, adds multiples of 10 up to 100, works out missing numbers in patterns beyond 100.	Correctly: models addition, uses '+' and '=' signs, adds up to 2-digit numbers to 1-digit numbers using different strategies, adds 3-single digit numbers up to a sum of 10, adds multiples of 10 up to 100, works out missing numbers in patterns up to 100.	Inconsistently: models addition, uses '+' and '=' signs, adds up to 2-digit numbers to 1-digit numbers using different strategies, adds 3-single digit numbers up to a sum of 10, adds multiples of 10 up to 100, works out missing numbers in patterns up to 100.	Major inaccuracies in: modeling addition, using '+' and '=' signs, adding up to 2-digit numbers to 1-digit numbers using different strategies, adding 3-single digit numbers up to a sum of 10, adding multiples of 10 up to 100, working out missing numbers in patterns up to 100.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.4 Subtraction ( 20 lessons)	By the end of the sub-strand, the learner should be able to: a) model subtraction as 'taking away' using concrete objects, b) use the '-' and '=' signs in writing subtraction sentences, c) subtract single digit numbers, d) subtract a 1-digit number from a 2-digit number based on basic addition facts, e) use the relationship between addition and subtraction in working out problems involving basic addition facts, f) subtract multiples of 10 up to 90, g) work out missing numbers in patterns involving subtraction of whole numbers up to 100.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to model subtraction using concrete objects.</li> <li>• Learners to use '-' and '=' signs in writing subtraction sentences.</li> <li>• Learners in pairs/groups to subtract by counting backwards</li> <li>• Learners in pairs/groups to subtract using the number line.</li> <li>• Learners to solve routine and non-routine problems involving subtraction of a 1-digit number from a 2-digit number based on basic addition facts.</li> <li>• Learners to create subtraction sentences related to basic addition facts.</li> <li>• Learners to use tablets to work out subtraction of multiples of 10 up to 90.</li> <li>• Learners in pairs /groups to create patterns involving subtraction.</li> </ul>	How do you subtract a single digit number from a 2-digit number?

<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy, creativity and imagination, citizenship, self-efficacy.	
<b>Link to PCI's:</b> <b>ESD: DRR;</b> safety- as learners handle objects.	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>unity</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Environmental Activities</li> <li>Language Activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to collect litter from the environment.
<b>Suggested non- formal activity to support learning:</b> learners to plant trees in patterns in the school compound during their free time.	<b>Suggested Assessment:</b> written exercise, observation, oral questions.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: models subtraction as taking away, uses '-' and '=' signs to write subtraction sentences, subtracts single digit numbers, subtracts 1-digit numbers from 2- digit numbers based on basic addition facts, relates addition and subtraction in working out problems involving basic addition facts, subtracts multiples of 10 from more than 90 and works out missing numbers in patterns up to 100 and beyond.	Correctly: models subtraction as taking away, uses '-' and '=' signs to write subtraction sentences, subtracts single digit numbers, subtracts 1-digit numbers from 2-digit numbers based on basic addition facts, relates addition and subtraction in working out problems involving basic addition facts, subtracts multiples of 10 from up to 90 and works out missing numbers in patterns up to 100.	Inconsistently: models subtraction as taking away, uses, uses '-' and '=' signs to write subtraction sentences, subtracts single digit numbers, subtracts 1- digit numbers from 2- digit numbers based on basic addition facts, relates addition and subtraction in working out problems involving basic addition facts, subtracts multiples of 10 from up to 90 and works out missing numbers in patterns up to 100.	Major inaccuracies in: modeling subtraction as taking away, using '-' and '=' signs to write subtraction sentences, subtracting single digit numbers, subtracting 1- digit numbers from 2- digit numbers based on basic addition facts, relating addition and subtraction in working out problems involving basic addition facts, subtracting multiples of 10 from up to 90 and working out missing numbers in patterns up to 100.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.1Length ( 10 lessons)	By the end of the sub-strand, the learner should be able to: a) compare length of objects directly, b) conserve length through manipulation, c) measure length using arbitrary units.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to compare objects directly to identify objects which are longer than, shorter than or same as.</li> <li>• Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as.</li> <li>• Learners in pairs /groups to measure lengths using different objects as arbitrary units and discuss the measurements from the various groups.</li> </ul>	1) How do you compare the length of two objects? 2) Which objects can be used to measure the length of the teacher's table?
<b>Core competencies to be developed:</b> communication and collaboration, imagination and creativity, critical thinking and problem solving, self-efficacy.				
<b>Link to PCI's:</b> <b>ESD: DRR;</b> safety- as learners in handle objects.		<b>Link to values:</b> <ul style="list-style-type: none"> <li>• responsibility</li> <li>• Integrity</li> <li>• unity</li> </ul>		
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Environmental Activities</li> <li>• Language activities</li> </ul>		<b>Suggested Community Service Learning Activities:</b> learners to plant trees /flowers using a stick to determine the distance between seedlings in religious institutions/ dispensaries.		
<b>Suggested non-formal Activity to support learning:</b> learners to plant flowers in school spacing them equally.		<b>Suggested assessment:</b> written exercises, observation, oral questions.		

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: compares length directly, conserves length and measures length using arbitrary units and beyond.	Correctly: compares length directly, conserves length and measures length using arbitrary units.	Inconsistently: compares length directly, conserves length and measures length using arbitrary units.	Major inaccuracies in: comparing length directly, conserving length and measuring length using arbitrary units.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
<b>2.0 Measurements</b>	2.2 Mass ( 10 lessons)	By the end of the sub-strand, the learner should be able to:  a) compare mass of objects directly, b) conserve mass through manipulation, c) measure mass using arbitrary units.	<ul style="list-style-type: none"> <li>Learners in pairs/groups use safe objects to identify those heavier than, lighter than or same.</li> <li>Learners to use two objects of equal mass and a beam balance to demonstrate that change of shape does not change the mass of an object.</li> <li>Learners in pairs/groups to use an identified mass to compare the mass of other objects using the words heavier than, lighter than or same as.</li> </ul>	1) How can you compare the mass of two or more objects? 2) What would you do to show that shape does not change mass? 3) How can you show that an object is heavier than, lighter than or same as your mathematics textbook?
<b>Core Competencies to be developed:</b> Communication and collaboration in group work, critical thinking and problem solving, self-efficacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>ESD: DRR;</b> safety - in handling materials, animal welfare -feeding animals.</li> <li><b>Health education:</b> personal hygiene -appropriate size of materials.</li> <li><b>Citizenship:</b> honesty.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>integrity</li> <li>unity</li> <li>respect</li> </ul>	

<b>Links to other learning areas:</b> <ul style="list-style-type: none"> <li>• Environmental activities</li> <li>• Language activities</li> <li>• Music and movement and activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist neighbours in feeding animals by measuring quantities.
<b>Suggested non-formal Activity to support learning:</b> learners to compare mass of objects in the classroom.	<b>Suggested assessment:</b> written exercises, oral questions, observation.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: compares mass directly using the words heavier than, lighter than, and same as, conserves mass through manipulation, measures mass using arbitrary units and beyond.	Correctly: compares mass using the words heavier than, lighter than and same as, conserves mass through manipulation, measures mass using arbitrary units.	Inconsistently: compares mass using the words heavier than, lighter than and same as, conserves mass through manipulation, measures mass using arbitrary units.	Major inaccuracies in: comparing mass using the words heavier than, lighter than and same as, conserving mass through manipulation and measuring mass using arbitrary units.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.3 Capacity ( 12 lessons)	By the end of the sub-strand, the learner should be able to: a) compare capacity of containers directly, b) conserve capacity through manipulation, c) measure capacity using arbitrary units.	<ul style="list-style-type: none"> <li>• Learners to empty and fill water in different containers to establish which holds more, which holds less and which holds the same.</li> <li>• Learners to identify and compare containers which holds more, less or same as.</li> <li>• Learners to fill containers of different shapes and sizes with water then empty into others so as to establish that some containers can hold the same amount although their shapes are different.</li> </ul>	How can we find out which of two containers hold more, less or same as?

			<ul style="list-style-type: none"> <li>Learners to be given water, same size basins and different small containers. The learners to count the number of small containers they use to fill the basin.</li> </ul>	
<b>Core Competencies to be developed:</b> critical thinking and problem solving, communication and collaboration ,imagination and creativity, citizenship, self-efficacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>ESD: DRR;</b> safety in handling materials, Health education – appropriate size of materials and, environmental conservation as learners re- use containers they used in measuring capacity; animal welfare – watering animals.</li> <li><b>Citizenship:</b> honesty.</li> <li><b>Health education:</b> safety- as learners collect safe and appropriate containers.</li> <li><b>Life skills:</b> self-awareness- as learners work in groups.</li> </ul>			<b>Link to values:</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>integrity</li> <li>unity</li> <li>respect</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Environmental Activities</li> <li>Language Activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to water trees and flowers around religious institutions, health centres and at home.	
<b>Suggested non-formal activity to support learning:</b> learners to water school /class flowers.			<b>Suggested assessment:</b> written exercises, observation, oral. questions	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: compares capacity of different containers using the terms holds more, less or same as, conserves capacity using containers of different shapes and sizes, measures capacity using arbitrary units and beyond.	Correctly: compares capacity of different containers using the terms holds more, less or same as, conserves capacity using containers of different shapes and sizes, measures capacity using arbitrary units.	Inconsistently: compares capacity of different containers using the terms holds more, less or same as, conserves capacity using containers of different shapes and sizes, measures capacity using arbitrary units.	Major inaccuracies in: comparing capacity of different containers using the terms holds more, less or same as, conserving capacity using containers of different shapes and sizes, measuring capacity using arbitrary units.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.4 Time ( 8 lessons)	By the end of the sub-strand, the learner should be able to: a) relate daily activities to time, b) relate days of the week with various activities.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both at home and school.</li> <li>Learners to sing songs/ rhymes related to days of the week.</li> <li>Learners in pairs/groups to identify activities that take place during the days of the week.</li> </ul>	1) Which day of the week do you raise the school flag? 2) Which day of the week do you worship?
<b>Core competence to be developed:</b> communication and collaboration, self-efficacy, citizenship				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Citizenship:</b> patriotism – the Kenyan flag.</li> <li><b>Health Education:</b> time to brush teeth, wash face, sleep, take meals time to plant, harvest, among other activities.</li> </ul>			<b>Link to values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> <li>patriotism</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Environmental Activities</li> <li>Language Activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to visit/help the needy during school holidays.	
<b>Suggested non-formal activity to support learning :</b> learners write school daily activities and recite during assembly.			<b>Suggested assessment:</b> oral questions, written exercises, observation.	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: relates daily activities to time, relates days of the week with various activities, recites days of the week and demonstrates more aspects of time.	Correctly: relates daily activities to time, relates days of the week with various activities, recites days of the week.	Inconsistently: relates daily activities to time, relates days of the week with various activities, recites days of the week.	Major inaccuracies in: relating daily activities to time, relating days of the week with various activities, reciting days of the week.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Measurement	2.5 Money ( 8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify Kenyan currency coins and notes up to sh.100, b) relate money to goods and services up to sh.100 in shopping activities, c) differentiate between needs and wants in real life context, d) appreciate spending and saving in real life situations.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to sort out different Kenyan currency coins and notes according to their value up to sh.100.</li> <li>Learners to put together coins and notes up to sh.100 according to their value and features.</li> <li>Learners in pairs/groups to give their own experiences in relation to shopping activities.</li> <li>Learners to discuss the value of items in the classroom shop up to sh.100.</li> <li>Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without.</li> <li>Learners in pairs/groups to identify needs and wants.</li> <li>Learners to play digital games involving needs and wants.</li> <li>Learners to give their own experiences on saving and spending of money.</li> <li>Learners to role play buying and selling from the classroom shop.</li> </ul>	How can you identify Kenyan currency coins and notes?
<b>Core competence to be developed:</b> communication and collaboration, self-efficacy, citizenship, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>ESD: DRR;</b> safety- as learners handle money.</li> <li><b>Citizenship:</b> patriotism-features on Kenya currency.</li> </ul>			<b>Link to values:</b> <ul style="list-style-type: none"> <li>integrity</li> <li>responsibility</li> <li>honesty</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Religious activities</li> <li>Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to sort money in places of worship and other functions.	
<b>Suggested non-formal Activity to support learning:</b> learners to help sort money into various denominations with school cashier or in a school function.			<b>Suggested assessment:</b> written exercises, oral questions, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: identifies Kenyan currency coins and notes up to sh.100, relates money to goods and services and differentiates between needs and wants, and beyond.	Correctly: identifies Kenyan currency coins and notes up to sh.100, relates money to goods and services and differentiates between needs and wants.	Inconsistently: identifies Kenyan currency coins and notes up to sh.100, relates money to goods and services and differentiates between needs and wants.	Major inaccuracies in: identifying Kenyan currency coins and notes up to sh.100, relating money to goods and services and differentiating between needs and wants.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0Geometry</b>	3.1 Lines ( 6 lessons)	By the end of the sub-strand, the learner should be able to: a) draw straight lines for application in real life, b) draw curved lines for application in real life situations.	<ul style="list-style-type: none"> <li>• Learners to stand behind one another facing the same side and identify what they have formed as a straight line.</li> <li>• Learners in pairs/groups to mark two points on the ground and using a stick to draw a line joining the two points to come up with a straight line.</li> <li>• Learners to practice drawing straight lines on the ground and in their books.</li> <li>• Learners in groups to form a semi-circle and one of them to draw a line around it and identify the semi-circle drawn as a curved line.</li> <li>• Learners to practice drawing curved lines on the ground and in their books.</li> <li>• Learners could visit a water selling kiosk to observe how the water containers are arranged.</li> </ul>	What types of lines are there?
<b>Core-Competence to be developed:</b> communication and collaboration, imagination and creativity, learning to learn.				

<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>ESD: DRR;</b>safety- as learners use sticks to draw.</li> <li>• <b>Life Skills:</b> self- awareness -when forming lines using their hands, inter- personal relationship.</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• unity</li> <li>• responsibility</li> <li>• love</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Movement and creative arts</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners could visit a community function and assist in arranging seats in straight or curved lines.
<b>Suggested non- formal Activity to support learning:</b> learners to arrange seats in straight lines in class during cleaning.	<b>Suggested assessment:</b> written exercises, observation, oral questions.

### ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly draws straight and curved lines and also other types of lines.	Correctly draws straight and curved lines.	Inconsistently draws straight and curved lines.	Major inaccuracies in drawing straight and curved lines.


Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Geometry</b>	3.2 Shapes ( 6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify rectangles, circles and triangles in the environment, b) make patterns involving rectangles, circles and triangles, c) appreciate the beauty of patterns in the environment.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to sort and group different shapes using one attribute.</li> <li>• Learners in pairs /groups discuss the types of lines that make rectangles, circles, triangles and name them.</li> <li>• Learners working individually to make patterns of their choice using the three shapes.</li> <li>• Learners in groups make patterns, colour them and share with other groups.</li> </ul>	What shapes can you identify in your school?
<b>Core-Competence to be developed : communication and collaboration, imagination and creativity</b>				

<b>Link to PCI's :</b> <b>ESD: DRR;</b> safety-as learners pick objects to trace and when colouring the patterns.	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>unity</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Movement and creative activities</li> <li>Environmental activities</li> </ul>	<b>Suggested Community Service Learning activities:</b> learners to visit the elderly and beautify their walls with patterns drawn on manila paper.
<b>Suggested non-formal activity to support learning :</b> learners could visit pre - school and decorate the walls using patterns drawn on manila paper.	<b>Suggested assessment:</b> written exercises, oral questions, observation.

## ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly identifies shapes and makes patterns using rectangles, circles, triangles and other shapes.	Correctly identifies shapes and makes patterns using rectangles, circles and triangles.	Inconsistently identifies shapes and makes patterns using rectangles, circles and triangles.	Major inaccuracies in identifying shapes and making patterns using rectangles, circles and triangles.

### SUGGESTED RESOURCES

SUB- STRANDS	RESOURCES
NUMBER CONCEPT	Sticks, stones, grains
WHOLE NUMBERS	Sticks, marbles ,stones grains ,a number line drawn on the ground/floor
ADDITION	Place value chart, abacus basic addition facts, number line drawn on the ground/floor, table, sticks, marbles ,stones, grains and many more 
SUBTRACTION	Sticks, marbles, stones ,grains, basic addition facts table, number line drawn on the ground/floor
LENGTH	Books, pencils, sticks, bottles, rulers and others
MASS	Items of different mass such as books ,stones, pieces of wood, items of same mass
CAPACITY	Containers of different sizes, water, sand ,soil and others
TIME	Charts with days of the week and months of the year in order
MONEY	One shilling coins (copper, silver, small and big coins) sh.10, sh.20, sh.40 coins, sh.50 notes and classroom shop
LINES	Sticks, strings
SHAPES	Cut- outs of rectangles, circles, and triangles of different sizes

### NOTE

The following **ICT** devices may be used in the teaching/learning of mathematics at this level:

Learner digital devices (LDD),Teacher digital devices(TDD),Mobile phones, Digital clocks, Television sets, Videos, Cameras, Projectors, Radios, DVD players, CD's, Scanners , Internet among others.

## GRADE TWO

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0Numbers</b>	1.1 Number Concept (8 lessons)	By the end of the sub-strand, the learner should be able to: a) read numbers 1-100 in symbols, b) represent numbers 1-100 using concrete objects in the environment.	<ul style="list-style-type: none"> <li>• Learners to read number names from 1-100.</li> <li>• Learners in groups of five to count their fingers and toes.</li> <li>• Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects.</li> <li>• Learners to play digital games of representing groups with numbers.</li> </ul>	How can we find the number of objects in a group?
<b>Core Competences to be developed:</b> communication and collaboration, imagination and creativity, digital literacy, critical thinking and problem solving.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Life skills:</b> self-awareness and self-esteem -when using body parts.</li> <li>• <b>ESD: DRR;</b> safety- when collecting items in the environment.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Hygiene and Nutrition activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to visit older citizens and listen to stories on how they used to count their animals and household items.	
<b>Suggested non- formal Activity to support learning:</b> learners to count number of different objects in the classroom.			<b>Suggested assessment:</b> oral questions, observation, written exercise.	

## Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly: reads numbers more than 100 in symbols, represents numbers more than 100 using concrete objects.	Correctly: reads numbers 1-100 in symbols, represents numbers 1-100 using concrete objects.	Inconsistently: reads numbers 1-100 in symbols, represents numbers 1-100 using concrete objects.	Major inaccuracies in: reading numbers 1-100 in symbols, representing numbers 1-100 using concrete objects.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.2 Whole Numbers ( 20 lessons)	By the end of the sub-strand, the learner should be able to:  a) count numbers forward and backward up to 100, b) identify place value up to hundreds. c) read numbers 1-100 in symbols, d) read and write numbers 1-20 in words, e) work out missing numbers in number patterns up to 100, f) appreciate number patterns as they skip on the number line.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point.</li> <li>• Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point.</li> <li>• Learners in pairs / groups to discuss place value up to hundreds.</li> <li>• Learners in pairs to read numbers 1-100 in symbols.</li> <li>• Learners to read and write numbers 1-20 in words.</li> <li>• Learners to play digital games involving whole numbers.</li> <li>• Learners to work out missing numbers in patterns up to 100.</li> <li>• Learners in pairs/groups to make number patterns and share with other groups.</li> </ul>	How do we get the next number in a pattern?

<b>Core Competences to be developed:</b> communication and collaboration, critical thinking, problem solving, digital literacy.	
<b>Link to PCI's:</b> <b>Citizenship:</b> leadership- as learners work in groups.	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> </ul>
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Environmental activities</li> <li>• Movement and creative activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist in arranging chairs and tables in rows and columns during community functions.
<b>Suggested non- formal Activity to support learning:</b> learners to plant flowers in patterns in the school.	<b>Suggested assessment:</b> oral questions, written exercise, observation.

### Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly: Counts to more than 100, identifies place value up to more than hundreds, reads numbers more than 100 in symbols, reads and writes numbers more than 20 in words, works out missing numbers in patterns.	Correctly: counts from 1- 100 identifies place value up to hundreds, reads numbers 1-100 in symbols, reads and writes numbers 1-20 in words, works out missing numbers in patterns.	Inconsistently: counts from 1-100, identifies place value up to hundreds, reads numbers 1-100 in symbols, reads and writes numbers 1-20 in words, works out missing numbers in patterns.	Major inaccuracies in: counting from 1-100, identifying place value up to hundreds, reading numbers 1-100 in symbols; reading and writing numbers 1-20 in words, working out missing numbers in patterns.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.3 Fractions ( 12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify a $\frac{1}{2}$ as part of a whole, b) identify a $\frac{1}{4}$ as part of a whole.	<ul style="list-style-type: none"> <li>Learners in pairs to make circular paper cut- outs.</li> <li>Learners in pairs to fold the circular paper cut – outs into two equal parts and identify one of the parts as a half of the whole written as <math>\frac{1}{2}</math>.</li> <li>Learners in pairs to make rectangular paper cut – outs and fold them into two equal parts to get a half of a whole written as <math>\frac{1}{2}</math>.</li> <li>Learners in pairs to fold circular paper cut – outs to get 4 equal parts and identify one of the parts as a <math>\frac{1}{4}</math> of a whole.</li> <li>Learners to play digital games involving fractions.</li> <li>Learners in pairs to practice making halves and quarters of a whole.</li> </ul>	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?
<b>Core Competences to be developed:</b> :imagination and creativity, communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <b>Life skills:</b> interpersonal relationship- making friends.			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>unity</li> <li>integrity</li> <li>responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Hygiene and Nutrition activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to share whole edible items in $\frac{1}{2}$ 's and $\frac{1}{4}$ 's during community functions.	
<b>Suggested non- formal Activity to support learning:</b> learners to share whole edible items in halves and quarters in school.			<b>Suggested assessment:</b> oral questions, written exercise, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly identifies $\frac{1}{2}$ and $\frac{1}{4}$ and more fractions as part of a whole.	Correctly identifies $\frac{1}{2}$ and $\frac{1}{4}$ as part of a whole.	Inconsistently identifies $\frac{1}{2}$ and $\frac{1}{4}$ as part of a whole.	Major inaccuracies in identifying $\frac{1}{2}$ and $\frac{1}{4}$ as part of a whole.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.4 Addition ( 20 lessons)	By the end of the sub-strand, the learner should be able to: a) add a 2- digit number to a 1- digit number without and with regrouping with sum not exceeding 100, b) add 3-single digit numbers up to a sum of 20, c) add a 2-digit number to a 2- digit number without and with regrouping, with sum not exceeding 100, d) workout missing numbers in patterns involving addition of whole numbers up to 100.	<ul style="list-style-type: none"> <li>Learners in pairs to write addition sentences given in horizontal form vertically according to place value.</li> <li>Learners to add a 2- digit number to a 1- digit number without and with regrouping.</li> <li>Learners to practice addition by skipping on the number line.</li> <li>Learners in pairs/groups to collect different safe objects and use them in addition of 3-single digit numbers.</li> <li>Learners in pairs/groups to practice breaking numbers apart to make a 10.</li> <li>Learners in pairs to come up with different ways of adding two 2-digit numbers without and with regrouping.</li> <li>Learners to play digital games involving addition.</li> <li>Learners in groups to make patterns using numbers up to 100.</li> </ul>	1) How can we align a 2-digit number and a 1-digit number vertically in order to add? 2) When do we regroup?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>ESD: DRR;</b>safety – as learners collect objects.</li> <li><b>Citizenship:</b> social cohesion - when working in groups.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> <li>unity</li> </ul>	

<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Hygiene and Nutrition activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to visit older citizen homes and assist them in getting the total number of different items in their homes.
<b>Suggested non- formal Activity to support learning:</b> learnersto plant flowers in patterns in school.	<b>Suggested assessment:</b> oral questions, written exercises, observation.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: adds more than two 2-digit numbers with sums not exceeding 100 using different strategies, works out missing numbers in patterns up to 100.	Correctly: adds up to two 2-digit numbers with sums not exceeding 100 using different strategies, works out missing numbers in patterns up to 100.	Inconsistently: adds up to two 2-digit numbers with sums not exceeding 100 using different strategies, works out missing numbers in patterns up to 100.	Major inaccuracies in: adding up to two 2-digit numbers with sums not exceeding 100 using different strategies, working out missing numbers in patterns up to 100.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.5 Subtraction ( 20 lessons)	By the end of the sub-strand, the learner should be able to: a) subtract up to 2- digit numbers without regrouping, b) use the relationship between addition and subtraction in working out problems, c) work out missing numbers in subtraction of up to 2- digit numbers, d) work out missing numbers in patterns involving subtraction up to 100.	<ul style="list-style-type: none"> <li>• Learners in pairs /groups to subtract single digit numbers by comparing groups of objects.</li> <li>• Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms.</li> <li>• Learners to discuss the relationship between addition and subtraction using number families.</li> <li>• Learners to work out missing numbers in subtraction of up to 2- digit numbers.</li> <li>• Learners to play digital games involving subtraction.</li> </ul>	How do you work out missing numbers in patterns involving subtraction?

			<ul style="list-style-type: none"> <li>Learners to work out missing numbers in patterns involving subtraction.</li> </ul>	
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, self-efficacy, imagination and creativity, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life skills:</b> interpersonal relationship, effective communication, friendship formation - as learners work in groups.</li> <li><b>Citizenship:</b> social cohesion – as learners work in groups.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>unity</li> <li>responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to participate in cleaning environment activities organized by community members.	
<b>Suggested non- formal Activity to support learning:</b> learners to collect litter during school cleaning activities.			<b>Suggested assessment:</b> oral questions, written exercise, observation.	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: Subtracts up to more than 2- digit numbers without regrouping, works out missing numbers in number patterns up to 100.	Correctly: subtracts up to 2- digit numbers without regrouping, works out missing numbers in number patterns up to 100.	Inconsistently: subtracts up to 2- digit numbers without regrouping, works out missing numbers in number patterns up to 100.	Major inaccuracies in: subtracting up to 2- digit numbers without regrouping, working out missing numbers in number patterns up to 100.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Numbers	1.6 Multiplication ( 12 lessons)	By the end of the sub-strand, the learner should be able to: a) represent multiplication as repeated addition using numbers 1, 2, 3, 4 and 5 up to five times, b) write repeated addition sentences as multiplication, using '×' sign, c) multiply single digit numbers by 1, 2, 3, 4, 5 and 10.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to use counters to represent multiplication as repeated addition.</li> <li>• Learners in pairs/groups to use number lines to represent multiplication as repeated addition.</li> <li>• Learners to use '×' sign in writing repeated addition sentences as multiplication.</li> <li>• Learners to multiply single digit numbers by 1, 2, 3, 4, 5 and 10.</li> <li>• Learners to play digital games involving multiplication.</li> <li>• Learners could visit the local market to see how fruits are arranged in groups of 3's, 4's ,5's or 10's a certain number of times.</li> </ul>	How do you represent multiplication as repeated addition?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Life skills:</b> self- awareness- when learners use their fingers.</li> <li>• <b>ESD:DRR;</b> environmental awareness - re- use of materials collected.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• unity</li> <li>• responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to visit older citizens and assist them in arranging items in groups of equal numbers.	
<b>Suggested non- formal Activity to support learning:</b> learner to work out total number of desks in their classroom through repeated addition.			<b>Suggested assessment:</b> oral questions, written exercises, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: represents multiplication as repeated addition, uses multiplication sign, multiplies single digit numbers by 1, 2, 3, 4, 5, and 10 and goes beyond.	Correctly: represents multiplication as repeated addition, uses multiplication sign, multiplies single digit numbers by 1, 2, 3, 4, 5 and 10.	Inconsistently: represents multiplication as repeated addition, uses multiplication sign, multiplies single digit numbers by 1, 2, 3, 4, 5 and 10.	Major inaccuracies in: representing multiplication as repeated addition, using multiplication sign, multiplying single digit numbers by 1, 2, 3, 4, 5 and 10.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.7 Division ( 8 lessons)	By the end of the sub-strand, the learner should be able to: a) represent division as equal sharing, b) represent division as equal grouping, c) use ' $\div$ ' sign in writing division sentences, d) divide numbers up to 25 by 2, 3, 4 and 5 without a remainder in real life situations.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to share a given number of objects equally by each picking one object at a time until all are finished and then count how many each got.</li> <li>Learners in pairs/groups to pick an equal number of objects at a time from the main group and count the number of small equal groups formed.</li> <li>Learners to use '<math>\div</math>' sign in writing division sentences.</li> <li>Learners to play digital games involving division.</li> <li>Learners to divide numbers up to 25 by 2, 3, 4 and 5 without a remainder.</li> </ul>	How can you share a given number of objects equally?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Citizenship:</b> social cohesion- as learners work in groups.</li> <li><b>ESD:DRR;</b> safety - of materials that learners use.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> <li>love</li> <li>integrity</li> <li>social justice</li> </ul>	

<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Languages activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to visit children's homes and share fruits as a way of giving back to the community
<b>Suggested non- formal activity to support learning:</b> learners to plant seedlings in rows in school.	<b>Suggested assessment:</b> oral questions, written exercises, observation.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: represents division as equal sharing and equal grouping, uses division sign, divides numbers up to 25 by 2, 3, 4, and 5 without a remainder and goes beyond.	Correctly: represents division as equal sharing and equal grouping, uses division sign, divides numbers up to 25 by 2, 3, 4 and 5 without a remainder.	Inconsistently: represents division as equal sharing and equal grouping, uses division sign, divides numbers up to 25 by 2, 3, 4 and 5 without a remainder.	Major inaccuracies in: representing division as equal sharing and equal grouping, using division sign, dividing numbers up to 25 by 2, 3, 4, and 5 without a remainder.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.1 Length ( 6 lessons)	By the end of the sub-strand, the learner should be able to: a) measure length using fixed units, b) identify the metre as a unit of measuring length, c) measure length in metres.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to use sticks of equal length to measure different lengths, record and discuss the results.</li> <li>• Learners in pairs/groups to measure length using sticks of different lengths, including 1- metre sticks and identify the 1- metre sticks.</li> <li>• Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results.</li> <li>• Learners to play digital games involving length in metres.</li> </ul>	What can you use to measure different lengths?

<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, imagination and creativity, digital literacy, learning to learn.	
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Citizenship:</b> social cohesion- as workers work in groups.</li> <li>• <b>ESD:DRR;</b> safety- of materials learners use .</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> </ul>
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>• Languages activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist their neighbours to measure length during building of chicken /rabbit cages among others.
<b>Suggested non- formal activity to support learning:</b> learners to measure length of their school fields in metres during games.	<b>Suggested assessment:</b> oral questions, written exercises, observation.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: measures length using fixed units, identifies the metre as a unit of measuring length and measures length in metres with ease.	Correctly: measures length using fixed units, identifies the metre as a unit of measuring length and measures length in metres.	Inconsistently: measures length using fixed units, identifies the metre as a unit of measuring length and measures length in metres.	Major inaccuracies in: measuring length using fixed units, identifying the metre as a unit of measuring length and measuring length in metres.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.2 Mass ( 6 lessons)	By the end of the sub-strand, the learner should be able to: a) measure mass using fixed units, b) identify the kilogram as a unit of measuring mass, c) measure mass in kilograms.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results.</li> <li>Learners in pairs/groups to use an item equivalent to a 1-kilogram mass and a beam balance to make other 1-kilogram masses and use them to compare other masses.</li> <li>Learner to practice measuring mass in kilograms using a 1- kilogram mass.</li> <li>Learners to play digital games involving mass in kilograms.</li> </ul>	What can we use to measure mass?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, imagination and creativity, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Citizenship:</b> social cohesion- as learners work in groups.</li> <li><b>ESD:DRR;</b> safety -of materials learners use.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>integrity</li> <li>responsibility</li> </ul>	
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to assist their neighbours to measure mass of items in their homes in kilograms.	
<b>Suggested non- formal activity to support learning:</b> learners to measure mass of items in their classroom in kilograms during their free time.			<b>Suggested assessment:</b> oral questions, written exercise, observation.	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: measures mass using fixed units, identifies and uses the kilogram as a unit measuring mass with ease.	Correctly: measures mass using fixed units, identifies and uses the kilogram as a unit of measuring mass.	Inconsistently: measures mass using fixed units, identifies and uses the kilogram as a unit of measuring mass.	Major inaccuracies in: measuring mass using fixed units, identifying and using the kilogram as a unit measuring mass.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.3 Capacity ( 8 lessons)	By the end of the sub-strand, the learner should be able to: a) measure capacity using fixed units, b) identify the litre as a unit of measuring capacity, c) measure capacity in litres.	<ul style="list-style-type: none"> <li>Learners in pairs /groups to use small containers of equal capacity to fill bigger containers of same capacity but different shapes with water and count the number of small containers used to fill them.</li> <li>Learners in pairs/groups to use 1 litre containers to fill big containers with water and count the number of litres used to fill the big containers.</li> <li>Learners in groups to measure the capacity of different containers in litres.</li> <li>Learners to play digital games involving capacity.</li> </ul>	What can you use to measure capacity of different containers?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life Skills:</b> interpersonal relationships - as learners work in groups.</li> <li><b>Citizenship:</b> social cohesion- as learners work in groups.</li> <li><b>ESD:DRR;</b> safety- of materials learners use.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to assist their neighbours to measure capacity of containers used in storing liquids.	
<b>Suggested non- formal activity to support learning:</b> learners to measure capacity of containers in their classroom in litres during their free time.			<b>Suggested assessment:</b> oral questions, written exercise, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: measures capacity using fixed units, uses the litre as a unit of measuring capacity and measures capacity in litres with ease.	Correctly: measures capacity using fixed units, identifies the litre as a unit of measuring capacity and measures capacity in litres.	Inconsistently: measures capacity using fixed units, identifies the litre as a unit of measuring capacity and measures capacity in litres.	Major inaccuracies in: measuring capacity using fixed units, identifying the litre as a unit of measuring capacity and measuring capacity in litres.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2. 4 Time ( 10 lessons)	By the end of the sub-strand, the learner should be able to: a) relate the months of the year with various activities, b) recite the number of days in each month of the year, c) measure time using arbitrary units, d) measure time using fixed units, e) identify the clock face, f) read, tell and write time by the hour.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to discuss activities that take place in the months of the year.</li> <li>Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year.</li> <li>Learners in pairs/groups to measure time taken to perform an activity using arbitrary units.</li> <li>Learners in pairs/groups to measure time taken to perform an activity using fixed units.</li> <li>Learners to discuss places where they have seen clocks displayed as well as how they look like.</li> <li>Learners to observe a clock face and discuss the minute hand and the hour hand.</li> <li>Learners to discuss how to read, tell and write time by the hour using both the analogue and digital clock.</li> </ul>	1) In which month do you celebrate your birth day? 2) Which month has the least number of days?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, imagination and creativity, self- efficacy, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Health Education:</b> personal hygiene - brushing teeth, washing face.</li> <li><b>Citizenship:</b> social cohesion- as learners work in groups.</li> <li><b>ESD:DRR;</b> safety- of materials learners use.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> </ul>	

<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Religious activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist their neighbours in keeping their compounds clean during school holidays.
<b>Suggested non-formal activity to support learning:</b> learners to clean their classroom during free time.	<b>Suggested assessment:</b> oral questions, written exercise, observation.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: relates months of the year to various activities, identifies number of days in each month, measures time using arbitrary and fixed units, identifies the minute and the hour hand in a clock face and reads, tells and writes time by the hour with ease.	Correctly: relates months of the year to various activities, identifies number of days in each month, measures time using arbitrary and fixed units, identifies the minute and the hour hand in a clock face and reads, tells and writes time by the hour.	Inconsistently: relates months of the year to various activities, identifies number of days in each month, measures time using arbitrary and fixed units, identifies the minute and the hour hand in a clock face and reads, tells and writes time by the hour.	Major inaccuracies in: relating months of the year to various activities, identifying number of days in each month, measuring time using arbitrary and fixed units, identifying the minute and the hour hand in a clock face and reading, telling and writing time by the hour.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.5Money ( 10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify Kenyan currency coins and notes up to sh.100, b) count money in sh.1, sh.5, sh.10, sh.20, sh.40, sh.50 up to sh.100, c) represent same amount of money in different denominations,	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to sort out Kenyan currency coins and notes according to their features up to sh.100.</li> <li>• Learners in groups to put different coins and notes together and separate them according to their values and features.</li> <li>• Learners in pairs/groups to count money in sh.1, sh.5, sh.10,sh.20,sh.40, sh.50 up to sh.100.</li> </ul>	How can you identify different Kenyan currencies?

		d) relate money to goods and services up to sh.100, e) differentiate between needs and wants in real life context, f) appreciate spending and saving of money in real life situations.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to make same amount of money using different denominations.</li> <li>• Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without up to a value of sh.100.</li> <li>• Learners in pairs/groups to classify needs and wants.</li> <li>• Learners to discuss the importance of saving.</li> <li>• Learners to play digital games involving money.</li> <li>• Learners could record a video during a role play of classroom shopping activities for replay and discussion later.</li> </ul>	
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Life Skills:</b> interpersonal relationship, effective communication – during shopping activities.</li> <li>• <b>Citizenship:</b> patriotism–money is a symbol of national unity.</li> <li>• <b>ESD:DRR;</b> safety of materials in classroom shop, financial literacy.</li> </ul>		<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> <li>• integrity</li> <li>• patriotism</li> </ul>		
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Environmental activities</li> <li>• Religious activities</li> </ul>		<b>Suggested Community Service Learning Activities:</b> learners to assist in counting money offered in religious and non-religious functions.		
<b>Suggested non- formal activity to support learning:</b> learners to assist the school clerk in sorting coins and notes according to their value.		<b>Suggested assessment:</b> oral questions, written exercise, observation.		

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: identifies Kenyan currency notes and coins beyond sh.100, counts money in different denominations, works out equivalence of different denominations, relates money to goods and services and differentiates needs and wants.	Correctly: identifies Kenyan currency notes and coins up to sh.100, counts money in different denominations, works out equivalence of different denominations and relates money to goods and services, and differentiates needs and wants.	Inconsistently: identifies Kenyan currency notes and coins up to sh.100, counts money in different denominations, works out equivalence of different denominations, relates money to goods and services and differentiates needs and wants.	Major inaccuracies in: identifying Kenyan currency notes and coins up to sh.100, counting money in different denominations, working out equivalence of different denominations, relating money to goods and services and differentiating needs and wants.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0Geometry</b>	3.1 Lines ( 5 lessons)	By the end of the sub-strand, the learner should be able to: a) draw and model straight lines, b) draw and model curved lines.	<ul style="list-style-type: none"> <li>Learners in pairs /groups to model straight and curved lines using sticks plasticine /clay/ papiermache.</li> <li>Learners in groups to model straight and curved lines using strings.</li> <li>Learners in groups to model straight and curved lines by holding their hands.</li> <li>Learners to draw straight and curved lines.</li> <li>Learners to model straight and curved lines using learner digital devices.</li> </ul>	What types of lines do you know?
<b>Core Competences to be developed:</b> communication and collaboration, imagination and creativity, self- efficacy, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life Skills:</b> self- awareness - as learners use their body parts.</li> <li><b>ESD:DRR;</b> safety- of materials in modeling lines.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> </ul>	

<b>Links to other learning areas:</b> <ul style="list-style-type: none"> <li>• Movement and creative activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist in arranging seats in straight lines in community functions.
<b>Suggested non- formal activity to support learning:</b> learners to arrange seats in straight lines in the classroom.	<b>Suggested assessment:</b> oral questions, written exercise, observation.

## ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly draws and models straight and curved lines with ease.	Correctly draws and models straight and curved lines.	Inconsistently draws and models straight and curved lines.	Major inaccuracies in drawing and modeling straight and curved lines.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Geometry</b>	3.2 Shapes ( 5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify rectangles, circles, triangles, ovals and squares, b) appreciate making patterns involving rectangles, circles, triangles, ovals and squares.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to sort and group items of different shapes.</li> <li>• Learners in pairs/groups to discuss types of lines making different shapes.</li> <li>• Learners to identify and name the different shapes found in their classroom.</li> <li>• Learners to make patterns of their choice using the five shapes.</li> <li>• Learners in groups to make patterns, colour them and share with other groups.</li> <li>• Learners to make patterns using digital devices.</li> </ul>	1) What shapes can you identify in your environment? 2) What shapes are made by straight lines? 3) What shapes are made by curved lines?
<b>Core Competences to be developed:</b> communication and collaboration, imagination and creativity, self- efficacy, digital literacy.				

<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Life Skills:</b> self- awareness - use of their hands in making patterns.</li> <li>• <b>ESD:DRR;</b> safety- of materials in making patterns.</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• unity</li> <li>• responsibility</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Movement and creative activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to visit the children homes and beautify their walls with patterns drawn on paper.
<b>Suggested non- formal activity to support learning:</b> learners to make patterns and stick them on classroom walls for beauty.	<b>Suggested assessment:</b> oral questions, written exercise, observation.

### Assessment Rubrics

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Correctly identifies shapes and makes patterns involving rectangles, circles, triangles, ovals and squares with ease.	Correctly identifies shapes and makes patterns involving rectangles, circles, triangles, ovals and squares.	Inaccurately identifies shapes and makes patterns involving rectangles, circles, triangles, ovals and squares.	Major inaccuracies in identifying shapes and making patterns involving rectangles, triangles, circles, ovals and squares.



### SUGGESTED RESOURCES

SUB -STRANDS	RESOURCES
NUMBER CONCEPT	Bottle tops , marbles ,sticks, stones, grains
WHOLE NUMBERS	Bottle tops, marbles , sticks, stones, grains, a number line drawn on the ground/floor
FRACTIONS	Circular and rectangular cut outs
ADDITION	Bottle tops, marbles, stones, sticks, grains, place value chart, abacus, basic addition facts table, a number line drawn on the ground/floor
SUBTRACTION	Bottle tops, marbles, sticks, stones, grains, basic addition facts table, a number line drawn on the ground/floor
MULTIPLICATION	Bottle tops, marbles, stones, grains, number line drawn on the ground/floor, multiplication table
DIVISION	Bottle tops, marbles, sticks, stones, grains, multiplication tables
LENGTH	Pencils, sticks, rulers, strings, ropes
MASS	Items of different masses such as books ,stones, pieces of wood, items of same mass, beam balance
CAPACITY	Containers of different sizes, 1-litre containers, water, soil, sand
TIME	Charts with number of days in each month and months of the year in order, clock face both analogue and digital
MONEY	Money in coins and notes sh.1, sh.5, sh.10, sh.20, sh.40, sh.50, sh.100, classroom shop
LINES	Sticks, clay, plasticine, strings, ropes
SHAPES	Cut- outs of rectangles, circles, triangles , ovals and squares of different sizes

#### NOTE

The following ICT devices may be used in the teaching/learning of Mathematics at this level:

Learner digital devices (LDD),Teacher digital devices(TDD),Mobile phones, Digital clocks, Television sets, Videos, Cameras, Projectors, Radios, DVD players, CD's, Scanners, Internet among others.

## GRADE THREE

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.1 Number Concept (8 lessons)	By the end of the sub-strand, the learner should be able to: use ordinal numbers to identify position from 1-20.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to arrange different items in order of size starting with the smallest.</li> <li>• Learners to identify the position of an object from a reference point using first, second up to 20<sup>th</sup>.</li> <li>• Learners in groups to run for a distance and each to identify their position using the words first, second up to 20<sup>th</sup> position.</li> <li>• Learners in pairs/groups to relate numbers 1 –20 to positions first, second up to 20<sup>th</sup> using concrete objects.</li> <li>• Learners to play digital games involving position 1<sup>st</sup> - 20<sup>th</sup>.</li> </ul>	In which position were you when you came to class in the morning?
<b>Core-Competences to be developed:</b> communication and collaboration, learning to learn, imagination and creativity, critical thinking and problem solving, self-efficacy, digital literacy.				
<b>Link to PCI's:</b> <b>Life Skills:</b> self– awareness- as they use their body parts.			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• cooperation</li> <li>• social justice</li> <li>• positive competition</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners may assist in giving patients cards in health facilities according to their arrival time.	
<b>Suggested non-formal activity to support learning:</b> learners to take turns in playing games.			<b>Suggested assessment:</b> written exercises, oral questions , observation.	

## Assessment Rubric

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly uses ordinal numbers in identifying positions from 1 <sup>st</sup> -20 <sup>th</sup> and beyond with ease.	Correctly uses ordinal numbers in identifying positions from 1 <sup>st</sup> -20 <sup>th</sup> .	Inconsistently uses ordinal numbers in identifying positions from 1 <sup>st</sup> -20 <sup>th</sup> .	Major inaccuracies in using ordinal numbers in identifying positions from 1 <sup>st</sup> -20 <sup>th</sup> .

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.2 Whole Numbers (20 lessons)	By the end of the sub-strand, the learner should be able to: a) count numbers forward and backward from 1-1000, b) identify place value up to thousands, c) read numbers 1-1000 in symbols, d) read and write numbers 1-100 in words, e) identify missing numbers in number patterns up to 1000, f) appreciate number patterns as they skip on a number line.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point.</li> <li>Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting from any point.</li> <li>Learners in pairs / groups to discuss place value up to thousands.</li> <li>Learners in pairs / groups to compete reading numbers 1-1000 in symbols.</li> <li>Learners to read and write numbers 1-100 in words.</li> <li>Learners to play digital games involving whole numbers.</li> <li>Learners in pairs/groups to make number patterns up to 1000 and share with other groups.</li> </ul>	How would you get the total number of people in a group?

<b>Core-Competence to be developed:</b> communication and collaboration, critically thinking and problem solving, imagination and creativity, digital literacy.	
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Life skills:</b> self- awareness -as learners count their fingers and toes.</li> <li>• <b>Citizenship:</b> social cohesion -as learners work in groups.</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• Integrity</li> <li>• cooperation</li> <li>• unity</li> <li>• responsibility</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Environmental activities</li> <li>• Language activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners may assist in counting the number of chairs in a community function.
<b>Suggested non-formal activity to support learning:</b> learners to count trees in the school compound.	<b>Suggested assessment:</b> written exercise, oral questions, observation.

### Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly: counts numbers from 1 -1000, reads and writes numbers 1-100 in words, reads and writes number symbols from 1 - 1000, identifies place value up to thousands, works out missing numbers in patterns up to 1000 with ease.	Correctly: counts numbers from 1 - 1000, reads and writes numbers 1-100 in words, reads and writes number symbols from 1 - 1000, identifies place value up to thousands, works out missing numbers in patterns up to 1000.	Inconsistently: counts numbers from 1 -1000, reads and writes numbers 1-100 in words, reads and writes number symbols from 1 -1000, identifies place value up to thousands, works out missing numbers in patterns up to 1000.	Major inaccuracies in: counting numbers from 1 - 1000, reading and writing numbers 1-100 in words, reading and writing number symbols from 1- 1000, identifying place value up to thousands, working out missing numbers in patterns up to 1000.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	<b>1.1 Fractions</b> (10 lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{8}</math> as part of a whole.</p> <p>b) identify <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{8}</math> as part of a group.</p>	<ul style="list-style-type: none"> <li>• Learners in pairs /groups to make circular cut-outs.</li> <li>• Learners in pairs /groups to fold circular cut-outs into 2 equal parts and identify one part as <math>\frac{1}{2}</math> of the whole.</li> <li>• Learners in pairs /groups to make rectangular cut-outs and fold them into 4 equal parts to get a quarter of a whole and identify each part as <math>\frac{1}{4}</math> of the whole.</li> <li>• Learners in pairs /groups to make rectangular cut-outs and fold to get 8 equal parts and identify one part as <math>\frac{1}{8}</math> of the whole.</li> <li>• Learners in pairs /groups to divide a number of objects into 2 equal groups and identify each of the small groups as <math>\frac{1}{2}</math> of the whole group.</li> <li>• Learners in pairs /groups to divide a number of objects into 4 equal groups and identify each of the small groups as <math>\frac{1}{4}</math> of the whole group.</li> <li>• Learners in pairs /groups to divide a number of objects into 8 equal groups and identify each of the small groups <math>\frac{1}{8}</math> of the</li> </ul>	How can you represent a half, a quarter or an eighth of a group?

			<p>whole group.</p> <ul style="list-style-type: none"> <li>Learners to play digital games involving <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{8}</math>.</li> </ul>	
<b>Core-Competence to be developed:</b> imagination and creativity, communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life skills:</b> interpersonal relationships- friendship formation and <b>decision making</b>.</li> <li><b>Citizenship:</b> integrity-sharing, social cohesion -as they work in groups.</li> <li><b>ESD:</b> environmental awareness- as learners collect objects like sticks.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>integrity</li> <li>unity</li> <li>responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Hygiene and Nutrition activities</li> <li>Environmental activities</li> <li>Language activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners can share responsibilities during community activities.	
<b>Suggested non-formal Activity to support learning:</b>  learners to share library books during free time.			<b>Suggested assessment:</b> written exercise, observation, oral questions.	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly identifies $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ and more as part of a whole and as part of a group.	Correctly identifies $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{8}$ as part of a whole and as part of a group.	Inconsistently identifies $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{8}$ as part of a whole and as part of a group.	Major inaccuracies in identifying $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{8}$ as part of a whole and as part of a group.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0Numbers</b>	<b>1.2 Addition</b> (25 lessons)	By the end of the sub-strand, the learner should be able to: a) add a 3- digit number to up to a 2 - digit number without regrouping with sum not exceeding 1000, b) add a 3- digit number to up to a 2- digit number with single regrouping with sum not exceeding 1000, c) add three single digit numbers with sum up to 27, d) add two 3- digit numbers without regrouping, e) add two 3- digit numbers with single regrouping with sum not exceeding 1000, f) work out missing numbers in patterns involving addition up to 1000, g) create number patterns involving addition up to 1000.	<ul style="list-style-type: none"> <li>Learners to add up to two 3- digit numbers without and with regrouping with sum not exceeding 1000.</li> <li>Learners to practice adding horizontally and vertically.</li> <li>Learners in pairs to come up with different ways of adding 3- single digit numbers.</li> <li>Learners to play digital games involving addition.</li> <li>Learners to create and work out missing numbers in patterns involving addition up to 1000.</li> </ul>	<ol style="list-style-type: none"> <li>How do you arrange numbers when adding vertically</li> <li>How do you identify the first two numbers to add when adding three single digit numbers?</li> <li>How can you get the next number in a given pattern?</li> </ol>
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy, imagination and creativity.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>ESD: DRR;</b> safety-environmental awareness.</li> <li><b>Life skills:</b> self- awareness-as they use body parts in counting.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>integrity</li> <li>responsibility</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Environmental activities</li> <li>Language activities</li> <li>Religious activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners may assist in working out the total number of different trees in their locality in order to find out which type should be planted.	
<b>Suggested non-formal activity to support learning:</b> learners to work out total number of learners in the school.			<b>Suggested assessment:</b> written exercise, observation, oral questions.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: adds a 3- digit number to up to 3- digit numbers with double regrouping with sum not exceeding 1000,works out missing numbers in number patterns up to 1000, creates patterns involving addition up to 1000.	Correctly: adds a 3- digit number to up to 3- digit numbers with single regrouping with sum not exceeding 1000,works out missing numbers in number patterns up to 1000, creates patterns involving addition up to 1000.	Inconsistently: adds a 3- digit number to up to 3- digit numbers with single regrouping with sum not exceeding 1000,works out missing numbers in number patterns up to 1000, creates patterns involving addition up to 1000.	Major inaccuracies in: adding a 3- digit number to up to 3- digit numbers with single regrouping with sum not exceeding 1000,working out missing numbers in number patterns up to 1000, creating patterns involving addition up to 1000.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.5 Subtraction (20 lessons)	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers without regrouping, b) subtract up to 3- digit numbers involving missing numbers with single regrouping, c) work out missing numbers in number patterns involving subtraction up to 1000.	<ul style="list-style-type: none"> <li>Learners to work out subtraction of up to 3- digit numbers without regrouping in real life situations.</li> <li>Learners to work out missing numbers in subtraction of up to 3- digit numbers with single regrouping using a variety of strategies such as number families.</li> <li>Learners to play digital games involving subtraction.</li> <li>Learners to discuss how to work out missing numbers in patterns involving subtraction up to 1000.</li> </ul>	<ol style="list-style-type: none"> <li>When do you regroup during subtraction?</li> <li>How do you identify the missing number in a number pattern?</li> </ol>



<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy.	
<b>Link to PCI's:</b> <b>ESD:</b> environmental awareness- as learners work out subtraction.	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> <li>• integrity</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Hygiene and Nutrition activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to participate in community environmental cleaning activities.
<b>Suggested non- formal activity to support learning:</b> learners to clean up their school.	<b>Suggested assessment:</b> oral questions, written exercise, observation.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: subtracts up to 3- digit numbers without regrouping, subtracts up to 3- digit numbers involving missing numbers with single regrouping, works out missing numbers in patterns up to 1000 with ease.	Correctly: subtracts up to 3- digit numbers without regrouping, subtracts up to 3- digit numbers involving missing numbers with single regrouping, works out missing numbers in patterns up to 1000.	Inconsistently: subtracts up to 3- digit numbers without regrouping, subtracts up to 3- digit numbers involving missing numbers with single regrouping, works out missing numbers in patterns up to 1000.	Major inaccuracies in: subtracting up to 3- digit numbers without regrouping, subtracting up to 3- digit numbers involving missing numbers with single regrouping, working out missing numbers in patterns up to 1000.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.6 Multiplication (10 lessons)	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 1-10 in different contexts.	<ul style="list-style-type: none"> <li>Learners in pairs/groups to multiply single digit numbers by numbers 1-10 using: <ul style="list-style-type: none"> <li>-groups of objects</li> <li>-repeated addition</li> <li>-multiplication table.</li> </ul> </li> <li>Learners to play digital games involving multiplication.</li> </ul>	1) How can you work out multiplication using repeated addition? 2) How can we get the answer to a multiplication question using the multiplication table?
<b>Core competences to be developed:</b> communication and collaboration, imagination and creativity, self-efficacy, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life skills:</b> self –awareness -learners use body parts in grouping objects.</li> <li><b>ESD:DRR;</b> Environmental conservation-learners re-use materials and objects; animal welfare-feeding animals in small portions at a time.</li> </ul>			<b>Link to values</b> <ul style="list-style-type: none"> <li>integrity</li> <li>unity</li> <li>cooperation</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Environmental activities</li> <li>Movement and creative activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to assist farmers in finding out how many seedlings planted in rows are in a seed bed.	
<b>Suggested non-formal activities to support learning:</b> learners to play games involving multiplication in school.			<b>Suggested assessment:</b> written exercise, observation, oral questions.	

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly multiplies single digit numbers by numbers 1-10 and beyond.	Correctly multiplies single digit numbers by numbers 1-10.	Inconsistently multiplies single digit numbers by numbers 1-10.	Major inaccuracies in multiplying single digit numbers by numbers 1-10.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Numbers</b>	1.7 Division (8 lessons)	By the end of the sub-strand, the learner should be able to: a) represent division as repeated subtraction up to 5 times, b) show relationship between multiplication and division using mathematical sentences up to $9 \times 10 = 90$ .	<ul style="list-style-type: none"> <li>Learners to take away from a group a specific number of objects at a time until all are finished and then count the number of small groups formed.</li> <li>Learners to represent division as repeated subtraction up to 5 times.</li> <li>Learners to discuss the relationship between division and multiplication using the multiplication table.</li> <li>Learners in pairs/ groups to practice how to divide numbers related to multiplication of up to <math>9 \times 10 = 90</math>.</li> <li>Learners to play digital games involving division.</li> </ul>	1) How can we divide numbers using subtraction? 2) How can we use the multiplication table to work out division questions?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <b>ESD:</b> animal welfare- feeding animals by giving small portions at a time.			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> <li>love</li> </ul>	
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Hygiene and Nutrition activities</li> <li>Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to assist in sharing food in functions.	
<b>Suggested non- formal activity to support learning:</b> learners to water flowers and trees in the school compound.			<b>Suggested assessment:</b> oral questions, written exercise, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly represents division as repeated subtraction up to more than 5 times and relates division to multiplication up to $9 \times 10 = 90$ .	Correctly represents division as repeated subtraction up to 5 times and relates division to multiplication up to $9 \times 10 = 90$ .	Inconsistently: represents division as repeated subtraction up to 5 times, relates division to multiplication up to $9 \times 10 = 90$ .	Major inaccuracies in: representing division as repeated subtraction up to 5 times and in relating division to multiplication up to $9 \times 10 = 90$ .

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.1 Length (6 lessons)	By the end of the sub-strand, the learner should be able to: a) measure length in metres, b) add and subtract length in metres, c) estimate length up to 20 metres.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to use metre sticks to measure various distances and record their results.</li> <li>• Learners to prepare 5 metres long strings with knots at intervals of one metre to measure long distances.</li> <li>• Learners in groups to measure the lengths of the 4 walls in their classroom and add the lengths.</li> <li>• Learners to measure the length of the chalkboard and the wall it is fixed and work out the difference in length.</li> <li>• Learners to work out questions involving addition and subtraction of length in metres based on real life situations.</li> <li>• Learners in pairs/groups to estimate distances around the school up to 20 metres and measure to confirm.</li> <li>• Learners to take videos of others measuring length then playback and discuss.</li> </ul>	<ol style="list-style-type: none"> <li>1) How do you measure the chalkboard using a metre stick?</li> <li>2) How do you get the total length in metres of the 4 classroom walls?</li> <li>3) How do you measure the distance between the flag post and the staffroom using a 5 metres long string?</li> </ol>

<b>Core Competencies to be developed:</b> communication and collaboration, imagination and creativity, critical thinking and problem solving, self-efficacy, digital literacy.	
<b>Link to PCI's:</b> <b>ESD:DRR;</b> environmental awareness-re-use of materials, safety- of materials learners use.	<b>Link to values:</b> <ul style="list-style-type: none"> <li>• integrity</li> <li>• unity</li> <li>• responsibility</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Environmental activities</li> <li>• Language activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist their neighbours in measuring length when building chicken and rabbit cages among others.
<b>Suggested non-formal activity to support learning:</b> learners to measure lengths of buildings in school.	<b>Suggested assessment:</b> oral questions, observation' written exercise.

### Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: measures length in metres, adds length in metres, subtracts length in metres and estimates length up to 20 metres and beyond.	Correctly measures length in metres, adds length in metres, subtracts length in metres and estimates length up to 20 metres.	Inconsistently: measures length in metres, adds length in metres, subtracts length in metres and estimates length up to 20 metres.	Major inaccuracies in: measuring length in metres, adding length in metres, subtracting length in metres and estimating length up to 20 metres.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.2 Mass (6 lessons)	By the end of the sub-strand, the learner should be able to: a) measure mass in kilograms, b) add and subtract mass in kilograms, c) estimate mass up to 5 kilograms.	<ul style="list-style-type: none"> <li>Learners to measure mass in kilograms using a beam balance.</li> <li>Learners to make masses of 1kg using sand/soil by measuring against the kilogram standard unit.</li> <li>Learners to add and subtract mass in kilograms in real life situations.</li> <li>Learners to use a 5kg mass to compare other masses.</li> <li>Learners to estimate mass up to 5kg and measure to confirm.</li> <li>Learners to play digital games involving mass.</li> </ul>	How can you make a 1kg mass using a beam balance?
<b>Core competencies to be developed:</b> communication and collaboration, imagination and creativity, critical thinking and problem solving, self-efficacy, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Citizenship:</b> social cohesion- as learners work in groups.</li> <li><b>ESD:DRR;</b> safety- in selecting appropriate materials.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>integrity</li> <li>unity</li> <li>honesty</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Environmental activities</li> <li>Language activities</li> <li>Movement and creative activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to assist neighbours in arranging light items.	
<b>Suggested non-formal activity to support learning:</b> learners to measure mass of different items in kilograms.			<b>Suggested assessment:</b> written exercise, oral questions, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Correctly: measures mass in kilograms, adds and subtracts mass in kilograms and estimates mass up to 5kg and beyond.	Correctly: measures mass in kilograms, adds and subtracts mass in kilograms and estimates mass up to 5kg.	Inconsistently: measures mass in kilograms, adds and subtracts mass in kilograms and estimates mass up to 5kg.	Major inaccuracies in: measuring mass in kilograms, adding and subtracting mass in kilograms and estimating mass up to 5kg..

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.3 Capacity (8 lessons)	By the end of the sub-strand, the learner should be able to: a) measure capacity in litres, b) add and subtract capacity in litres, c) estimate capacity up to 5 litres.	<ul style="list-style-type: none"> <li>Learners in pairs/groups measure capacity of different containers in litres.</li> <li>Learners to add and subtract capacity in litres in real life situations.</li> <li>Learners to estimate capacity up to 5 litres and measure to confirm.</li> <li>Learners play digital games involving capacity.</li> </ul>	What can we use to measure capacity?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy, imagination and creativity, citizenship.				
<b>Link to PCI's:</b> <b>ESD:</b> animal welfare – feed animals with water			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> <li>integrity</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities</li> <li>Nutrition and hygiene activities</li> <li>Environmental activities</li> <li>Movement and creative activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to take part in watering flowers and trees around places of worship, health centres and at home.	
<b>Suggested non- formal activity to support learning:</b> learners to water flowers and trees in the school compound.			<b>Suggested assessment:</b> oral questions, observation, written exercise.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: measures capacity in litres, adds and subtracts capacity in litres in real life experiences and estimates capacity up to 5 litres and beyond.	Correctly: measures capacity in litres, adds and subtracts capacity in litres in real life experiences and estimates capacity up to 5 litres	Inconsistently: measures capacity in litres, adds and subtracts capacity in litres in real life experiences and estimates capacity up to 5 litres	Major inaccuracies in: measuring capacity in litres, adding and subtracting capacity in litres in real life experiences and estimating capacity up to 5 litres

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.4 Time (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the minute as a unit of measuring time, b) read and tell time using the digital clock, c) read and tell time using 'past' and 'to' the hour using the clock face, d) write time using 'past' and 'to' the hour, e) estimate time in hours, f) add and subtract time involving hours and minutes without conversion in real life situations.	<ul style="list-style-type: none"> <li>• Learners to discuss the divisions on a clock face and what each division represents.</li> <li>• Learners to read time on a digital clock</li> <li>• Learners in pairs/groups to discuss the relationship between hours and minutes using a clock face.</li> <li>• Learners in pairs/groups to read, tell and write time using 'past' and 'to' the hour.</li> <li>• Learners in pairs/groups to estimate time in hours.</li> <li>• Learners in pairs/groups to add and subtract time involving hours and minutes without conversion in real life situations.</li> </ul>	How do we convert hours to minutes?



<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn.	
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>Health education:</b> HIV and AIDS- drugs time adherence.</li> <li>• <b>Citizenship:</b> governance- law and order in school in keeping time.</li> </ul>	<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> <li>• integrity</li> <li>• social justice</li> </ul>
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Nutrition and Hygiene activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist in being time keepers in community activities.
<b>Suggested non- formal activity to support learning:</b> learners to assist in time keeping during games.	<b>Suggested assessment:</b> oral questions, observation, written exercise.

### Assessment rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: reads, tells, writes time using 'past' and 'to' the hour, estimates time in hours and minutes, adds and subtracts time involving hours and minutes without conversion in real life situations with ease.	Correctly: reads, tells, writes time using 'past' and 'to' the hour, estimates time in hours, adds and subtracts time involving hours and minutes without conversion in real life situations.	Inconsistently: reads, tells, writes time using 'past' and 'to' the hour, estimates time in hours, adds and subtracts time involving hours and minutes without conversion in real life situations.	Major inaccuracies in: reading, telling, writing time using 'past' and 'to' the hour, estimating time in hours, adding and subtracting time involving hours and minutes without conversion in real life situations.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Measurement</b>	2.5 Money (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify Kenyan currency notes up to sh.1000, b) count money in different denominations up to sh.1000, c) add and subtract money involving up to sh.1000, d) carry out shopping activities involving change and balance, e) relate money to goods and services up to sh.1000, f) differentiate between needs and wants, g) appreciate spending and saving of money in real life situations.	<ul style="list-style-type: none"> <li>• Learners in pairs/groups to sort out Kenyan currency notes according to their value and features up to sh.1000.</li> <li>• Learners in pairs/groups to practice addition and subtraction of money in real life situations up to sh.1000.</li> <li>• Learners in pairs/groups to practice giving change and balance using imitation money up to sh.1000 in shopping activities.</li> <li>• Learners in pairs/groups to share own experiences in relation to shopping activities.</li> <li>• Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without.</li> <li>• Learners in pairs/groups to classify needs and wants.</li> <li>• Learners to play digital games involving money.</li> </ul>	What is the difference between needs and wants?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy, citizenship.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li>• <b>ESD:</b> financial literacy- the choice of what to buy and what not to buy.</li> <li>• <b>Parental Empowerment and engagement:</b> selection of what to buy and what not to buy.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>• respect</li> <li>• responsibility</li> <li>• integrity</li> <li>• social justice</li> </ul>	
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Hygiene and Nutrition activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to visit older citizens to listen to stories involving money features.	
<b>Suggested non- formal activity to support learning:</b> learners to help count money in school activities.			<b>Suggested assessment:</b> written exercise, oral questions, observation.	

## Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly: identifies Kenyan currency notes up to sh. 1000, counts money in different denominations, adds, subtracts, carries out shopping activities above sh.1000, relates money to goods and services, differentiates needs and wants, explains meaning of spending and saving in real life situations.	Correctly: identifies Kenyan currency notes up to sh. 1000, counts money in different denominations, adds, subtracts, carries out shopping activities within sh.1000, relates money to goods and services, differentiates needs and wants, explains meaning of spending and saving in real life situations.	Inconsistently: identifies Kenyan currency notes up to sh.1000, counts money in different denominations, adds, subtracts, carries out shopping activities within sh.1000, relates money to goods and services, differentiates needs and wants, explains meaning of spending and saving in real life situations.	Major inaccuracies in: identifying Kenya currency notes up to sh.1000, counting money in different denominations, adding, subtracting, carrying out shopping activities within sh.1000, relating money to goods and services, differentiating needs and wants, explaining meaning of spending and saving in real life situations.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Geometry</b>	3.1 Position and Direction (5 lessons)	By the end of the sub-strand, the learner should be able to: a) move along a straight line from a point, b) turn to the right from a point, c) turn to the left from a point.	<ul style="list-style-type: none"> <li>Learners in pairs /groups to move along a straight line from a given point.</li> <li>Learners in pairs/groups to move straight along the outside of their classroom and then turn to the right or left.</li> <li>Learners in pairs practice moving along a straight line and turning left or right.</li> <li>Learners to play digital games on movement.</li> </ul>	What do you do when you get to a road junction?
<b>Core Competences to be developed:</b> communication and collaboration, critical thinking and problem solving, digital literacy, imagination and creativity.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Life skills:</b> self- awareness - as learners use their body parts in movement.</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>cooperation</li> <li>responsibility</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Citizenship:</b> social cohesion- as learners work in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• unity</li> </ul>
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>• Language activities</li> <li>• Movement and creative activities</li> <li>• Environmental activities</li> </ul>	<b>Suggested Community Service Learning Activities:</b> learners to assist in ushering people during community functions.
<b>Suggested non- formal activity to support learning:</b> learners to participate in games, athletics and scouting.	<b>Suggested assessment:</b> written exercise, oral questions, observation.

### Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly demonstrates movement along a straight line and turning to the right or left with ease.	Correctly demonstrates movement along a straight line and turning to the right or left.	Inaccurately: demonstrates movement along a straight line, and turning to the right or left.	Major inaccuracies in: demonstrating movement along a straight line and turning to the right or left.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Geometry</b>	3.2 Shapes (4 lessons)	By the end of the sub-strand, the learner should be able to: a) make patterns involving rectangles, circles, triangles, ovals and squares, b) appreciate making patterns involving rectangles, circles, triangles, ovals and squares.	<ul style="list-style-type: none"> <li>Learners to sort and group items of different shapes.</li> <li>Learners in pairs /groups to discuss the types of lines making various shapes.</li> <li>Learners to identify and name the different shapes found in their environment.</li> <li>Learners to make patterns using the five shapes.</li> <li>Learners in groups to make patterns, colour them and share with other groups.</li> <li>Learners to play digital games involving shapes.</li> </ul>	What shapes can you identify in your school?
<b>Core Competences to be developed:</b> communication and collaboration, creativity and imagination, critical thinking and problem solving, digital literacy.				
<b>Link to PCI's:</b> <ul style="list-style-type: none"> <li><b>Citizenship:</b> leadership development, social cohesion- as learners work in groups.</li> <li><b>Life skills:</b> self- esteem and awareness- as learners make patterns</li> </ul>			<b>Link to Values:</b> <ul style="list-style-type: none"> <li>respect</li> <li>responsibility</li> <li>unity</li> </ul>	
<b>Link to other learning areas :</b> <ul style="list-style-type: none"> <li>Languages activities</li> <li>Movement and creative activities</li> <li>Environmental activities</li> </ul>			<b>Suggested Community Service Learning Activities:</b> learners to visit children homes and beautify their rooms with patterns drawn on paper.	
<b>Suggested non- formal activity to support learning:</b> learners to mark games /sports fields.			<b>Suggested assessment:</b> written exercises, oral questions, observation.	

### Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly makes patterns involving rectangles, circles, triangles, ovals and squares with ease.	Correctly makes patterns involving rectangles, circles, triangles, ovals and squares.	Inaccurately makes patterns involving rectangles, circles, triangles, ovals and squares.	Major inaccuracies in making patterns involving rectangles, circles, triangles, ovals and squares.

## SUGGESTED RESOURCES

SUB -STRANDS	RESOURCES
NUMBER CONCEPT	Marbles, sticks, stones, grains
WHOLE NUMBERS	A number line drawn on the ground/floor, place value chart
FRACTIONS	Circular and rectangular cut outs, marbles, bottle tops ,sticks, grains, stones
ADDITION	Place value chart, abacus, basic addition facts table
SUBTRACTION	Basic addition facts table, place value chart
MULTIPLICATION	Bottle tops ,marbles, stones, grains, number line drawn on the ground/floor, multiplication tables
DIVISION	Bottle tops, marbles, stones, sticks, grains, multiplication tables
LENGTH	Books, pencils, rulers, sticks, bottles, metre rule, metre sticks
MASS	Masses of 1kg, soil, sand, beam balance
CAPACITY	Containers of different sizes, 1litre containers, sand soil water,5 litre containers
TIME	Clock face both analogue and digital
MONEY	Kenyan currency coins and notes/imitations up to sh.1000, classroom shop
POSITION AND DIRECTION	Charts showing a straight line, a turn to the left and a turn to the right
SHAPES	Cut- outs of rectangles, circles, triangles, ovals and squares of different sizes

## NOTE

The following **ICT** devices may be used in the teaching/learning of mathematics at this level:

Learner digital devices (LDD),Teacher digital devices(TDD),Mobile phones, Digital clocks, Television sets, Videos, Cameras, Projectors, Radios, DVD players, CD's, Scanners, Internet among others.

# **ENVIRONMENTAL ACTIVITIES**

**Essence Statement**

This is an integrated learning area comprising of Science, Social and Agricultural activities. The learner will acquire knowledge, skills, values and attitudes leading to competency that will enable exploration of the environment for enjoyment, learning and problem solving. The competences will form basis for concepts to be acquired at higher levels of learning for sustainable development.

**General Learning Outcomes**

By the end of Early Years Education, the learner should be able to:

- a) practice proper sanitation and safety precautions to limit risks to self, others and the environment
- b) demonstrate appropriate values, attitudes and practices for sustainable interactions
- c) explore the immediate environment for learning and enjoyment
- d) apply acquired competences in solving environmental challenges for sustainable development
- e) appreciate the country's rich, diverse environmental resources and cultural heritage for harmonious living
- f) develop appropriate organizational, practical and technological skills for problem solving in conserving the environment
- g) communicate environmental friendly messages through technological, verbal and non-verbal modes for conservation, improvement and protection of the environment
- h) participate in community service learning to promote the environmental and social well being.



## GRADE ONE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Environment and its resources	1.1 Weather and Sky (10 lessons) 1.1.1 Observing the Sky	By the end of the sub-strand, the learner should be able to: a) describe the appearance of the sky during the day and at night b) observe differences in appearance of the sky during the day and at night c) develop curiosity in observing appearance of the sky for enjoyment.	<ul style="list-style-type: none"> <li>Learners to observe the sky (the sun, moon, stars and clouds) during the day and share their observations with others</li> <li>With the help of parents or guardians learners to observe appearance of the sky at night and report back</li> <li>Use stimulus materials to show appearance of the sky during the day and at night</li> <li>Learners to play educative computer games on the Sun, moon, clouds and stars</li> <li>Learners to draw and colour the Sun, moon, clouds and stars.</li> </ul>	1) What do we see when look at the sky during the day and during the night? 2) What differences do we observe in the day and night sky?
	1.1.2 Exploring weather conditions	By the end of the sub-strand, the learner should be able to: a) identify weather conditions of the day b) make reasonable weather forecast of the day c) appreciate weather conditions at different times of the day.	<ul style="list-style-type: none"> <li>Learners to explore weather conditions as an outdoor activity (windy, cloudy, rainy and sunny)</li> <li>In groups, learners to observe weather conditions of the day in the immediate environment</li> <li>Learners to share experiences about daily weather conditions</li> <li>Learners to identify various weather conditions of a day using age appropriate stimulus materials</li> <li>Learners to mime various weather conditions for enjoyment</li> </ul>	How is the weather today?

			<ul style="list-style-type: none"> <li>Learners to find out more about the sky during the day and at night from parents or guardians.</li> <li>Learners to draw and colour a picture on weather.</li> </ul>	
<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity, critical thinking and problem solving.				
<b>Link to PCIs and Values :</b> ESD: Environmental Education			<b>Link to values:</b> Unity and respect when working together	
<b>Links to other learning activity areas:</b> Religious Education :Appreciating God's creation Movement and Creative Arts: drawing and colouring			<b>Suggested Community Service Learning activities:</b> learners are guided by parents or guardians to observe the sky at night.	
<b>Suggested non formal activity to support learning:</b> Learners to develop and colour a poster on weather.			<b>Suggested assessment:</b> observation as they draw and colour the poster, oral questions on weather.	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
<ul style="list-style-type: none"> <li>Consistently and accurately identifies the sun, moon ,stars and clouds</li> <li>Appreciates different weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately identifies the sun, moon, stars and clouds</li> <li>Appreciates different weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally identifies the sun, moon ,stars and clouds</li> <li>Sometimes appreciates different weather conditions.</li> </ul>	Rarely identifies and appreciates weather conditions.

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>1.3 Water</b> (10 lessons) 1.3.1 Sources of water	By the end of the sub-strand, the learner should be able to: a) identify different sources of water in the immediate environment b) observe different sources of water in the immediate environment c) appreciate different sources of water in the immediate environment.	<ul style="list-style-type: none"> <li>Learners to brainstorm on sources of water</li> <li>Learners to observe a variety of stimulus materials on sources of water.</li> <li>In groups, learners to share ideas on different sources of water in the immediate environment</li> <li>With the support of the teacher, learners to make model sources of water in the class learning space/corner as a project.</li> </ul>	What are the sources of water in our immediate environment?
	1.3.2 Uses of water	By the end of the sub-strand, the learner should be able to: a) identify different uses of water in the home and school b) demonstrate careful use of water in the home and school c) appreciate careful use of water in the home and school.	<ul style="list-style-type: none"> <li>Learners to identify different uses of water using varied stimulus materials</li> <li>In groups, learners to identify different uses of water in the home and school from the stimulus materials</li> <li>Learners to discuss careful use of water in the home and school</li> <li>Learners to create and share with others a scrapbook on careful use of water either in the home or at school as part of a personal experience and to bring out the value of careful use of water</li> </ul>	How could we use water responsibly in the home and school?
<b>Core-competence to be developed:</b> Communication and collaboration while working in groups; Digital literacy; Creativity: ability to think critically and creatively in making the scrapbook				
<b>Links to PCI's:</b> Personal hygiene			<b>Links to values:</b> Moral values of cleanliness	
<b>Link to other learning activity areas :</b> Religious Education: Religious values, appreciate water sources as a gift from God; Nutrition and Hygiene cleanliness			<b>Suggested Community Service Learning activities:</b> Learners to find out more about sources and uses of water from their parents or guardians.	
<b>Suggested non-formal activity to support learning through application</b> Make a display of the scrapbook for other learners to appreciate.			<b>Suggested assessment:</b> Use a checklist to assess the scrapbook, Observation on group work, written and oral questions.	

### Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently and correctly identifies many sources and uses of water and demonstrates careful use of water.	Correctly identifies sources and uses of water. Appreciates and demonstrates careful use of water.	To some extent, correctly identifies sources and use of water. May appreciate and demonstrate careful uses of water.	Rarely identifies and appreciates sources and uses of water.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
<b>Environment and its resources</b>	<b>1.4 Soil</b> (10 lessons) 1.4.1 Playing with soil	By the end of the sub-strand, the learner should be able to: a) identify ways of playing with soil for enjoyment b) play with soil in different ways for enjoyment c) model different objects using soil at school d) develop curiosity in playing with soil for enjoyment.	<ul style="list-style-type: none"> <li>• Learners to identify ways of playing with soil</li> <li>• Learners to fill and empty cans with soil for fun</li> <li>• Learner to model different objects using soil</li> <li>• Learners to draw on the soil and make different patterns using soil paints</li> <li>• Learners to find out more from parents or guardians on how to play with soil.</li> </ul>	How could we play with soil?
<b>Core-competence to be development:</b> creativity and imagination, communication and collaboration as learners make patterns using paints from soil.				
<b>Links to PCI's:</b> ESD: Environment and its resources			<b>Links to values:</b> Responsibility as learners work together	
<b>Links to other learning activity areas :</b> Mathematics: Emptying and filling cans Movement and Creative activities: Drawing and making patterns			<b>Suggested Community Service Learning activities:</b> Learners find out from parents or guardians how to play with soil.	
<b>Suggested non-formal activity to support learning:</b> Displaying patterns from soil paints for peers to appraise.			<b>Suggested assessment:</b> Oral questions and observation of the soil activities.	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently plays and creatively model objects, makes a variety of patterns using soil and shows curiosity in playing with soil.	Correctly plays, model objects, make patterns using soil and shows curiosity in playing with soil.	Sometimes plays, model objects, make few patterns using soil and shows little interest in playing with soil.	Rarely plays, model objects or make patterns using soil.

Strand	Sub-strand	Learning outcome	Suggested Learning experience	Key Inquiry question(s)
<b>Environment and its resources</b>	<b>1.5 Plants</b> (15 Lessons) 1.5.1 Exploring plants in the immediate environment	By the end of the sub-strand, the learner should be able to: a) identify plants in the immediate environment b) observe plants in the immediate environment to realize the diversity in plants c) appreciate plant diversity in the immediate environment.	<ul style="list-style-type: none"> <li>Learners to take a nature walk to observe different plants in the immediate environment.</li> <li>Learners to think, pair and share about plants that they observed during the nature walk</li> <li>Learners to draw and colour plants that they liked during the nature walk</li> <li>Learners to gather more information parents or guardians about plants and report back.</li> <li>Learners to search for pictures on plants from digital and print resources</li> <li>Learners to sing a song on plants.</li> </ul>	What plants are found in the immediate environment?
<b>Core Competences to be developed:</b> Communication and collaboration: sharing experiences in groups about plants. Imagination and creativity: drawing and coloring plants. Learning to learn: gathering information through taking a nature walk				
<b>Link to PCIs: ESD:</b> Environmental awareness			<b>Link to values:</b> Responsibility and unity in working with others	
<b>Links to other learning activity areas:</b> Religious Activities: Appreciating plants as God's creation. Movement and Creative Activities: Drawing and colouring plants			<b>Suggested Community Service Learning activities:</b> learners to find out names of plants from parents or guardians.	
<b>Suggested non formal activity to support learning:</b> Sing songs on plants during the school assembly.			<b>Suggested assessment:</b> Oral questions, observation and written work on Activity sheet on plants.	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly identifies the plants in the immediate environment.	Correctly identifies plants in the immediate environment.	Sometimes identifies some plants in the immediate environment.	Rarely identifies plants in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry Question(s)
<b>1.0 Environment and its resources</b>	<b>1.6 Animals</b> (15 lessons) 1.5.1 Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) identify different animals in the immediate environment b) observe different animals in the immediate environment c) appreciate diversity of animals in the immediate environment.	<ul style="list-style-type: none"> <li>• Learners are guided safely explore animals in the immediate environment</li> <li>• Using stimulus materials, learners in groups observe and identify different animals</li> <li>• Learners to take a nature walk to observe diversity in animals.</li> <li>• Learners to share their findings on animals that they observed</li> <li>• Learners listen to case stories on animals for enjoyment</li> <li>• Learners to gather more information on animals from parents or guardians.</li> </ul>	What animals are found in the immediate environment?
<b>Core Competence to be developed:</b> Creativity and imagination, Learning to learn Communication and collaboration				
<b>Link to PCI's:</b> ESD: Environmental awareness. <b>Life skills:</b> Effective communications as learners identify animals.			<b>Link to Values:</b> Respect, kindness, care, safety: learners appreciate animals in their natural environment.	
<b>Link to other learning activity areas:</b> Religious Education: appreciating animals as God's creation. Literacy: listening to stories on animals			<b>Suggested Community Service Learning activities:</b> Learners to explore animals in the immediate environment	
<b>Suggested non formal activity to support learning through application:</b> Present a message on care of animal to other learners.			<b>Suggested assessment:</b> Oral questions on identifying animals in the immediate environment.	

### Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies, observes and appreciates different animals in the immediate environment.	Correctly identifies different animals, observes and appreciates the animals in the immediate environment.	Sometimes identifies different animals, observes and rarely shows appreciation of the different animals in the immediate environment.	Rarely identifies and appreciate different animals in the immediate environment.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.7 Energy</b> (10 Lessons) 1.7.1 Producing sounds	By the end of the sub-strand, the learner should be able to: a) recognize sounds in the immediate environment b) identify ways of producing sounds from different objects c) create sounds from a variety of sources for enjoyment d) develop curiosity in producing sounds from different objects.	<ul style="list-style-type: none"> <li>Learners take a sound walk in the immediate environment</li> <li>Learners think, pair and share the sounds they heard</li> <li>Learners to imitate sounds from humans, animals, machines or that which is natural such as thunder)</li> <li>Learners to identify ways of creating sound using the body, objects and voice (plucking, hitting, blowing, shaking snapping, tapping and clicking)</li> <li>Learners to listen to different sounds from common instruments using multimedia resources.</li> </ul>	<ol style="list-style-type: none"> <li>What produces sounds in the immediate environment?</li> <li>How could we produce sounds?</li> </ol>

	1.7.2 Sounds that alert us on dangers	By the end of the sub-strand, the learner should be able to: a) identify sounds that alert us on dangers in the immediate environment b) discriminate sounds that alert us on dangers for appropriate response c) appreciate different sounds that alerts on dangers.	<ul style="list-style-type: none"> <li>• Learners to come up with different sounds that alert us on dangers</li> <li>• Learners to identify sounds used to alert us on dangerous situations</li> <li>• In groups, learners to match different sound alerts with correct danger</li> <li>• Organize learners to practice appropriate response to sounds that alert us on dangers</li> <li>• Learners to ask parents or guardians how to appropriately respond to sounds that alert people on dangers in the community.</li> </ul>	<ol style="list-style-type: none"> <li>1. What sounds alert on danger?</li> <li>2. How could we respond appropriately to various sounds?</li> </ol>
	1.7.3 Harmful effects of loud sounds	By the end of the sub-strand, the learner should be able to: a) identify sources of loud sounds in the immediate environment b) recognize harmful effects of loud sound to health and safety c) observe practices that limit harmful effects of loud sounds d) demonstrate willingness to limit harmful effects of loud sounds to self and others.	<ul style="list-style-type: none"> <li>• Learners to explore sources of loud sound in the immediate environment</li> <li>• Learners to be aware of effects of loud sounds on their wellbeing</li> <li>• Learners to identify ways of avoiding loud sound</li> <li>• Learners to recite a poem on limiting harmful effects of loud sounds.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the sources loud sounds?</li> <li>2. How could loud sound harm us?</li> <li>3. How could we avoid loud sound?</li> </ol>
<b>Core-competence to be development:</b> Creativity and imagination when creating sound, dancing and singing <b>Self-efficacy – discussing on how to avoid practices that brings about loud sound</b>				
<b>Links to PCI's:</b> ESD: Environment and its Resources <b>Life skills:</b> Effective communication, learners produce sounds in different ways <b>Citizenship:</b> Social cohesion, learners sing and dance to different sounds			<b>Link to values:</b> Responsibility and unity as learners work together	



<b>Links to other learning activity areas (s):</b> Language: Reciting poems Nutrition and Health: Loss of hearing Movement and creative Arts: Singing and dancing	<b>Suggested Community Service Learning activity:</b> Display messages that warn on harmful effects of loud sounds.
<b>Suggested non-formal activity to support learning through application</b> Communicate messages of avoiding loud sounds through clubs movements and societies.	<b>Suggested assessment:</b> Sound quiz, written questions

### Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Producing sounds</b>	Correctly and consistently identifies sources of sounds and creatively creates sound.	Correctly identifies sources of sounds and creates sounds.	Identifies some sources of sounds and creates some sounds.	Rarely identifies sources of sounds or creates sounds.
<b>Sounds that alert us on dangers</b>	Correctly and consistently make sounds, identifies and discriminates sounds that alert on dangers.	Correctly identifies and discriminate sounds that alert on dangers.	Sometimes identifies and discriminate some sounds that alert on dangers.	Rarely identifies and discriminate some sounds that alert on dangers.
<b>Dangers of loud sounds</b>	Correctly and consistently observe and appreciates practices that protect self and others from loud sounds.	Correctly observe and appreciates practices that protect self and others from loud sounds.	Sometimes observe and appreciates practices that protect self and others from loud sounds.	Rarely observes practices that protect one from loud sounds.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	<b>Home Environment</b> (20 lessons) 2.1.1 Caring for things found in the home	a) name various things found in the home b) care for things found in the home c) develop positive attitude towards caring for things in the home.	<ul style="list-style-type: none"> <li>Learners to identify and name things found in the home (utensils and furniture)</li> <li>Learners to identify ways of caring for things found in the home (cleaning and dusting)</li> <li>Learners to demonstrate ways of caring for things found in the home.</li> </ul>	1. What things are found in the home? 2. How could we care for things found in the home?

	2.1.2 Keeping home environment clean	By the end of the sub-strand, the learner should be able to: a) identify what makes the home environment dirty b) participate actively in making the home environment clean c) demonstrate willingness to keep the home environment clean.	<ul style="list-style-type: none"> <li>• Learners find out what makes the home environment dirty</li> <li>• Learners to demonstrate cleaning of home environment using relevant cleaning activities</li> <li>• Learners to visit a nearby home, if possible of an elderly person, and clean the home environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes our home environment dirty?</li> <li>2. How could we keep our home environment clean?</li> </ol>
	2.1.3 Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to: a) recognize common risks at home b) observe safety and security in the home environment to avoid risk to self and others c) demonstrate responsibility towards own safety and security in the home environment.	<ul style="list-style-type: none"> <li>• Learners to listen to case story on possible risks in the home</li> <li>• Learners to recognize common risks in the home</li> <li>• Using supporting stimulus, learners demonstrate ways of keeping safe and secure in the home</li> <li>• Learners to talk with parents or guardians and report back on keeping safe and secure in the home.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are some of the possible risks in the home?</li> <li>2. How could we keep safe and secure in the home?</li> </ol>
	2.1.4 Child Rights and responsibilities in the family.	By the end of the sub-strand, the learner should be able to: a) identify Child Rights in the family b) demonstrate responsibilities of a child in the family c) develop a sense of responsibility for family social cohesion.	<ul style="list-style-type: none"> <li>• Using stimulus materials, learners to identify child rights in the family (right to a name, nutrition, shelter, schooling and play)</li> <li>• Using stimulus materials, learners to identify responsibilities of a child in the family</li> <li>• In groups, learners to complete a postcard on responsibilities of a child in the family.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the rights of a child in the family?</li> <li>2. What are the responsibilities of a child in the family?</li> </ol>
	2.1.5 Meeting family needs.	By the end of the sub-strand, the learner should be able to: a) Recognize basic needs in the family b) identify ways in which parents or guardians meets basic family needs	<ul style="list-style-type: none"> <li>• Using probing questions learners to state some of the basic family needs (food, water and shelter)</li> <li>• Learners to fill printable age appropriate forms on basic family needs</li> </ul>	<ol style="list-style-type: none"> <li>1. What are basic family needs?</li> <li>2. How could parents or guardians meet basic family needs?</li> </ol>

		c) appreciate the efforts of parents or guardians in meeting family needs.	<ul style="list-style-type: none"> <li>Using age appropriate stimulus materials, learners to identify how parents or guardians meet basic family needs (farming, employment and business)</li> <li>Learners to sing songs and recite poems or rhymes on how parents or guardians meet basic family needs.</li> </ul>	
<b>Core Competence: Citizenship (Child Rights and family values), Self-efficacy: able to make social decisions.</b>				
<b>PCIs:</b> ESD: Safety and Security <b>Life skills:</b> Moral education and self-awareness; <b>Citizenship:</b> Family responsibilities.			<b>Link to values:</b> Respecting family members, responsibility in meeting family needs, love, care	
<b>Link to other learning activity areas :</b> Religious Education: Moral values and responsibilities			<b>Suggested Community Service Learning activities:</b> Learners to be guided to find out from parents or guardians how they meet family needs.	
<b>Suggested non formal activity to support learning:</b> Learners to sing and recite poems on how parents or guardians meet family needs during a parents' day.			<b>Suggested assessment:</b> Oral questions, observations written questions	

### Suggested Assessment Rubric

Sub –strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
<b>Caring for things in the home</b>	Consistently and correctly names various things found in the home, cares for things found in the home.	Correctly names various things found in the home, cares for things found in the home.	Occasionally correctly names some things found in the home, cares for some things found in the home.	Rarely names and care for things found in the home.
<b>Keeping the home environment clean</b>	Consistently and effectively participates in making the home environment clean and appreciate keeping the home environment clean.	Correctly participates in making the home environment clean and appreciate keeping the home environment clean.	Occasionally participates and appreciates in making the home environment clean and appreciate keeping the home environment clean.	Rarely participates in making the home environment clean.
<b>Keeping the home safe and secure</b>	Consistently identifies risks and effectively keeps safe and secure	Correctly identifies risks and keeps safe and secure	Occasionally identifies risks and keeps safe and secure	Rarely to identify risks and keep safe and secure

<b>Child Rights and responsibility in the family</b>	Consistently identifies rights and responsibilities in the family and effectively exercises rights and responsibilities	Correctly identifies rights and responsibilities in the family.	Occasionally identifies rights and responsibilities in the family.	Rarely identifies rights and responsibilities in the family.
<b>Meeting Family Needs</b>	Consistently recognizes family needs and responsibilities and always appreciates the efforts of parents or guardians in meeting family needs.	Correctly recognizes family needs and responsibilities and always appreciates the efforts of parents or guardians in meeting family needs.	Occasionally recognizes family needs and responsibilities and appreciates the efforts of parents or guardians in meeting family needs.	Rarely recognizes family needs, responsibilities the efforts of parents or guardians in meeting family needs.

<b>Strand</b>	<b>Sub –strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>2.0 Social environment</b>	<b>2.2 Enterprise projects</b> (30 lessons) 2.2.1 Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a) identify ways of making money rightfully in the family b) demonstrate awareness of rightful ways of making money to promote good citizenship c) appreciate genuine ways of making money as good citizens.	<ul style="list-style-type: none"> <li>• Learners are guided through probing questions to identify how families make money</li> <li>• In groups, learners to discuss rightful ways of making money.</li> <li>• Using case stories, learners to identify different ways of making money rightfully</li> <li>• Learners to find out more from parents or guardians on rightful ways of earning money</li> </ul>	How could the family make money rightfully?
	2.2.2 Exploring the environment for appropriate income generating activities.	By the end of the sub-strand, the learner should be able to: a) identify income generating activities for the family b) suggest possible income generating activities for the family c) demonstrate interest in the income generating activities at home.	<ul style="list-style-type: none"> <li>• learners to suggest an income generating activity at home</li> <li>• learners to use varied stimulus materials to explore income generating activities that could be carried out in the family</li> </ul>	What activities could generate income for the family?

			<ul style="list-style-type: none"> <li>• Learners to think, pair and share on income generating activities that could be undertaken by the family</li> <li>• Learners to share suggestions on income generating activities with guardians or parents</li> <li>• Learners to visit an ongoing income generating project for kids.</li> </ul>	
<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity, critical thinking and problem solving.				
<b>Link to PCIs and Values:</b> ESD Environmental Education and its resources: environment and its resources. Financial literacy: income generating activities <b>Life skills :</b> Effective communication, service learning and parental involvement			<b>Link to values:</b> Honesty, integrity	
<b>Links to other learning activity areas:</b> Literacy, Religious Education			<b>Suggested Community Service Learning activities:</b> discussion with parents or guardians on income generating projects.	
<b>Suggested non formal Activity to support learning</b> Visit an ongoing income generating project for kids			<b>Suggested assessment:</b> Observation as they perform the poem or sing. Oral question on weather	

### Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
<b>Ways of Making money</b>	Consistently and creatively identifies ways of making money, demonstrates and appreciates rightful ways of making money.	Identifies ways of making money, demonstrates and appreciates rightful ways of making money.	Sometimes identifies ways of making money, may demonstrate and appreciates rightful ways of making money.	Rarely identifies ways of making money.
<b>Exploring the environment for appropriate income generating activities</b>	Creatively and consistently identifies and suggests various possible income generating activities for the family.	Identifies and suggests possible income generating activities for the family.	Sometimes identify possible income generating activities for the family.	Rarely identifies possible income generating activities for the family.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.1 Caring for plants</b> (5 lessons) 3.1.1 Watering flower beds at school.	By the end of the sub-strand, the learner should be able to: a) point out when flowers should be watered at school b) water flower beds appropriately within the school environment c) demonstrate willingness to take responsibility in watering flowers at school.	<ul style="list-style-type: none"> <li>• Learners to suggest reasons for watering flowers.</li> <li>• In groups, learners to identify things used for watering flowers (watering can, sprinklers, hose pipe, bucket, improvised watering cans)</li> <li>• Learners are guided to watch age appropriate media on watering of flower beds</li> <li>• Learners to practice correct procedure of watering flower beds and takes photographs</li> <li>• Learners to take turns in watering flower beds</li> <li>• Learners to participate in planting flowers to beautify the school compound.</li> </ul>	<ol style="list-style-type: none"> <li>1. When do we water flower beds?</li> <li>2. How could we water flower beds?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration taking turns in watering flowers. Imagination and creativity: improvising watering cans.				
<b>Link to PCIs and Values: Environmental Education:</b> Caring for plants <b>Life skills:</b> Cooperating while taking turns in watering flowers.			<b>Link to values:</b> Respect, responsibility as learners take turns in watering flowers at school	
<b>Links to other learning activity areas:</b> Religious Education Activities: Respect plants as God's creation.			<b>Suggested Community Service Learning activities:</b> Participate in watering flowers in school	
<b>Suggested non formal Activity to support</b> Beautify the school compound through school clubs and societies.			<b>Suggested assessment:</b> Observing the procedure of watering flowers.	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly points out when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Correctly points out when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Sometimes point out when flower beds should be watered at school, waters flower beds appropriately within the school environment and sometimes takes responsibility in watering flowers at school.	Rarely points out when flower beds should be watered at school and may water flower beds appropriately within the school environment.

Strand	Sub-strand	Specific learning outcome	Suggested Learning Experiences	Key Inquiry Question(s)
<b>Caring for the environment</b>	<b>3.2 Caring for animals</b> (5 lessons) 3.2.1 Feeding and watering animals	By the end of the sub-strand, the learner should be able to: a) identify common feeds for various animals at home b) identify common equipment for watering and feeding animals at home c) clean the equipment for watering and feeding animals at home d) appreciate the need to feed and water animals at home.	<ul style="list-style-type: none"> <li>Learners to identify common feeds, feeding and watering equipment for animals at home</li> <li>In groups, learners share experiences on feeding and watering animals (chicken, cow, cat and dog)</li> <li>Learners to visit a farm or watch a video clip to identify animal feeds and watering equipment</li> <li>Learners to practice feeding and watering animals at home.</li> </ul>	<ol style="list-style-type: none"> <li>What do animals at home eat?</li> <li>What equipment do we use in watering and feeding animals at home?</li> <li>How could we keep watering and feeding equipment clean?</li> </ol>
<b>Core-competence to be development:</b> Collaboration and communication : learners working in groups				
<b>Links to PCI's and values:</b> ESD: Animal Welfare Education– Freedom for animals			<b>Links values:</b> Respect and care for animals	
<b>Links to other learning activity areas:</b> Nutrition and Hygiene: cleanliness Religious Education: Respect of God's creation			<b>Suggested Community Service Learning activities:</b> Learners are guided to find out from a farm some of the common animal feeds and watering equipment.	
<b>Suggested non-formal activity to support learning through application:</b> Visit a farm or attend agricultural shows to learn more on animals.			<b>Suggested assessment:</b> Oral questions, observation as learners practice feeding and watering animals.	

### Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly and consistently identifies animal feeds and watering equipment for domestic animals, is able to feed, water and clean the watering equipment appropriately.	Correctly identifies common animal feeds and is able to feed and water animals appropriately.	Sometimes identifies common animal feeds and is able to feed and water animals appropriately.	Rarely identifies common animal feeds and is able to feed and water animals appropriately.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.3 Managing waste responsibly</b> (10 lessons) 3.3.1 Exploring types of waste in the classroom	By the end of the sub-strand, the learner should be able to: a) identify types of waste in the classroom b) safely sort out waste in the in the classroom for appropriate disposal c) dispose of waste responsibly to limit risks to self, others and environment d) appreciate a clean classroom environment for good health.	<ul style="list-style-type: none"> <li>• Learners to brainstorm types of waste from the classroom ( Plastic and non-plastics)</li> <li>• Learners to record types of waste (by writing or drawing)</li> <li>• Learners to safely sort out wastes from the classroom</li> <li>• Learners to make a plan to reduce and effectively dispose of waste from the classroom</li> </ul>	<ol style="list-style-type: none"> <li>1. What types of waste are found in the classroom?</li> <li>2. How could we dispose of classroom waste responsibly?</li> </ol>
	3.3.2 Safety in handling waste in the home	By the end of the sub-strand, the learner should be able to: a) identify types of waste found in the home b) sort out waste for safe and effective disposal in the home c) appreciate the need for safety when handling waste at home to limit risk to self and others.	<ul style="list-style-type: none"> <li>• Learners to identify types of waste found in the home</li> <li>• Learners to watch video clips on safe handling of wastes</li> <li>• Learners to identify safe ways of handling wastes in the home</li> <li>• In groups, learners to simulate safety in handling different types of waste in the home</li> </ul>	<ol style="list-style-type: none"> <li>1. What wastes are found in the home?</li> <li>2. How could we safely dispose of waste at home?</li> </ol>



			<ul style="list-style-type: none"> <li>• Learners to discuss with parents or guardians about safe ways of handling wastes in the home.</li> <li>• Learners to participate in making sign posts and place them at appropriate places to guide disposal of waste.</li> </ul>	
<b>Core Competences to be Developed:</b> Communication and collaboration, critical thinking and problem solving practice safe handling of different types of waste; learning to learn: gathering information on waste disposal.				
<b>Link to PCIs:</b> ESD: Care of the environment <b>Life skills:</b> Service learning, Cooperating with others while working in groups.			<b>Link to values:</b> Responsibility and teamwork as learners simulate safety and make sign posts	
<b>Links to other learning activity areas:</b> Hygiene and Nutrition: Waste disposal			<b>Suggested Community Service Learning activity:</b> Ask parents or guardians about ways of handling waste	
<b>Suggested non formal activity to support learning through application:</b> Engage clubsto create sign posts and place them at appropriate places to guide disposal of waste.			<b>Suggested assessment:</b> Observation, written assignment	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly identifies and disposes home and classroom wastes effectively and efficiently.	Correctly identifies and disposes home and classroom wastes effectively.	Sometimes identifies and disposes home and classroom wastes effectively.	Rarely identifies and disposes home and classroom wastes effectively.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.4 Caring for water</b> (5 lessons) 3.4.1 Using water sparingly	By the end of the sub-strand, the learner should be able to: a) state ways in which water is wasted at home and school b) identify ways of using water sparingly to reduce wastage c) use water sparingly at home and school d) demonstrate willingness to use water sparingly.	<ul style="list-style-type: none"> <li>• Learners to identify ways of using water sparingly at home and school</li> <li>• Learners to use age appropriate stimulus materials showing various ways in which water is used sparingly</li> <li>• In groups, learners to demonstrate the different practices of careful use of water</li> <li>• Learners to identify common practices that lead to wastage of water in the home and school.</li> <li>• In pairs, learners to discuss ways of using water sparingly.</li> <li>• Organize learners to participate in school water day to share experiences on careful use of water.</li> </ul>	<ol style="list-style-type: none"> <li>1. How is water wasted at home and school?</li> <li>2. How could we reduce water wastage at home and school?</li> </ol>
<b>Core-competence to be development:</b> Critical thinking and problem solving: learner practicing use of water sparingly, Communication and collaboration: learners in groups carry out simple activities on careful use of water.				
<b>Links to PCI's:</b> ESD: Water conservation			<b>Links to values:</b> Using water sparingly	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition: Use of water			<b>Suggested Community Service Learning activity</b> Learners to find out from their parents or guardians on how water is used sparingly at home and school.	
<b>Suggested non-formal activity to support learning through application:</b> Organize an event on school water day to share careful use of water.			<b>Suggested assessment:</b> Oral interviews on water use and direct observation of group work.	

### Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently and correctly uses water sparingly.	Correctly uses water sparingly.	Sometimes uses water sparingly.	Rarely uses water sparingly.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.5 Conserving Light Energy in the home and School</b> (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) state responsible ways of using light energy in the home and school b) demonstrate correct ways of using light energy in the home and school c) use light energy sparingly and responsibly at home and school to conserve energy.	<ul style="list-style-type: none"> <li>• Learners to discuss ways of saving light energy in the home and school</li> <li>• Using stimulus materials, learners to discuss ways of saving light energy</li> <li>• Learners to make rules on conserving light energy in the home and school</li> <li>• Learners to colour designed stickers and display them. The stickers to contain messages on conserving light.</li> </ul>	How could we save light energy in the home and school?
<b>Core Competences to be developed:</b> Communication and collaboration: displaying stickers on conserving energy. Critical thinking and problem solving: when develop rules on conserving light energy at home and school.				
<b>Link to PCIs:</b> ESD: Environmental education; Social Environment <b>Life skills :</b> Responsibility in conserving light			<b>Link to values:</b> Responsibility in conserving light	
<b>Links to other learning activity areas:</b> Movement and Creative Arts: designing stickers			<b>Suggested Community Service Learning activity:</b> Learners to share information with parents or guardians on light saving and report back.	
<b>Suggested non formal Activity to support learning through application:</b> Track the use of light energy at home or school to determine if there is a positive change towards conserving energy.			<b>Suggested assessment:</b> assessing the stickers	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and responsibly demonstrate ways of saving light energy at home and school.	Responsibly demonstrate ways of saving light energy at home and school.	Sometimes demonstrate saving of light energy at home and school.	Rarely demonstrate saving of light energy at home and school.

## GRADE TWO

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.1 Weather</b> (15 Lessons) 1.1.1 Responding to different weather conditions.	By the end of the topic, the learner should be able to: a) state different weather conditions b) state ways of responding to different weather conditions c) Respond appropriately to different weather conditions to limit risks to self, others and the environment d) Appreciate differences in weather conditions.	<ul style="list-style-type: none"> <li>• Learners to observe and discuss prevailing weather conditions, as an outdoor activity</li> <li>• Learners to think, pair and share experiences on how they could respond to different weather conditions (hot, cold, rainy)</li> <li>• Using pictures, video clips, learners identify ways of responding to various weather conditions</li> <li>• Learners to perform a skit on ways of responding to various weather conditions</li> <li>• Learners to read or listen to stories about responding appropriately to adverse weather conditions</li> <li>• Learners to find out from parents, guardians or community members on how to respond to different weather conditions and report back.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the different weather conditions?</li> <li>2. How could we respond to different weather conditions?</li> </ol>
	1.1.2 Recording weather conditions	By the end of the sub-strand, the learner should be able to: a) describe weather conditions at different times of the day b) draw weather symbols to represent different weather conditions c) create a weather record using symbols for a period of one week	<ul style="list-style-type: none"> <li>• Learners to observe the weather at different times of the day as an outdoor activity</li> <li>• Learners to describe different weather conditions (sunny, windy, cloudy, calm, rainy)</li> <li>• Learners identify weather symbols from charts and other learning resources</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> <li>2. What symbols are used to record different weather conditions?</li> <li>3. How could we record weather conditions?</li> </ol>

		d) develop interest in recording weather conditions.	<ul style="list-style-type: none"> <li>• Learners to practice drawing weather symbols using free hand and electronic devices</li> <li>• Learners to observe and record weather conditions of the day using symbols</li> <li>• Learners to play relevant and educative computer games on weather conditions</li> <li>• In groups, learners observe and record weather conditions over a period of one week and share the chart with others.</li> </ul>	
	1.1.3 Interpreting weather messages	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) interpret weather charts correctly</li> <li>b) communicate weather messages accurately</li> <li>c) develop interest in interpreting and communicating weather messages</li> </ol>	<ul style="list-style-type: none"> <li>• Learners to use weather charts to interpret different weather symbols</li> <li>• In pairs, learners practice using weather symbols to interpret weather messages</li> <li>• In a class contest, learners to compete narrating weather occurrences for a past week weather chart recording</li> <li>• Learners to gather more information on weather from parents or guardians.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could we use symbols to communicate weather messages</li> <li>2. How could we communicate weather messages to others?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity, critical thinking and problem solving, digital literacy.				
<b>Link to PCIs:</b> ESD: Disaster Risk Reduction on weather calamities Service learning: parental engagement.			<b>Links to values:</b> Responsibility, unity and respect.	
<b>Links to other learning activity areas:</b> Religious Activities: Creation			<b>Suggested Community Service Learning activities:</b> sourcing information on weather from parents or guardians.	
<b>Suggested non formal activity to support learning:</b> track and record weather in their diaries or journals			<b>Suggested assessment:</b> Oral questions, observations of the charts or weather messages, observation of participation in the contest	

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
<b>Responding to various weather conditions</b>	Appropriately and effectively states and responds to various weather conditions.	Appropriately responds to weather conditions.	Occasionally responds to weather conditions.	Rarely responds to weather conditions.
<b>Recording weather</b>	Accurately and creatively draws symbols and records weather conditions.	Accurately draws symbols and records weather conditions.	Sometimes draws some symbols and records weather conditions.	Rarely draws symbols and records weather conditions.
<b>Interpreting weather messages</b>	Consistently and correctly interprets weather messages and suggests possible weather conditions for the day.	Correctly interprets weather messages.	Sometimes interprets weather messages.	Rarely interprets weather messages.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
<b>1.0 Environment and its resources</b>	<b>1.2 Water</b> (10 Lessons) 1.2.1 Storing water	By the end of the sub-strand, the learner should be able to: a) state the importance of storing water at home and school b) identify ways of storing water in the home and school c) store water appropriately in the home and school d) appreciate safe water storage to prevent health risks to self and others.	<ul style="list-style-type: none"> <li>• Learners to explore and observe various ways of storing water at home and in the school</li> <li>• In groups, learners to share their experiences on why water is stored at homes and school.</li> <li>• In groups, learners to share their experiences on how water is stored at homes and school.</li> <li>• Learners to use video clips, pictures and photographs to identify appropriate ways of storing water at home and school</li> <li>• Learners to gather more information on ways of storing water in the at home and report back</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we store water at home and school?</li> <li>2. How could we store water at home and school?</li> </ol>

	1.2.2 Transporting Water	By the end of the sub-strand, the learner should be able to: a) identify different ways of transporting water at home and school b) demonstrate suitable ways of carrying small quantities of water at home and school c) appreciate different means of transporting water at home and school.	<ul style="list-style-type: none"> <li>• In groups, learners share experiences on various ways in which water is transported at home and school</li> <li>• Using pictures and video clips, learners to identify ways of transporting water</li> <li>• Learners read, tell, or listen to stories about transporting water</li> <li>• Using age-appropriate containers, learners to carry and store water for personal use</li> <li>• Learners to find out how water is transported and stored.</li> </ul>	How is water transported at home and school?
<b>Core-competence to be development:</b> Communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Links to PCI's:</b> ESD: Personal safety in transporting water.			<b>Links values:</b> Responsibility	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition: Use of clean water			<b>Suggested Community Service Learning activities:</b> Learners to find out from parents how they transport water.	
<b>Suggested non-formal activity to support learning:</b> Learners to be guided to carry and store water for their personal use using age-appropriate containers.			<b>Suggested assessment:</b> Oral questions and observations on storing and transporting water.	

### Suggested Assessment Rubric

Sub- strands	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Storing water</b>	Correctly and consistently states importance and identifies suitable ways of storing water.	Correctly states importance and identifies suitable ways of storing water.	Sometimes states importance and identifies suitable ways of storing water.	Rarely states importance and identifies suitable ways of storing water.
<b>Transporting water</b>	Appropriately and consistently transports water for personal use and utilizes the water sparingly.	Appropriately transports water for personal use.	Sometimes transports water for personal use.	Rarely transports water for personal use.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.3 Soil</b> (15 Lessons) 1.3.1 Exploring soil	By the end of the sub-strand, the learner should be able to: a) model objects with different types of soil b) determine the soil that makes long smooth ribbons c) appreciate different types of soil in the immediate environment.	<ul style="list-style-type: none"> <li>model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand)</li> <li>In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons</li> <li>Learners to observe how ball from different soils crumble into small fragments. The balls to be displayed for the class to observe how balls from the different soil samples break up.</li> <li>Learners to visit the school neighbourhood to observe or take pictures of different types of soils and their uses (sand for construction, clay for modeling, loam for farming).</li> </ul>	<ol style="list-style-type: none"> <li>What objects could we make with soil?</li> <li>Which type of soil make good ribbons?</li> </ol>
<b>Core-competence to be developed:</b> Creativity and imagination, communication and collaboration.				
<b>Links to PCIs:</b> ESD: Environmental awareness			<b>Links to values:</b> Responsibility and unity when working in groups.	
<b>Links to other learning activity areas (s):</b> Movement and Creative Activities in making ribbons			<b>Suggested community Service Learning activity:</b> Visiting community to observe uses of different types of soils.	
<b>Non-formal activity to support learning:</b> Explore the school neighbourhood to observe uses of different types of soils.			<b>Suggested assessment:</b> Oral questions and observations.	

### Suggested Assessment Rubric

Exceed expectations	Meet expectations	Approaching expectations	Below expectations
Creatively and consistently models different objects using provided soil samples and associates the balls to characteristics to the various soil samples.	Models different objects using provided soil samples.	Models some objects using provided soil samples.	Rarely models objects using provided soil samples.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1. 4 Plants</b> (15 Lessons) 1.4.1 Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) identify parts of a plant b) draw different parts of a plant from the immediate environment c) show interest in parts of a plant for learning and enjoyment.	<ul style="list-style-type: none"> <li>In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants</li> <li>Using video clip, pictures and photographs learners to identify different parts of a plant.</li> <li>In groups, learners talk about parts of a plant.</li> <li>Learners draw or take photographs of parts of a plant.</li> <li>Learners are guided to display their work for further learning and peer-assessment.</li> </ul>	1. What are the different parts of a plant?
	<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity and learning to learn.			
	<b>Link to PCIs:</b> ESD: Environmental awareness.		<b>Link to values:</b> Respect and unity.	
	<b>Link to other learning activity areas:</b> Religious Education: Appreciation of God's creation.		<b>Suggested Community Service Learning activities:</b> Learners learn from peers about plants in different habitats.	
	<b>Suggested non formal activity to support learning:</b> Through nature walk, learners are guided to observe plants in different habitats.		<b>Suggested assessments:</b> Observation, oral questions.	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies and draws parts of plants found in the environment and so associates parts of the plants to their uses.	Correctly identifies and draws parts of plants found in the immediate environment.	Sometimes identifies and draws parts of plants found in the immediate environment.	Rarely identifies and draws parts of plants found in the immediate environment.

Strand	Sub- strand	Specific learning outcomes	Learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.5 Animals</b> (10 Lessons) 1.5.1 Categorizing animals	By the end of the sub-strand, the learner should be able to: a) recognize animals in the immediate environment b) categorize different animals in the environment c) appreciate different animals in the environment.	<ul style="list-style-type: none"> <li>• In nature walk, learners to observe and identify animals in the environment</li> <li>• In groups, and referring from appropriate references learners categorize animals using the provided criteria: (domestic/wild, harmful/non-harmful, large/small)</li> <li>• In groups, learners use papiermache, clay or plasticine to model different animals.</li> <li>• Learners sing song related to different animals.</li> </ul>	<ol style="list-style-type: none"> <li>1. What animals are found in the immediate environment?</li> <li>2. How could we categorize animals in the immediate environment?</li> </ol>
	<b>1.6 Safety when handling animals.</b>	By the end of the sub-strand, the learner should be able to: a) identify possible dangers when handling animals. b) practice safety measures when handling animals. c) appreciate importance of safety when dealing with animals to avoid risk to self others and the animal	<ul style="list-style-type: none"> <li>• Learners to share their experiences on handling animals</li> <li>• In groups, learners discuss possible dangers that may occur when handling animals</li> <li>• Learners to watch video clips, pictures or photographs of safe handling of animals</li> <li>• Learners to observe a demonstrate from a guest speaker on safety when handling of animals</li> <li>• Learners practice /simulate safe ways of handling animals to avoid harm to self others and the animal.</li> </ul>	How could we protect ourselves from harm when handling animals?

<b>Core Competence to be developed:</b> Communication and collaboration, critical thinking and problem solving, creativity, Digital literacy	
<b>Link to PCIs:</b> ESD: animal welfare, safety and security. Life skills: effective decision making for personal safety. <b>Citizenship:</b> Social cohesion	<b>Link to values:</b> Responsibility. Care for animals Unity: Working in groups
<b>Link to other learning activity areas:</b> Religious Education: Respect for God's creation.	<b>Suggested Community Service Learning:</b> Guest speaker to discuss animal welfare.
<b>Non-non formal activity to support learning:</b> Organize an essayinterclasscompetition on handling animals	<b>Suggested Assessment:</b> Oral, observation and peer assessment on the essays

### Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
<b>Categorizing animals</b>	Consistently and correctly categorizes animals in the environment.	Correctly categorizes animals in the environment.	Sometimes categorizes animals in the environment.	Rarely categorizes animals in the environment.
<b>Safety in animal handling</b>	Consistently and correctly observes safety when handling animals.	Correctly observes safety when handling animals.	Sometimes observes safety when handling animals.	Rarely observes safety when handling animals.

Strand	Sub-Strand	Learning Outcomes	Suggested learning experience	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.7 Energy: Light</b> (10 Lessons) 1.7.1 Sources of light	By the end of the sub-strand, the learner should be able to: a) identify different sources of light in the environment b) produce light using different objects for enjoyment c) develop interest in different sources of light energy.	<ul style="list-style-type: none"> <li>• Learners to identify and name sources of light</li> <li>• Using relevant pictures and realia, learners to identify sources of light energy (sun, stars, oil lamps, candles, fire flies, electric bulb, torch and fire)</li> <li>• In groups, learners to discuss different sources of light used in the home</li> </ul>	What are the sources of light?

			<ul style="list-style-type: none"> <li>• Learners to produce light using different sources. In this activity, teacher has to guide the activity and ensure safety of learners</li> </ul>	
	1.7.2 Forming shadows in light	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain how shadows are formed in presence of light</li> <li>b) manipulate objects to form shadows in presence of light for enjoyment</li> <li>c) categorize objects into those that can form shadows and those that cannot in presence of light.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners observe different shadows formed by different objects in the school environment.</li> <li>• Learners manipulate different objects to identify shadows of different shapes and sizes</li> <li>• In groups, learners play with objects in presence of light to form shadows.</li> <li>• Use selected objects to form shadows (ball, sticks, ruler, clear piece of glass, mirror). Categorize object that form shadows and those that do not.</li> </ul>	<ol style="list-style-type: none"> <li>1. How are shadows formed?</li> <li>2. What objects form shadows?</li> </ol>
	1.7.3Precautions when using light energy	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify practices in which light energy could harm eyes</li> <li>b) take safety measure against harmful light energy to reduce risk to self and others</li> <li>c) appreciate safety precautions when using light energy.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners to identify practices that in which light energy could harm the eyes (reading in dim light, looking directly at bright light with bare eyes, long exposure to bright light from electronic devices)</li> <li>• In groups, learners discuss safety precautions in protecting self and others from harmful light energy</li> <li>• Learners create messages on awareness of harmful effects of light energy</li> <li>• Learners to share messages on harmful effects of light and safety precautions.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could light energy harm us?</li> <li>2. How could we protect ourselves from harmful light energy?</li> </ol>

<b>Core Competence to be developed:</b> Communication and collaboration, critical thinking and problem solving.	
<b>Link to PCIs:</b> ESD: Disaster Risk Reduction: safety and security	<b>Link to values:</b> Responsibility, unity in group work.
<b>Link to other learning activity areas:</b> Languages: Creating safety precaution messages against light energy.	<b>Suggested Community Service Learning activities:</b> invite a resource person to discuss about various sources of light energy and applicable safety precautions when using light energy.
<b>Suggested non normal activity to support learning:</b> create and share a safety precaution message against bright light.	<b>Suggested assessment:</b> Oral question and observation.

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
<b>Sources of light</b>	Consistently and correctly identifies sources of light and uses objects to produces light.	Correctly identifies sources of light and uses objects to produces light.	Sometimes identifies sources of light and uses objects to produces light.	Rarely identifies sources of light and uses objects to produces light.
<b>Forming shadows</b>	Consistently and correctly explain how shadows are formed, manipulates and categorizes objects to form shadows.	Correctly explains how shadows are formed, manipulates and categorizes objects to form shadows.	Sometimes explains how shadows are formed, manipulates and categorizes objects to form shadows.	Rarely explains how shadows are formed, manipulates and categorizes objects to form shadows.
<b>Precautions when using light energy</b>	Consistently and correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Sometimes identifies some practices, take safety precautions and communicate precautionary messages against light energy.	Rarely identifies practices, take safety precautions or communicate precautionary messages against light energy.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	<b>2.1 School environment and its neighbourhood</b> (20 Lessons) 2.1.1 Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) point out the main features between home and school b) locate places using main features between home and school c) appreciate the significance of locating places using key features.	<ul style="list-style-type: none"> <li>• Learners to discuss the main features between home and school (physical and build-up features such as rivers, hills, valleys, forest, bridges, roads , railway line, buildings)</li> <li>• In a nature walk, learners to point out the main features between home and school</li> <li>• Using video clips, pictures and photographs, learners to identify the main features between home and school</li> <li>• Learners to locate main features between their homes and school (relative location)</li> <li>• Learners to play educative games on locating main features between their home and school</li> <li>• Learners to practice locating places teacher made sketch maps.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the main features between your home and school?</li> <li>2. How could you your school from home using main features?</li> </ol>
<b>Core-competence to be development:</b> Communication and collaboration as they take nature walk, critical thinking and problem solving in locating places.				
<b>Links to PCIs: ESD:</b> Environmental Education			<b>Links to values:</b> Unity: working in groups.	
<b>Links to other learning activity areas (s):</b> Languages: naming features.			<b>Suggested community Service Learning activities:</b> Learners to find out more about features found between home and school other learners	
<b>Suggested non-formal activity to support learning through application:</b> Nature walk to familiarize with the surroundings.			<b>Suggested assessment:</b> Oral questions, observation, project work on modeling main features.	

## Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies features, locate places using the main features between home and school and is able to give relative direction using the features.	Correctly identifies features, locate places using the main features between home and school and is able to give relative direction using the features.	Sometimes identifies features, locate places using the main features between home and school and is able to give relative direction using the features.	Rarely identifies features, locate places using the main features between home and school or give relative direction using the features.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	2.1.2 Keeping the school environment clean	By the end of the sub-strand, the learner should be able to: a) state ways of keeping the school environment clean b) outline the importance of a clean school environment c) participate in keeping the school environment clean d) appreciate a clean school environment for health and safety.	<ul style="list-style-type: none"> <li>• Learners discuss what makes the school environment dirty</li> <li>• Using video clips and pictures, learners discuss ways of keeping the school environment clean</li> <li>• In groups learners discuss importance of keeping the school environment clean.</li> <li>• Learners practice keeping the school environment clean</li> <li>• Learners recite a poem or sing a song about a clean school environment.</li> <li>• Learners plan for future school clean-up activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could we keep the school environment clean?</li> <li>2. Why should we keep the school environment clean?</li> </ol>
	<b>2.1.3</b> Keeping Safe and Secure in School	By the end of the sub-strand, the learner should be able to: a) identify possible dangers in the school b) suggest ways of keeping safe and secure in school c) develop habits that will keep one safe and secure in school.	<ul style="list-style-type: none"> <li>• Learners walk around the school compound to identify what could expose them to danger in the school.</li> <li>• In groups, learners identify possible dangers in the school.( by drawing or writing)</li> <li>• Using video clips, photographs and pictures, learners identify how to keep safe and secure in school</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the possible dangers in the school?</li> <li>2. How could we keep safe and secure in school?</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners share ways of keeping safe and secure in school</li> <li>• Learners to observe demonstrations and discussions on how to keep safe and secure in school from a resource person</li> <li>• In groups, learners to discuss the importance of keeping safe and secure at school</li> <li>• Learners develop rules on keeping safe and secure at school</li> <li>• Learners to find out more on keeping safe and secure in school from parents and guardians.</li> </ul>	
<b>Core-competence to be developed:</b> Citizenship, Critical thinking and Problem solving ,digital literacy				
<b>Links to PCI's:</b> ESD: Environmental Education, disaster risk reduction <b>Citizenship:</b> Participating in school clean ups			<b>Links to values:</b> Responsibility, love, and unity as they work in groups.	
<b>Links to other learning activity areas:</b> Hygiene and Nutrition and Religious Education Activities: keeping the environment clean			<b>Suggested Community Service Learning:</b> find out from parents or guardians how to keep safe in school.	
<b>Non-formal activity to support:</b> Learners participate in school environmental audit specifically on cleanliness, safety and security			<b>Suggested assessment:</b> oral, observation	

### Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
<b>Keeping school environment clean</b>	Consistently and correctly outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Correctly outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Sometimes outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Rarely outlines importance of keeping school environment clean, actively participated in keeping the environment clean.



<b>Keeping safe and secure in school</b>	Consistently and correctly identifies areas of danger, suggest safety activities and develops safe habits.	Correctly identifies areas of danger, suggest safety activities and develops safe habits.	Sometimes identifies some areas of danger, suggest some safety activities and may develop safe habits.	Rarely identifies some areas of danger and may suggest some safety activities.
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Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	2.1.4 The National flag of Kenya	By the end of the sub-strand, the learner should be able to: a) identify colours of the Kenya National flag as a National symbol b) demonstrate respect for the Kenya national flag as a National symbol c) Appreciate the National flag as a symbol for national unity.	<ul style="list-style-type: none"> <li>Using the Kenya National flag, learners to identify its colours</li> <li>Learners to observe and describe the expected behaviour (stand at attention and show respect) when raising and lowering the National Flag</li> <li>Learners to draw and colour the Kenya National Flag</li> <li>Learners to find out from parents or guardians the importance of the National flag of Kenya.</li> </ul>	<ol style="list-style-type: none"> <li>What are the colours of the Kenya National flag?</li> <li>How could we demonstrate respect for the Kenya National flag?</li> </ol>
	2.1.5 The National Anthem of Kenya	By the end of the sub-strand, the learner should be able to: a) identify occasions when the Kenya National Anthem is sung b) demonstrate etiquette when singing the Kenya National Anthem c) appreciate the importance of National Anthem as a national symbol of unity.	<ul style="list-style-type: none"> <li>In groups, learners to sing the National Anthem.</li> <li>Learners to demonstrate the expected conduct when singing the Kenya National Anthem.</li> <li>Using audio recording and pictures, learners to identify occasions when the Kenya National Anthem is sung.</li> <li>Learners to find out from parents or guardians on the importance of National Anthem of Kenya.</li> </ul>	On what occasions do we sing the Kenya National Anthem?
<b>Core-competence to be development:</b> Citizenship: appreciating the National flag and the National anthem. Digital literacy: use of audio devices.				
<b>Links to PCIs:</b> Citizenship: patriotism and social cohesion when singing the National Anthem.			<b>Links to values:</b> Respect, unity and patriotism.	

<b>Links to other learning activity areas (s):</b> Languages, Movement and Creative activities.	<b>Suggested community Service Learning:</b> Finding out from parents or guardians on the importance of National flag.
<b>Suggested non-formal activity to support learning:</b> Interacting with members of the scouting movement to find out more about the National flag and the National anthem.	<b>Suggested assessment:</b> observation and oral questions.

### Suggested Assessment Rubric

Sub- Strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
<b>The Kenya National flag</b>	Consistently and correctly states colours, show respect and appreciates the flag as a National symbol.	Correctly states colours, show respect and appreciates the flag as a National symbol.	Sometimes states colours, show respect and appreciates the flag as a National symbol.	Rarely states colours, show respect or appreciates the flag as a National symbol.
<b>The Kenya National anthem</b>	Consistently and correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Sometimes identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Rarely identifies occasions when the National Anthem and demonstrate etiquette when singing it.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	2.1.6 Child Rights and responsibilities	By the end of the sub-strand, the learner should be able to: a) outline Child Rights and responsibilities in the school b) outline responsibilities of the child in school c) demonstrate responsibilities of a child in school d) appreciate child rights and responsibilities for attainment of social justice.	<ul style="list-style-type: none"> <li>Learners identify Child Rights and responsibilities using age appropriate stories (parental care, health care, protection from exploitation and cruelty)</li> <li>Learners discuss some of the responsibilities of children in school</li> <li>In pairs, learners simulate responsibilities of children in school</li> <li>Learners to use multi-media resources to explore responsibilities of children in school.</li> </ul>	<ol style="list-style-type: none"> <li>What are the basic Child Rights?</li> <li>What are the responsibilities of the child in school?</li> </ol>
	2.1.7 School rules	By the end of the sub-strand, the learner should be able to: a) outline the rules that guide conduct in school b) state the importance of school rules c) participate in making school rules. d) appreciate the importance of obeying school rules for harmonious living.	<ul style="list-style-type: none"> <li>Using probing question learners discuss the importance of school rules.</li> <li>Learners to participate in making school rules.</li> <li>Learners to think pair and share their experiences on what happen when school rules not observed</li> <li>Learners to be guided to debate on importance of school rules and develop a poster for the school rules.</li> <li>Learners to share the school rules with their parents and guardians.</li> </ul>	<ol style="list-style-type: none"> <li>What are the school rules?</li> <li>What is the importance of school rules?</li> </ol>
<b>Core-competence to be development:</b> Citizenship: developing school rules; communication and collaboration as learners debate				
Links to PCIs: Citizenship: qualities of a good citizen.			<b>Links to values:</b> Responsibility, peace and social justice.	
<b>Links to other learning activity areas (s):</b> Religious Education activities and Languages, on making and obeying school rules.			<b>Suggested community Service Learning activity:</b> Learners to share the school rules with their parents and guardians.	
<b>Non-formal activity to support learning:</b> Displaying children's rights, school rules at strategic points in school.			<b>Suggested assessment:</b> Oral questions, observation.	

### Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
<b>Children's Rights and responsibilities</b>	Consistently and correctly outlines and exercises rights, identifies and carries acts responsibly.	Correctly outlines and exercises rights, identifies and carries acts responsibly.	Sometimes outlines and exercises rights, identifies and carries acts responsibly.	Rarely outlines and exercises rights, identifies and carries acts responsibly.
<b>School Rules</b>	Consistently and correctly outlines importance of rules. Actively participates in making and observing the rules.	Correctly outlines importance of rules. Actively participates in making and observing the rules.	Sometimes outlines importance of rules and participates in making and observing the rules.	Rarely outlines importance of rules or participates in making and observing the rules.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	<b>2.1.8 Class Leadership</b>	By the end of the sub-strand, the learner should be able to: a) describe a good class leader b) outline the work of a good class leader c) appreciate good class leadership for harmonious living.	<ul style="list-style-type: none"> <li>• Learners to listen to narrative of inspirational stories of child leaders, heroes or heroines</li> <li>• Learners to discuss “who is a good class leader”?</li> <li>• Learners to discuss the work a class leader</li> <li>• Learners to find out from parents or guardians about good leaders in the community and report back.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is a good class leader?</li> <li>2. What is the work of a class leader?</li> </ol>
	<b>2.1.9 The school community</b>	By the end of the sub-strand, the learner should be able to: a) identify members of the school community b) outline the importance of the school community c) work together with members of the school community	<ul style="list-style-type: none"> <li>• In groups, learners to identify members of the school community (Head teacher, teachers, non-teaching staff and learners)</li> <li>• Learners to outline the general importance of members of the school community</li> </ul>	<ol style="list-style-type: none"> <li>1. Who are the members of the school community?</li> <li>2. What is the importance of the school community?</li> </ol>

		d) appreciate working together with the school community for sustainable interactions.	<ul style="list-style-type: none"> <li>• Learners to discuss their roles as members of the school community</li> <li>• Learners to skit different work of members of the school community.</li> </ul>	
<b>Core-competence to be development:</b> Citizenship: Leadership and good governance. Communication and collaboration in the skit play.				
<b>Links to PCI:</b> Citizenship:Leadership and good governance and inclusivity			<b>Links to values:</b> Responsibility, honesty, integrity and decision making.	
<b>Links to other learning activity areas (s):</b> Languages, Religious Education			<b>Suggested community Service Learning activities:</b> Learners find out from parents or guardians about the school community.	
<b>Suggested non-formal activity to support learning:</b> open day event to bring the school community together.			<b>Suggested assessment:</b> Oral questions and observations.	

### Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
<b>Class leadership</b>	Consistently and correctly identifies good class leader and the work of the leader.	Correctly identifies good class leader and the work of the leader.	Sometimes identifies good class leader and the work of the leader.	Rarely identifies good class leader or the work of the leader.
<b>The school community</b>	Consistently and correctly identifies the members and outlines the importance of and works in the school community.	Correctly identifies the members and outlines the importance of and works in the school community.	Sometimes identifies the members and outlines the importance of and works in the school community.	Rarely identifies the members and outlines the importance of and works in the school community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	<b>2.2 Enterprise projects</b> (30 Lessons) 2.2.1 Exploring the environment for appropriate income generating activity.	By the end of the sub-strand, the learner should be able to: a) identify a viable income generating for the class within the school environment b) analyze income generating activities within the school environment c) determine a workable income generating activity for their class d) develop interest in income generate activities within the school environment.	<ul style="list-style-type: none"> <li>• In groups, learners to suggest income generating activities the class could carry out within the school</li> <li>• Using video clips, pictures and photographs, booklets, or magazines, learners explore and analyze possible income generating activities for the class</li> <li>• In a class discussion, learners to select a workable income generating activity that they could undertake at school (activity selected should promote conservation of the environment)</li> <li>• Learners to present selected enterprise</li> <li>• Learners to find out from guardians or parents on income generating activities and report back.</li> </ul>	What activity could we undertake to generate income for our class?
	2.2.2 Initiating a class income generating project	By the end of the sub-strand, the learner should be able to: a) plan for an income generating activity for the class b) participate in initiating the class income generating activity c) participate in the management of the class income generating activity d) appreciate individual efforts in the success of a group activity.	<ul style="list-style-type: none"> <li>• In a class discussion, learners to plan for an age-appropriate income generating activity to be carried out by the class. (responsibilities, resources required and time for the activity)</li> <li>• Learners to share responsibilities and be guided to carry them out respectively in initiating the selected project</li> <li>• Learners to be guided to carry out responsibilities as according to the plan.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could we plan for an income generating activity?</li> <li>2. How could we manage the class income generating activity?</li> </ol>

<b>Core-competence to be developed:</b> Critical thinking and problem solving, collaboration and communication, self-efficacy.	
<b>Links to PCIs:</b> ESD: Financial literacy: Income generating projects; Environmental education.	<b>Links to values:</b> Integrity, teamwork, responsibility, social equity.
<b>Links to other learning activity areas (s):</b> Mathematical activities- Money	<b>Suggested Community Service Learning activity:</b> find out from guardians/parents about income generating activities at home.
<b>Suggested non-formal activity to support learning:</b> presenting to the school selected income generating activity for the class.	<b>Suggested assessment:</b> oral questions, observation and project.

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
<b>Exploring the environment for appropriate income generating activities.</b>	Correctly and consistently identifies, analyze and determines a workable income generating activities for the class.	Correctly identifies, analyze and determines a workable income generating activities for the class.	Sometimes identifies, analyze and determines a workable income generating activities for the class.	Rarely identifies, analyze or determines a workable income generating activities for the class.
<b>Initiating a class income generating project</b>	Correctly and consistently plans, starts and manages an income generating project for the class.	Correctly plans, starts and manages an income generating project for the class.	Sometimes plans, starts and manages an income generating project for the class.	Rarely plans, starts and manages an income generating project for the class.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.1 Caring for plants</b> (5 Lessons) 3.1.1.Communicating plant protection messages	By the end of the sub-strand, the learner should be able to: a) recognize appropriate messages on plant protection in school b) create appropriate plant protection messages to promote conservation c) appreciate plant protection for environmental sustainability.	<ul style="list-style-type: none"> <li>• Learners observe pictures, photographs, and video clips of areas where plants have been destroyed. In groups, learners to outline messages on plant protection</li> <li>• Learners display and peers assess the plant protection messages developed</li> <li>• In groups, learners create plant protection messages using hand scripts, electronic and print resources</li> <li>• Learners share selected plant protection messages with the school community</li> <li>• Learners recite verses and sing songs on plant protection.</li> </ul>	What messages could be used to communicate plant protection?
<b>Core Competences to be developed:</b> Communication and collaboration: creating plant protection messages, singing and reciting poems; <b>Learning to learn:</b> gathering information on plant protection, Digital literacy: developing electronic messages.				
<b>Link to PCIs:</b> Learner support programme: mentorship and peer education		<b>Links to values:</b> Unity, responsibility and respect for others		
<b>Links to other learning activity areas:</b> Languages -Imagination and creativity: Creating plant protection messages		<b>Suggested Community Service Learning activities:</b> Communicating plant protection messages to the community in various forums.		
<b>Suggested non formal activity to support learning:</b> display plant protection messages to the school community.		<b>Suggested assessments:</b> oral questions, observation and project		



### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Creatively and consistently develops appropriate plant protection messages and promotes plant protection.	Correctively develops appropriate plant protection messages and promotes plant protection.	Sometimes develops some plant protection messages and promotes plant protection.	Rarely develops plant protection messages or promotes plant protection.

Strand	Sub -strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.2 Caring for Animals</b> (5 Lessons) 3.2.1 Keeping an animal shelter clean and secure	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping an animal shelter clean at home and school b) participate in keeping an animal shelter clean at home and school c) suggest ways of making an animal shelter secure at home and school d) appreciate clean and secure animal shelter to reduce risk to the animals	<ul style="list-style-type: none"> <li>Using video clips, photographs and pictures, learners to observe various clean animal shelters being cleaned (dog's kennel, rabbit hutch and cow shed). Learners to shoot photographs at home of clean animal shelter and share with others.</li> <li>In groups, learners to discuss ways of keeping an animal shelter clean</li> <li>In groups, learners to be guided to participate in keeping animal shelters clean at home or in school</li> <li>In groups, learners discuss how to make animals shelter secure</li> <li>Learners sing or tell stories about clean and secure animal shelters.</li> </ul>	<ol style="list-style-type: none"> <li>How could we keep an animal shelter clean?</li> <li>How could we make an animal shelter secure?</li> </ol>
<b>Core-competence to be development:</b> Communication and collaboration: sharing experiences in groups, critical thinking and problem solving; Digital literacy: shooting photographs.				

<b>Links to PCIs: ESD:</b> animal welfare:keeping animals clean and secure safety for animals, kindness to animals.	<b>Links to values:</b> Responsibility, keeping animal shelter clean and secure.
<b>Links to other learning activity areas (s):</b> Religious Education activities: God's creation	<b>Suggested community Service Learning activity:</b> Learners to visit a nearby farm and observe animal's shelters.
<b>Suggested non-formal activity to support learning:</b> Organize inter-class verse completion on clean and secure animal shelters.	<b>Suggested assessment:</b> Observation, oral question.

#### **Suggested Assessment Rubric**

<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Consistently and correctly identifies ways and participates in making animal shelter clean secure.	Correctly identifies ways and participates in making animal shelter clean secure.	Sometimes identifies ways and participates in making animal shelter clean secure.	Rarely identifies ways or participates in making animal shelter clean secure.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3. 3 Managing waste</b> (5 Lessons) 3.3.1 Types of waste in school	By the end of the sub-strand, the learner should be able to: a) identify types of waste in the school environment b) sort out different types of waste in the school environment for safe disposal c) appreciate a clean school environment for health and safety.	<ul style="list-style-type: none"> <li>• In groups, learners to identify different types of waste in the school environment</li> <li>• In groups or pairs, learners to share their experiences on different types of waste in school</li> <li>• Using videos, pictures and photographs, learners to identify different types of waste.</li> <li>• Using appropriate educative multimedia games, learners to sort out different types of wastes</li> <li>• In groups, learners sort out waste of different nature such as separating decomposable wastes from plastic, metallic and glass waste and placing them in different containers for appropriate disposal.</li> </ul>	What types of waste are found in our school environment?
	3.3.2 Safety in handling wastes	By the end of the sub-strand, the learner should be able to: a) identify dangers when handling waste in school b) practice safety measures when handling wastes in school c) communicate safety measures when handling waste in school d) appreciate the need of safety in handling waste in school to limit risks to self, others and the environment.	<ul style="list-style-type: none"> <li>• Through probing questions, learners to identify dangers when handling wastes in school.</li> <li>• Using multimedia resources, learners to outline safety measures in handling wastes in school.</li> <li>• Learners listen to a resource person talking on dangers and safety measures when handling wastes in school.</li> <li>• Learners simulate safety measures when handling waste in school.</li> <li>• Learners to participate in activities that promote safe disposal of waste in school. Activities to include promoting knowledge and passing messages to the school community.</li> </ul>	<ol style="list-style-type: none"> <li>1. What dangers are we likely to face when handling different types of waste in school?</li> <li>2. How should we safely handle different types of waste in school?</li> </ol>
	<b>Core Competences to be developed:</b> Communication and collaboration: promoting safety measures through messages; Digital literacy: use of multimedia resources.			

	<b>Link to PCIs: ESD:</b> Environmental Education: managing waste responsibly, safety and security, practice safety measures in handling waste in school.	<b>Links to values:</b> Respect and unity: working in groups and pairs
	<b>Links to other learning activity areas:</b> Languages, Hygiene and Nutrition	<b>Suggested Community Service Learning activity:</b> Inviting a resource person to share on waste management.
	<b>Suggested non formal activity to support learning:</b> Participating in safe disposal of waste in school.	<b>Suggested assessment:</b> oral questions and observation.

### Suggested Assessment Rubric

<b>Exceeds expectations</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Consistently and correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Sometimes identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Rarely identifies waste or dangers; safely sorts waste for appropriate disposal or promotes safety in waste disposal at school.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question (s)
<b>3.0 Caring for the environment</b>	<b>3.5 Caring for water</b> (5 Lessons) 3.5.1 Keeping stored water safe	By the end of the sub-strand, the learner should be able to: a) state the importance of keeping water safe for human and animal use at home and school b) participate in keeping stored water safe at home and school c) appreciate the importance of keeping stored water safe for human and animal use.	<ul style="list-style-type: none"> <li>• Learners to take an excursion around the neighbourhood to identify safely stored or unsafely stored water. Then in groups, learners to discuss the importance of keeping stored water safe.</li> <li>• In groups, learners share experiences on what makes water unsafe in the home and school</li> <li>• Using multimedia resources, learners identify ways of keeping stored water safe.</li> <li>• Learners observe demonstrations on methods of keeping stored water safe at home and in school.</li> </ul>	How could we keep stored water safe for use?
	3.5.2 Re-using water	By the end of the sub-strand, the learner should be able to: a) suggest how water could be re-used at home and school b) participate in re-using water to reduce wastage at home and school c) appreciate re-using water as a way of conserving it.	<ul style="list-style-type: none"> <li>• In groups, learners discuss how water could be re-used in the home and school.</li> <li>• Using video clips, videos, pictures and photographs, learners to observe various ways of re-using water.</li> <li>• Learners to visit the community to find out how water is re-used to reduce wastage.</li> <li>• Learners to suggest how they could participate in re-using water to reduce wastage at home and school.</li> </ul>	How could we re-use water in the home and school?

<b>Core-competence to be developed:</b> Communication and collaboration: Groups sharing experiences, critical thinking and problem solving: water conservation.	
<b>Links to PCIs:</b> ESD: Environmental conservation, caring for water.	<b>Links to values:</b> Responsibility in keeping water safe
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition: waste management	<b>Suggested community Service Learning activity:</b> Excursion to the school neighbourhood to interact with the community to find out how they store water.
<b>Suggested non-formal activity to support learning:</b> Organize a clean and safe storage of water week to enrich learners experience.	<b>Suggested assessment:</b> Oral questions and observation. Filling in a teacher made activity sheet on caring for water.

### Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Keeping stored water safe</b>	Consistently and correctly states the importance and participate in keeping stored water safe.	Correctly states the importance and participate in keeping stored water safe.	Sometimes state the importance and participate in keeping stored water safe.	Rarely states importance or participate in keeping stored water safe with assistance.
<b>Re-using water to control wastage.</b>	Consistently and correctly suggests how water is re-used and participates in re-using water to control wastage.	Correctly suggests how water is re-used and participates in re-using water to control wastage.	Sometimes correctly suggests how water is reused and participates in re-using water to control wastage.	Rarely suggests how water is re-used or participates in re-using water to control wastage with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.5.3 Conservation of Energy</b> (5 Lessons) 3.5.3.1 Communicating energy conservation messages.	By the end of the sub-strand, the learner should be able to: a) recognize appropriate messages on energy conservation b) create energy conservation messages to promote awareness at and home and school c) display energy conservation messages to create awareness in school d) demonstrate interest in energy conservation for conservation for improvement and protection of the environment.	<ul style="list-style-type: none"> <li>Through probing questions, learners discuss reasons for conserving energy</li> <li>Using video clips, internet sources, newspaper cuttings and brochures, learners identify simple messages on conserving energy</li> <li>In pairs, learners to create simple persuasive energy conservation messages</li> <li>Learners display and peer assesses the energy conservation messages.</li> <li>In groups, learners are guided to read aloud the energy conservation messages they develop.</li> </ul>	What messages could be used to communicate conservation of energy?
<b>Core Competences to be developed:</b> Communication and collaboration: Creating energy conservation messages. <ul style="list-style-type: none"> <li>Imagination and creativity: Creating energy conservation messages. Learning to learn: gathering information on energy conservation messages.</li> <li>Self efficacy: show casing their messages.</li> </ul>				
<b>Link to PCIs: ESD:</b> Environmental Education: passing information on conservation			<b>Links to values:</b> Responsibility and unity: cooperation in creating messages.	
<b>Links to other learning activity areas:</b> Languages; Movement and Creative activities. Creating energy conservation messages and reciting a poem			<b>Suggested Community Service Learning activity:</b> Communicating energy conservation messages to the community.	
<b>Suggested non formal activity to support learning:</b> Hold inter-class display on energy conservation messages			<b>Suggested assessment:</b> observation, oral question and project on developing messages.	

#### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly recognizes, creates and displays energy conservation messages.	Correctly recognizes, creates and displays energy conservation messages.	Sometimes recognizes, creates and displays some energy conservation messages.	Rarely recognizes, creates or displays energy conservation messages.

## GRADE THREE

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.1 Weather</b> (5 Lessons) 1.1.1 Exploring unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) describe unfavourable weather conditions b) observe the effects of unfavourable weather conditions for safety c) develop curiosity in identifying effects of weather conditions in the environment.	<ul style="list-style-type: none"> <li>• Using relevant stimulus materials, learners to discuss the meaning of unfavourable weather conditions (floods and drought)</li> <li>• Using multimedia resources, learners to play relevant educative games on effects of unfavourable weather conditions.</li> <li>• In groups, learners to share their experiences on effects of unfavourable weather conditions.</li> <li>• Learners to listen to stories on unfavourable weather conditions and its effects from elders in the community.</li> <li>• Learners gather more information on unfavourable from internet sources, libraries .Then write a paragraph on each unfavourable weather condition</li> <li>• Learners share the information</li> </ul>	<ol style="list-style-type: none"> <li>1. How could weather conditions be unfavourable?</li> <li>2. What happens when the weather conditions become unfavourable?</li> </ol>
	1.1.2 Keeping safe from unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe from unfavourable weather conditions b) keep safe from unfavourable weather conditions c) demonstrate knowledge of keeping safe from unfavourable weather condition.	<ul style="list-style-type: none"> <li>• using age appropriate stimulus, learners could be guided to identify ways of keeping safe from unfavourable weather conditions (floods, drought)</li> <li>• In groups, learners share experiences on how to keep safe from unfavourable weather conditions</li> <li>• Learners to simulate how to keep safe from unfavourable weather conditions</li> <li>• Learners to gather information from parents or guardians on how to keep safe during unfavourable weather conditions and report back.</li> </ul>	How could we keep safe from unfavourable weather conditions?



<b>Core Competences to be developed:</b> Communication and collaboration, critical thinking and problem solving, digital literacy.	
<b>Link to PCIs:</b> ESD: Environmental Education; effects of unfavourable weather; Disaster Risk Reduction, concern on effects of unfavourable weather <b>Citizenship:</b> Social Cohesion: Learners share experiences	<b>Links to values:</b> Responsibility; respect-learners share experiences in groups
<b>Links to other learning activity areas:</b> Languages: listening to cultural stories on weather.	<b>Suggested Community Service Learning activities:</b> Learners to interact and find out from their parents or guardians on how to keep safe during unfavourable weather conditions.
<b>Suggested non formal activity to support learning through application:</b> Learners to develop keep safe messages for the school.	<b>Suggested assessment:</b> Written work, oral questioning and simulated computer exercises.

### Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Exploring unfavourable weather conditions</b>	Consistently and correctly describes unfavourable weather and identifies its effects	Demonstrate ability to observe and identify effects of unfavourable weather and keep safe from unfavourable weather conditions.	Demonstrates some knowledge to observe and identify effects of unfavourable weather and how to keep safe.	Unable to demonstrate ability to observe and identify effects of unfavourable weather and keep safe
<b>Keeping safe from unfavourable weather conditions</b>	Consistently and correctly identifies ways of keeping safe and demonstrates knowledge of keeping safe from unfavourable weather conditions.	Correctly identifies ways of keeping safe and demonstrates knowledge of keeping safe from unfavourable weather conditions.	Sometimes identifies ways of keeping safe and demonstrates knowledge of keeping safe from unfavourable weather conditions.	Rarely identifies ways of keeping safe or demonstrates knowledge of keeping safe from unfavourable weather conditions.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
<b>1.0 Environment and its resources</b>	<b>1.2 Water</b> (5 lessons) 1.2.1 Making water safe for use	By the end of the sub-strand, the learner should be able to: a) identify ways of making water clean and safe for use in the home b) make water clean and safe using different methods c) construct a simple water filter for cleaning water at home d) appreciate clean and safe water for use to reduce health risks.	<ul style="list-style-type: none"> <li>• Learners to listen and respond to case story on the need to use clean and safe water.</li> <li>• Learners to share experiences on how to make water clean and safe for use in the home</li> <li>• Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation, filtering, boiling)</li> <li>• Learners to make a simple water filter using locally available materials</li> <li>• Learners to decant filter and boil water to make it clean and safe for use.</li> </ul>	How could we make water clean and safe for use in the home?
<b>Core-competence to be developed:</b> Critical thinking and problem solving, communication and collaboration, imagination and creativity.				
<b>Links to PCI's:</b> ESD-Environmental Education: Environment and water, Effective communication: learners name methods of making water clean and safe for use			<b>Links to values:</b> Responsibility and teamwork as they make a simple water filter	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition, Movement and Creative art; Literacy			<b>Suggested Community Service Learning activities:</b> sharing with parents or guardians on different ways of making water clean and safe for use.	
<b>Suggested non-formal activity to support learning through application:</b> Giving a message at the school assembly on clean and safe water for use.			<b>Suggested assessment:</b> Oral questions, observe as they work in groups, written questions, project work on making water filter.	

### Suggested Assessment Rubric

<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<ul style="list-style-type: none"> <li>Consistently and correctly identifies ways of making water clean, creatively constructs a simple water filter, and makes water clean and safe for use at home.</li> </ul>	Correctly identifies ways of making water clean, constructs a simple water filter, and makes water clean and safe for use at home.	Sometimes identifies ways of making water clean, constructs a simple water filter, and makes water clean and safe for use at home.	Rarely identifies ways of making water clean, constructs a simple water filter, or makes water clean and safe for use at home.

<b>Strand</b>	<b>Sub –strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>1.0 Environment and its resources</b>	<b>1.3 Soil</b> (10 Lessons) 1.3.1 Exploring soil characteristics	By the end of the sub-strand, the learner should be able to: a) differentiate soils by texture from provided soil samples b) differentiate soils by size of soil particles from provided soil samples c) name the three types of soils based on their characteristics d) develop interest in characteristics of soils as an environmental resource.	<ul style="list-style-type: none"> <li>Learners to explore the environment and collect different soil samples (sand, loam and clay)</li> <li>In groups, learners to feel between their fingers the different soil samples and record findings (course, medium, fine)</li> <li>Learners to share their experiences on how different samples of soils feel between their fingers</li> <li>Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles)</li> <li>Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.</li> <li>Learners find out from parents or guardians on the types of soils found in their locality and report back.</li> </ul>	How could we differentiate types of soils?

<b>Core-competence to be development:</b> Communication and collaboration, critical thinking and problem solving, learning to learn	
<b>Links to PCI's:</b> Effective communication: learners name types of soil; ESD: Environmental Education: Environment and soil.	<b>Links to values:</b> Unity –in groups learners discuss characteristics of soil.
<b>Links to other learning activity areas (s):</b> Movement and Creative Arts activities – displaying types of soils.	<b>Suggested community Service Learning activities:</b> Find out and report back from parents or guardians on the types of soils found in their locality
<b>Suggested non-formal activity to support learning through application:</b> Recite a poem on soil.	<b>Suggested assessment:</b> Oral questions, observation as they work in groups, written questions, assessing the displayed project.

### Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Correctly differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Sometimes differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Rarely differentiates soil textures, size of particles or deduces name of soil based on their characteristics.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.4 Plants</b> (10 Lessons) 1.4.1 Categorizing plants.	By the end of the sub-strand, the learner should be able to: a) Identify different types of plants b) categorize plants in the immediate environment according to specified features c) appreciate the rich diversity in plants.	<ul style="list-style-type: none"> <li>Learners to carry out a nature walk to observe and identify the plants (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous)</li> <li>Learners to take photographs of different plants during the nature walk</li> <li>Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous)</li> <li>Learners to draw one type of plant and share their work with others.</li> </ul>	How could we categorize plants?
	1.4.2 Safety when handling plants	By the end of the sub-strand, the learner should be able to: a) describe safe ways of handling different plants b) observe safety when handling different plants in the immediate environment c) appreciate the need to handle plants responsibly to reduce health risks.	<ul style="list-style-type: none"> <li>Learners to watch video clips or pictures or posters on safety when handling plants</li> <li>Learners listen to a resource person on safety when handling plants</li> <li>Learners to share information on how to handle different plants</li> <li>Learners to simulate safety when handling plants.</li> </ul>	How could we handle plants safely?
<b>Core Competences to be developed:</b> Critical thinking and problem solving; creativity and imagination.				
<b>Link to PCIs:</b> Disaster risk reduction; safety when handling plants. ESD –Environmental Education			<b>Link to values:</b> Responsibility, care for plants, respect the rich diversity in plants.	
<b>Links to other learning activity areas:</b> Hygiene and Nutrition			<b>Suggested Community Service Learning through application:</b> Learners listen to a guest speaker on plant safety.	
<b>Suggested Non formal Activity to support learning:</b> learners to present a message on safe ways when handling plants to enhance safety.			<b>Suggested assessment:</b> oral questions, written questions, e-assessment or quiz.	

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
<b>Categorizing plants</b>	Consistently and correctly identify and categorize plants according to specified features.	Correctly identify and categorize plants according to specified features.	Sometimes identify and categorize plants according to specified features.	Rarely identify or categorize plants according to specified features.
<b>Safety when handling plants</b>	Consistently and correctly describes and observe safety when handling plants	Correctly describes and observe safety when handling plants.	Sometimes describes and observe safety when handling plants.	Rarely describes or observes safety when handling plants.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key question(s)
<b>1.0 Environment and its resources</b>	<b>1.5 Animals</b> (10 Lessons) 1.5.1 Importance of animals	By the end of the sub-strand, the learner should be able to: a) State different uses of animals to people b) identify different animals that provide food products c) Appreciate the importance of animals to the people.	<ul style="list-style-type: none"> <li>• Learners to use stimulus materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction)</li> <li>• Learners discuss the different food products people get from animals (meat, milk, eggs, honey)</li> <li>• In groups, learners make a journal on uses of animals to people as a class project.</li> <li>• Learners discuss with the teacher the suggested assessment criteria for the project and timeframe.</li> </ul>	What are the uses of animals to people?

<b>Core Competence to be developed:</b> Learning to learn, Critical thinking and problem solving, creativity and imagination, communication and collaboration.	
<b>Link to PCI's:</b> ESD: animal welfare Education: Environment and its resources. <b>Life skills:</b> Effective communication; learners state the importance of animals to humans.	<b>Link to values:</b> Responsibility, care, love: learners appreciate the usefulness of animals to people.
<b>Link to other learning activity areas:</b> Religious Education: appreciating God's creation.	<b>Suggested community service learning activity:</b> Finding out on the uses of different animals from parents or guardians.
<b>Suggested non formal activity to support learning:</b> learners to display the class project for the other learners to appreciate.	<b>Suggested assessments</b> Oral questions, observe as they work in groups, written questions.

### Suggested Assessment Rubric

<b>Exceeds expectations</b>	<b>Meets expectation</b>	<b>Approaching expectations</b>	<b>Below expectation</b>
Consistently and correctly states the uses of animals to people and identifies different food products people get from animals.	Correctly states the uses of animals to people and identifies different food products people get from animals.	Sometimes states the uses of animals to people and identifies different food products people get from animals.	Rarely states the uses of animals to people or identifies different food products people get from animals.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
<b>1.0 Environment and its resources</b>	<b>1.6 Energy: Heat</b> (10 Lessons)  1.6.1 Sources of Heat	By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment b) match different sources of heat to their fuels in the environment c) appreciate the different sources of heat in the community.	<ul style="list-style-type: none"> <li>Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove)</li> <li>Learners to think, pair and share their experiences on sources of heat at home and community</li> <li>In groups, learners to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene)</li> <li>Learners interact with parents or guardians to appreciate the types of fuels used in the community and report back.</li> </ul>	What are the sources of heat?
	1.6.2 Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: a) identify uses of heat energy in the environment b) use heat energy responsibly to promote conservation and safety c) appreciate conservation of heat energy in daily life.	<ul style="list-style-type: none"> <li>Learners to discuss uses of heat energy (warming, cooking, ironing, drying)</li> <li>Learners to use multimedia resources to find out uses on heat energy in daily life.</li> <li>In groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying)</li> </ul>	How is heat energy used in daily life?



	1.6.3Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) identify materials that can start fire in the house b) identify dangers of heat energy at home c) demonstrate an understanding of safe ways of moving from the house in case of a fire outbreak.	<ul style="list-style-type: none"> <li>• Learners to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity)</li> <li>• Learners are guided to identify common causes of fire.</li> <li>• Learners simulate safe ways of moving out of the house in case of a fire outbreak.</li> <li>• Learners to visit a fire station for more information on fires and safety procedures.</li> <li>• Learners to develop “Dos” and “Don’ts” list during fire outbreaks. The list should be shared at school and at home.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the dangers of heat energy?</li> <li>2. Which materials cause fire?</li> <li>3. How should we safely move away in case of a fire outbreak in the house?</li> </ol>
<b>Core-competence to be development:</b> Collaboration and communication, learning to learn, critical thinking and problem solving.				
<b>Links to PCI’s:</b> ESD: Disaster Risk Reduction; Environmental Education: Environment and its resources: Energy Life skills: Effective communication; learners discuss in groups dangers of heat at home.			<b>Links to values:</b> Cooperation, responsibility and respect	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition			<b>Suggested community Service Learning activity:</b> visit to a fire station	
<b>Suggested non-formal activity to support learning through application:</b> Sharing the DOs and DONT’s during fire outbreak in a school assembly.			<b>Suggested assessment:</b> observation, oral questions, and written exercises.	

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Sources of heat	Consistently and correctly identifies sources of heat and matches the heat to their fuels.	Correctly identifies sources of heat and matches the heat to their fuels.	Sometimes identifies sources of heat and matches the heat to their fuels.	Rarely identifies sources of heat or matches the heat to their fuels.
Uses of heat in the environment	Consistently and correctly identifies and uses heat sources and appreciates conservation of heat in the environment.	Correctly identifies and uses heat sources and appreciates conservation of heat in the environment.	Sometimes identifies and uses heat sources and appreciates conservation of heat in the environment.	Rarely identifies and uses heat sources or appreciates conservation of heat in the environment.
Dangers of heat	Consistently and correctly identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Correctly identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Sometimes identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Rarely identifies material that can start fire, dangers of heat or demonstrates moving out for safety.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social Environment</b>	<b>2.1 Harmonious Living in the Community</b>  (25 Lessons)  2.1.1 Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean b) participate in keeping the market place clean to promote social cohesion c) appreciate a clean market place for good health.	<ul style="list-style-type: none"> <li>• Learners to visit a market place, explore the sanitation</li> <li>• Learners to observe cleaning activities at a market place from a video clip or photograph</li> <li>• Learners to reflect think and share their experiences on the sanitation situation in the market place.</li> <li>• Learners to discuss ways of keeping the market place clean.</li> <li>• Learners to discuss the importance of keeping the market clean</li> <li>• Learners to discuss the role their parents or guardians play during a market cleaning days</li> <li>• Learners to display posters with persuasive messages during market cleaning days.</li> </ul>	How could we keep our market place clean?
	<b>2.2 Keeping safe in the community</b> 2.2.1 Responding to strangers	By the end of the sub-strand, the learner should be able to: a) identify appropriate ways of responding to strangers in the community b) respond appropriately to strangers in the community c) take personal responsibility in keeping safe to limit risks.	<ul style="list-style-type: none"> <li>• Learners to listen actively to a relevant age appropriate case story on responding to strangers</li> <li>• Learners to watch a video clip on how they could respond appropriately to strangers</li> <li>• In groups, learners to reflect, share and report back their experiences about responding to strangers</li> <li>• Learners are guided on how to use phone when in danger</li> <li>• Learners to simulate ways of responding appropriately to strangers</li> <li>• Learners to find out from parents or guardians appropriate ways of responding to strangers.</li> </ul>	How could we respond appropriately to strangers?

	2.2.2 Safe and dangerous places in the community	By the end of the sub-strand, the learner should be able to: a) identify safe places in the community b) identify dangerous places in the community c) keep personal safety in the community d) respond appropriately to security threats in the community.	<ul style="list-style-type: none"> <li>• Learners to discuss and identify safe places in the community</li> <li>• Learners to discuss and identify dangerous places in the community</li> <li>• Learners to do age appropriate community mapping to identify and mark the safe places and dangerous places</li> <li>• Learners to recognize indications of dangerous places and situations using the map</li> <li>• Learners to respond appropriately to threats against safety</li> <li>• Learners to discuss with their parents or guardians about dangerous places in the community and report back.</li> </ul>	What are the safe places in the community? What are the dangerous places in the community?
	<b>2.3 Safe Travel</b> 2.3.1 Basic road safety signs	By the end of the sub-strand, the learner should be able to: a) recognize basic road safety signs b) use basic road safety signs appropriately to enable safe travel c) appreciate the use of basic road safety signs in enabling safe travel.	<ul style="list-style-type: none"> <li>• Learners to observe stimulus materials to recognize basic road safety signs (pedestrian crossing, stop sign, traffic lights)</li> <li>• Learners to visit a nearby road or children's park for a demonstration on appropriate use of the basic road signs</li> <li>• Learners to play an educative multimedia game on basic road signs.</li> <li>• Learners to ask their parents or guardian to take them on a safety walk around their neighborhood and report back.</li> </ul>	How do basic road safety signs enable safe travel?
	<b>2.4 Environmental and cultural events in the community</b>	By the end of the sub-strand, the learner should be able to: a) state how cultural events promote environmental and social wellbeing in the community b) participate in cultural events that promote	<ul style="list-style-type: none"> <li>• Learners to use stimulus materials on cultural and environmental events in the community</li> <li>• Learners to discuss on environmental and cultural events that promote social wellbeing ( tree planting, cultural festivals )</li> <li>• Learners are guided on how they could participate in events that promote environmental and social well being</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the importance of environmental and cultural events?</li> <li>2. How could we participate in environmental</li> </ol>

		environmental and social wellbeing in the community c) develop interest in environmental and cultural events that promote social wellbeing in the community.	<ul style="list-style-type: none"> <li>Learners to find out from elders, parents or guardians about environmental and cultural events that promote social wellbeing and report back.</li> </ul>	and cultural events in the community?
<b>Core Competences to be developed:</b> Creativity and imagination, communication and collaboration, learning to learn: gathering information from parents or guardians				
<b>Link to PCIs: Citizenship:</b> social cohesion; learners discuss roles of community in caring for environmental resources <b>ESD:</b> Environmental Education, harmonious living in the community.			<b>Link to values:</b> Responsibility, peace, social justice.	
<b>Links to other learning activity areas:</b> Movement and Creative activities, Languages: on listening to case stories.			<b>Suggested Community Service Learning activities:</b> Learners gathering information from parents or guardians.	
<b>Suggested non formal activity to support learning through application:</b> sharing messages during community events.			<b>Suggested assessment:</b> Observation, oral questions and written work.	

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Sanitation in the community	Consistently and actively participates in keeping the market place clean and appreciates a clean market.	Actively participates in keeping the market place clean and appreciates a clean market.	Sometimes occasionally participates in keeping the market place clean.	Rarely participates in keeping the market place clean.
Keeping safe in the community	Creatively and appropriately responds to strangers and takes personal responsibility to keeping safe.	Responds appropriately to strangers and takes personal responsibility to keeping safe.	Sometimes responds to strangers appropriately or takes personal responsibility to keeping safe.	Rarely responds to strangers appropriately or takes personal responsibility to keeping safe.

Safe and dangerous places in the community	Consistently and correctly identifies safe and dangerous places and responds appropriately to security threats.	Correctly identifies safe and dangerous places and responds appropriately to security threats.	Sometimes identifies safe and dangerous places and responds appropriately to security threats.	Rarely identifies safe and dangerous places or responds appropriately to security threats.
Basic road safety signs	Consistently and correctly identifies and uses basic road safety signs for safe travel.	Correctly identifies and uses basic road safety signs for safe travel.	Sometimes identifies and uses basic road safety signs for safe travel.	Rarely identifies and uses basic road safety signs for safe travel.
Environmental and cultural events in the community	Innovatively and actively identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Actively identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Sometimes identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Rarely identifies or participates in environmental and cultural events that promote social wellbeing in the community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	<b>2.2 Enterprise projects</b> (25 Lessons)  2.2.1 Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income b) determine suitable waste management activity to generate income at school c) participate in waste management activity to generate income at school d) develop interest in undertaking income generating activities in waste management.	<ul style="list-style-type: none"> <li>Learners to identify ways of using waste to generate income (Collection, sorting, Reducing Reusing, recycling)</li> <li>Learners to observe varied stimulus materials in waste management activities to derive suitable activities for income generation</li> <li>Learners to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity)</li> </ul>	What activities could learners undertake to generate income from waste management?

			<ul style="list-style-type: none"> <li>• Learners to discuss and develop a plan to undertake the income generating activity that will use waste from the immediate environment</li> <li>• Learners to implement the selected project for managing waste to generate income</li> <li>• Learners to discuss with parents or guardians on waste management activity that could generate income at home.</li> </ul>	
<b>Core-competence to be developed:</b> Critical thinking and problem solving; reusing and recycling wastes. Communication and collaboration: discussions to build consensus.				
<b>Link to PCI's:</b> ESD: Environmental Education; social environments Financial literacy: Enterprise projects <b>Citizenship:</b> Social cohesion: learners share ideas on income generating activities.			<b>Link to values:</b> Responsibility; learners find out from parents income generating activities	
<b>Suggested non-formal activity:</b> discussion on importance of managing waste to generate income.			<b>Suggested community Service Learning activity:</b> Find more from parents or guardians on how to sell products	
<b>Links to other learning activity areas (s):</b> Mathematics; Money			<b>Suggested assessment :</b> Oral questions ,Project work	

### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and creatively identify and determine ways of using waste to generate income and participate actively in the waste management project.	Creatively identify and determine ways of using waste to generate income and participate actively in the waste management project.	Sometimes identify and determine ways of using waste to generate income and participate actively in the waste management project.	Rarely identify and determine ways of using waste to generate income and participate actively in the waste management project.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.1Caring for Plants</b> (5 Lessons)  3.1.1 Communicating plant protection messages in the community.	By the end of the sub-strand, the learner should be able to: a) give ways of protecting plants in the community b) create persuasive messages on plants protection in the community c) communicate messages that protect plants in the community d) appreciate plant protection in the community.	<ul style="list-style-type: none"> <li>• Learners to explore and identify areas where plants have been destroyed in community</li> <li>• Learners to discuss and create plant protection messages.</li> <li>• Learners to design plant protection messages using print and electronic media.</li> <li>• Learners to display and peer assess the plant protection messages.</li> <li>• Learners to recite or sing songs on plant protection messages during school assembly.</li> <li>• Learners to convey the plant protection messages to the community through print and electronic media.</li> </ul>	How could we communicate plant protection messages in the community?
<b>Core Competences to be developed:</b> Communication and collaboration, Imagination and creativity and Learning to learn.				
<b>Link to PCIs:</b> ESD: Environmental Education: Care for the environment; caring for plants <b>Citizenship:</b> Plant protection. Life skills: cooperation: creating plant protection messages and peer assessment of messages.			<b>Link to Values:</b> Responsibility learners convey plant protection messages through poems, songs and posters	
<b>Links to other learning activity areas:</b> Language, Music and Creative Art in reciting poems, singing songs and creating posters			<b>Suggested Community Service Learning activities:</b> communicating plant protection messages to the community in various fora.	
<b>Suggested non formal activity to support learning:</b> Share plant protection messages at school assembly, clubs and societies.			<b>Suggested assessment:</b> written and oral work; observation	



### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies, creates, communicates and appreciates plant protection messages.	Correctly identifies, creates, communicates and appreciates plant protection messages.	Sometimes identifies, creates, communicates and appreciates plant protection messages.	Rarely identifies, creates, communicates and appreciates plant protection messages.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.2 Caring for Animals</b> (5 Lessons)  3.2.1 Caring for animals in distress	By the end of the sub-strand, the learner should be able to: a) Recognize signs of distress in animals b) Care for animals in distress c) Appreciate the need to relieve animals of distress.	<ul style="list-style-type: none"> <li>In groups, learners to discuss their experiences on how animals in distress are handled in the community</li> <li>Learners to use stimulus materials to develop understanding of various signs of distress in animals</li> <li>Learners to visit a nearby farm to learn and practice some care activities for animals</li> <li>Learners to be guided by a guest speaker on animal rights, freedoms and appropriate caring activities to alleviate animal distresses.</li> </ul>	<ol style="list-style-type: none"> <li>What indicates that an animal is in distress?</li> <li>How could we respond to an animal in distress?</li> </ol>
<b>Core-competence to be developed: Communication and collaboration in group activities</b>				
<b>Links to PCI's:</b> ESD: Animal Welfare Education, caring for animals <b>Life skills:</b> Effective communication ;learners identify signs of distress in animals			<b>Links to values:</b> responsibility and unity in groups learners work.	
<b>Links to other learning activity areas (s):</b> Religious Studies: appreciating animals as God's creation			<b>Suggested Community Service Learning activities:</b> field visit to a farm to learn about animal care.	
<b>Suggested non-formal activity to support learning:</b> Debate on animal rights.			<b>Suggested Assessment:</b> Oral question and written work.	

### Suggested Assessment Rubric

<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Consistently and correctly recognizes, cares and appreciates relieve of distress in animals.	Correctly recognizes, cares and appreciates relieve of distress in animals.	Sometimes recognizes, cares and appreciates relieve of distress in animals.	Rarely recognizes, cares or appreciates relieve of distress in animals.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 Care for the environment</b>	<b>3.3 Managing waste</b> (10 Lessons) 3.3.1 Disposing of waste in the community	By the end of the sub-strand, the learner should be able to: a) state ways of disposing of waste in the community b) participate in disposing of waste in the community c) dispose waste responsibly to limit risks to self, others and the environment	<ul style="list-style-type: none"> <li>• Learners to discuss various types of waste in the community (avoid sewage and e-wastes)</li> <li>• Learners to watch a video clip on a waste dump site and identify the various types of waste, how they are sorted and disposed of responsibly</li> <li>• Learners to reflect, think and share ideas about types of waste and how they could be sorted and disposed of.</li> <li>• Learners to demonstrate sorting and disposal of waste in the community.</li> </ul>	How could we dispose of waste in the community responsibly?

<b>3.0 Care for the environment</b>	3.3.2Communicating messages on managing waste	By the end of the sub-strand, the learner should be able to: a) recognize persuasive messages on how to manage waste b) use hand, print and electronic media to create messages on how to manage waste in the community c) communicate messages on management of wastes in the community.	<ul style="list-style-type: none"> <li>• Learners to observe messages on managing waste from different media</li> <li>• Learners to discuss ways of communicating messages on managing waste</li> <li>• learners to be guided to create using different media persuasive messages on waste management</li> <li>• Learners to peer assess then display to the community the created waste management messages.</li> </ul>	How could we communicate messages on waste management?
	3.3.3Engaging parents or guardians in waste management	By the end of the sub-strand, the learner should be able to: a) identify ways of involving parents or guardians in waste management b) involve parents or guardians in waste management c) appreciate the participation of parents or guardians in waste management	<ul style="list-style-type: none"> <li>• Learners to discuss on ways of involving parents in waste management</li> <li>• Learners to discuss with parents on various ways of managing waste and report back</li> <li>• Learners to show case ways of managing waste to parents or guardians during school events</li> <li>• Learners to involve parents or guardians in establishing simple waste management projects.</li> </ul>	How could we involve parents or guardians in waste management?
<b>Core Competences to be developed:</b> Critical thinking and problem solving, Creativity and imagination, Communication and collaboration.				
<b>Link to PCIs:</b> ESD: Environmental education; care for environment; managing waste responsibly, Life skills: Effective communication ;learners discuss on waste management			<b>Link to Values:</b> Responsibility and unity; learners are guided to manage waste	

<b>Links to other learning activity areas:</b> Hygiene and Nutrition, Movement and creative activities in creating messages for waste management.	<b>Suggested Community Service Learning activity:</b> involving parents in waste management projects.
<b>Suggested non formal activity to support learning through application:</b> show casing waste management during school events.	<b>Suggested Assessment:</b> written, oral questions, project work

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Disposing wastes in the community	Consistently and correctly states ways, participates and manages wastes responsibly to limit risks to self and others.	Correctly states ways, participates and manages wastes responsibly to limit risks to self and others.	Sometimes states ways, participates and manages wastes responsibly to limit risks to self and others.	Rarely states ways, participates or manages wastes responsibly to limit risks to self and others.
Communicating messages on management of wastes	Consistently and correctly recognizes uses and communicates appropriate messages for waste management.	Correctly states ways participates and manages wastes responsibly to limit risks to self and others.	Sometimes states ways participates and manages wastes responsibly to limit risks to self and others.	Rarely states ways, participates or manages wastes responsibly to limit risks to self and others.
Engaging parents or guardians in waste management	Consistently and correctly identifies, involves and appreciates participation of parents or guardians in waste management.	Correctly identifies, involves and appreciates participation of parents or guardians in waste management.	Sometimes identifies, involves and appreciates participation of parents or guardians in waste management.	Rarely identifies, involves and appreciates participation of parents or guardians in waste management.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.4 Caring for Soil</b> (10 Lessons) 3.4.1 Planting trees to protect soil	By the end of the sub-strand, the learner should be able to: a) state the importance of planting trees b) plant trees for soil protection c) demonstrate willingness to plant trees to protect soil for environmental sustainability.	<ul style="list-style-type: none"> <li>• Learners to discuss the importance of trees in protecting soil</li> <li>• Learners to use varied stimulus material to observe how trees protect soil</li> <li>• Learners to observe demonstration on planting tree seedling to protect (the seedlings to be planted where soil erosion is in progress)</li> <li>• Learners to plant some tree seedlings to protect soil</li> <li>• Learners to share with parents or guardians how planting tree seedlings protect the soil.</li> </ul>	How do trees protect the soil?
	3.4.2. Improving soil	By the end of the sub-strand, the learner should be able to: a) Identify materials used to improve the soil b) apply manure on a seedbed c) apply mulch on a seedbed  d) develop interest in caring for the soil for using environmental sustainability.	<ul style="list-style-type: none"> <li>• Learners observe stimulus material to identify materials used to improve the soil (mulch from organic material, farm yard manure)</li> <li>• Learners to use varied stimulus materials to observe how mulch and manure are used to care for soil.</li> <li>• Learners to observe a demonstration on how to mulch and apply manure to a seedbed.</li> <li>• Learners to mulch and apply manure to a seedbed</li> <li>• Learners to share with parents or guardians on the use of mulch and manure in caring for soil.</li> </ul>	What do we use to improve soil?

<b>Core-competence to be development:</b> Creativity and imagination, Communication and collaboration, critical thinking and problem solving.	
<b>Links to PCI's:</b> ESD-Environmental Education; care for the environment <b>Citizenship:</b> social cohesion, learners in groups use mulch and manure to improve soil.	<b>Links to values:</b> Respect learners share experiences on how to mulch and add manure to care for soil: responsibility; learners participate in planting trees to care for soil.
<b>Links to other learning activity areas (s):</b> Mathematical Activities	<b>Suggested community Service Learning activities:</b> Learners share with parents or guardians on the use of mulch and manure in caring for soil.
<b>Suggested non-formal activity to support learning:</b> mulch and apply manure to the school seed bed.	<b>Suggested Assessment:</b> project work ,written questions and observation

### Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Planting trees to protect soil	Consistently and correctly states importance, plants trees and demonstrates willingness to protect soil.	Correctly states importance, plants trees and demonstrates willingness to protect soil.	Sometimes states importance, plants trees and demonstrates willingness to protect soil.	Rarely states importance, plants trees or demonstrates willingness to protect soil.
Improving soil	Consistently and correctly identifies, applies mulch, manure and develops interest in caring for the soil.	Correctly identifies, applies mulch, manure and develops interest in caring for the soil.	Sometimes identifies, applies mulch, manure and develops interest in caring for the soil.	Rarely identifies, applies mulch, manure and develops interest in caring for the soil.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.4 Caring for water</b> 3.4.1 Exploring ways of collecting rain water (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of collecting rain water in school and the community b) collect rain water at school c) appreciate the need of collecting rain water for domestic uses.	<ul style="list-style-type: none"> <li>• Learners to share experiences on ways of collecting rain water</li> <li>• Learners to observe stimulus materials showing ways of collecting rain water in school and community</li> <li>• Learners to identify ways of collecting rain water in school and the community</li> <li>• Learners to improvise means of collecting rain water for use</li> <li>• Learners to inquire from parents or guardians on ways of collecting rain water and report back.</li> </ul>	How could we collect rain water in school and community?
	3.4.2 Caring for water reservoirs in the community	By the end of the sub-strand, the learner should be able to: a) identify ways of protecting reservoirs b) participate in protecting water reservoirs in the community c) appreciate the need to care for reservoirs in the community.	<ul style="list-style-type: none"> <li>• Learners to observe appropriate stimulus materials ways of protecting water reservoirs (water tanks)</li> <li>• Learners to identify ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular cleaning)</li> <li>• Learners to visit the community and participate in appropriate activities towards protection reservoirs</li> <li>• Learners to sing songs or recite poems supporting caring for water reservoirs.</li> </ul>	<ul style="list-style-type: none"> <li>• How could we care for water reservoirs?</li> </ul>

<b>Core-competence to be development:</b> Critical thinking and problem solving (protecting water sources and reservoirs), self-efficacy.	
<b>Links to PCI's:</b> ESD: Environmental Education; caring for environment Citizenship:social cohesion, learners work in groups to identify ways of protecting water sources.	<b>Links to values:</b> responsibility,respect; sing songs and recite poems related to water sources and reservoirs. Responsibility-learners participate in community activities to protect water sources.
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition on care of water.	<b>Suggested Community Service Learning activities:</b> Learners are guided to actively participate in community activities that involve protection of water sources and reservoirs.
<b>Suggested non-formal activity to support learning:</b> Learners are guided by the teacher to actively participate in community activities that involves caring for water reservoirs	<b>Suggested Assessment:</b> Written work, oral questions.

### Suggested Assessment Rubric

Sub-strand	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring ways of collecting rain water	Consistently and creatively identifies ways, collects and appreciates need for collecting rain water for domestic use.	Creatively identifies ways, collects and appreciates need for collecting rain water for domestic use.	Sometimes identifies ways, collects and appreciates need for collecting rain water for domestic use.	Rarely identifies ways, collects and appreciates need for collecting rain water for domestic use.
Caring for water reservoirs in the community	Consistently and correctly identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Correctly identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Sometimes identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Rarely identifies ways, participates in caring and appreciates the need to care for water reservoirs.



Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.5 Caring For Energy</b> (10 Lessons) 3.5.1 Energy conservation campaigns in the community	By the end of the sub-strand, the learner should be able to: a) state ways of promoting energy conservation in the community b) participate in energy conservation campaigns in the community c) appreciate the need promote energy conservation in the community.	<ul style="list-style-type: none"> <li>• Learners to observe multimedia resources showing ways of promoting energy conservation (light and heat energy)</li> <li>• Learners to reflect, think and share their ideas on promoting energy conservation in the community</li> <li>• Learners to compose songs, poems, and create posters on energy conservation in the community. Then, pass the message in school and community events</li> <li>• Learners to gather information about energy conservation in the community from parents or guardians and report back.</li> </ul>	How could we promote energy conservation?
<b>Core Competences to be developed:</b> Imagination and creativity and Communication and collaboration, Critical thinking and problem solving.				
<b>Link to PCIs:</b> ESD: Environmental Education: care for the environment Citizenship: social cohesion: learners in groups share ideas Lifeskills: effective communication.			<b>Link to values:</b> Responsibility and unity: promoting energy conservation.	
<b>Links to other learning activity areas:</b> Languages, Movement and Creative activities (music).			<b>Suggested Community Service Learning activities:</b> engaging the community in energy conservation campaign.	
<b>Suggested non formal activity to support learning:</b> share ideas on how during school assembly, in clubs and societies.			<b>Suggested Assessments:</b> written questions, oral questions, observation	

#### Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and creatively states ways, participates and appreciates energy conservation campaign.	Creatively states ways, participates and appreciates energy conservation campaign.	Sometimes states ways, participates and appreciates energy conservation campaign.	Rarely states ways, participates and appreciates energy conservation campaign.

## SUGGESTED LEARNING RESOURCES

The suggested list of learning resources is **neither exhaustive nor prescriptive**. It is important for the teacher to explore the wealth of learning resources, improvise or collect during a field study. The suggested resources include:

- Local environment
- Real objects/Specimens/realia
- Maps
- Photographs, pictures paintings
- Flash cards and posters
- TV/video/films/slides/ Internet sources
- Live Radio Broadcasts
- Vetted digital resources, educational computer games
- Approved textbooks and other printed resources
- Workbooks, Worksheets, Activity sheets
- Resource persons
- Weather instruments
- Artifacts
- Museum/historical sites
- Newspaper cuttings
- Magazines/journals
- Libraries
- Display boards

# **HYGIENE AND NUTRITION ACTIVITIES**

**Essence statement**

Hygiene and nutrition activities equip learners with the basic knowledge, skills and attitudes that promote a happy and healthy lifestyle. The learner is given the ability to take care of their own wellbeing as well as that of others by learning and adopting healthy habits in hygiene and nutrition.

The learner shall be engaged in practical activities that promote healthy eating habits and adoption of appropriate hygiene practices. This will enable the country prevent many of the infections associated with poor hygiene and sanitation practices. Chronic lifestyle diseases associated with poor eating habits will also be minimized by making sure that healthy habits are introduced as the children start their education. The subject also covers oral and dental health, basic first-aid for common accidents, safety at home and school and consumer education.

**Learning outcomes for hygiene and nutrition**

By the end of Early Years Education, the learner should be able to:

1. Practice hygiene, proper sanitation and safety to promote health and well-being.
2. Demonstrate good health habits that promote the well-being of self and others.
3. Make appropriate choices of foods and drinks that promote good health.
4. Demonstrate ability to conserve resources in their daily activities
5. Practice appropriate etiquette for interpersonal relationships.

## GRADE ONE

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health Practices	1.1 Healthy habits ( 5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify health habits that prevent illnesses, b) state the importance of practicing health habits to promote wellbeing of self and others, c) practise health habits that promote wellbeing, d) appreciate the importance of practising health habits to promote wellbeing of self and others.	<ul style="list-style-type: none"><li>• Learners identify health habits that prevent illnesses(hand-washing, using the toilet/latrine, drinking safe water, not using excessive salt or sugar, eating healthy foods, adequate sleep and rest, physical activities and exercise, bathing daily) using various multi-media elements.</li><li>• Learners state the importance of practicing health habits.</li><li>• Learners observe demonstrations of healthy habits.</li><li>• Learners role play health habits.</li><li>• Learners practice health habits and keep a simple journal on health habits they have observed.</li></ul>	<ol style="list-style-type: none"><li>1. Which are some of the good health habits?</li><li>2. Why do we practice health habits?</li></ol>
Core competence to be developed: Self-efficacy				
Links to PCIs: Health education, self-awareness			Link to values: Responsibility	
Links to other subjects; Mathematics: recording hours slept, number of times they wash hands. Engage in physical activities among other healthy practices			Suggested Community Service Learning: Guide others to practise good habits for healthy living.	
Suggested non- formal activity to support learning through application Participate in activities held during hand washing day, water day, Present songs, poems, rhymes on hygiene practices during public forums. Visit a prospective sponsor to facilitate provision of sanitation facilities in school			Suggested assessment: observation, oral questions, checking the journal	
Suggested resources: pictures, photos, video clips, charts				

### Suggested Assessment Rubric

<b>Exceeding expectation</b> <ul style="list-style-type: none"> <li>name health habits that promote their well being</li> <li>state the importance of practicing health habits</li> <li>keeps an updated journal on health habits practiced</li> <li>sensitizes other learners to practice health habits</li> </ul>	<b>Meeting expectation</b> <ul style="list-style-type: none"> <li>name health habits that promote their well being</li> <li>state the importance of practicing health habits</li> <li>keeps an updated journal on health habits practiced</li> </ul>	<b>Approaching expectation</b> <ul style="list-style-type: none"> <li>can name some of the health habits that promote well being</li> <li>can state some of the reasons why it is important to practice health habits</li> <li>keeps a journal on health habits but it is not updated</li> </ul>	<b>Below expectation</b> <ul style="list-style-type: none"> <li>cannot name most of the health habits</li> <li>not able to state the importance of practicing health habits</li> <li>not able to keep a journal on health habits</li> </ul>
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Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health Practices</b>	<b>1.2 Care of the teeth (3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify milk teeth as temporary in childhood, b) mention hygienic practices to observe during shedding of milk teeth, c) observe hygienic practices during shedding of milk teeth, d) appreciate shedding of teeth as a natural process.	<ul style="list-style-type: none"> <li>Learners are guided to identify the appearance of teeth during the different stages of development (an infant, a toddler, a school age pupil).</li> <li>Learners colour or model a tooth.</li> <li>Learners share experiences or tell stories about shedding milk teeth during childhood.</li> <li>Learners are guided to mention the hygienic practices to observe during shedding of teeth(washing hands, gargling salty water after extraction, proper disposal of shed tooth, proper disposal of soiled materials used after tooth extraction)</li> <li>Learners observe a demonstration of hygienic practices during shedding of teeth.</li> </ul>	1. How do you care for a gum where the tooth has been removed?

			<ul style="list-style-type: none"> <li>Learners role play hygienic practices to observe during shedding of teeth</li> </ul>	
<b>Core competence to be developed:</b> communication and collaboration, imagination and creativity, self-efficacy				
<b>Links to PCIs and Values:</b> Self-awareness, empathy			<b>Link to values:</b> Responsibility	
<b>Links to other subjects:</b> Environmental activities : disposal of tooth and soiled materials Mathematic: counting teeth Movement and creative activities : drawing a tooth and colouring			<b>Suggested Community Service Learning:</b> Advocate for use of hygienic practices among peers during shedding of teeth.	
<b>Non- Formal activity to support learning through application</b> Participate in oral health campaigns through songs, poems, posters			<b>Suggested assessment:</b> oral questions, observation	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify milk teeth</li> <li>tell the hygienic practices during shedding of teeth</li> <li>empathize with learners who are shedding teeth</li> </ul>	<ul style="list-style-type: none"> <li>identify milk teeth</li> <li>tell the hygienic practices during shedding of teeth</li> </ul>	<ul style="list-style-type: none"> <li>identify milk teeth</li> <li>can tell some of the hygienic practices during shedding of teeth</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify milk teeth</li> <li>not able to tell most of the hygienic practices during shedding of teeth</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practice</b>	<b>1.3 Use of medicine (2 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) mention common forms of medicine used in our homes, b) state precautions when handling medicine found in the home,	<ul style="list-style-type: none"> <li>Learners are guided to identify some common forms of medicine used at home(tablets, capsules, syrups, ointment creams, inhalers, eye/ear/nose drops)</li> </ul>	1. What precautions are needed when handling medicine at home 2. Why should we practice cleanliness when taking medicine?

		c) appreciate cleanliness when taking medicine at home and school.	<ul style="list-style-type: none"><li>• Learners discuss the precautions to take when handling with medicine at home (washing hands when handling medicine, use of clean and safe water to take medicine, not sharing medicine, taking dosage as prescribed, proper storage of medicine).</li><li>• Learners are guided to mention why they should observe cleanliness when taking medicine at home and school.</li><li>• Learners role play precautions and cleanliness when taking medicines.</li><li>• Learners can watch a video clip on different forms of medicines.</li></ul>	
<b>Core competence to be developed:</b> Self-efficacy, Communication and collaboration				
<b>Link to PCIs :</b> Health education			<b>Link to values:</b> responsibility	
<b>Link to other subjects:</b> Languages – role play			<b>Suggested Community Service Learning activities:</b> Advocacy on hygienic practices when taking medicines	
<b>Suggested non- formal activity to support learning</b> Visit a chemist to see various types of medicine and storage			<b>Suggested assessment:</b> observation, oral questions	
<b>Suggested resources:</b> empty packets or containers of various forms of medicine commonly used at home, pictures, photos, video clips				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>correctly identifies different forms of medicine used at home</li> <li>can mention precautions when handling medicines</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>correctly identifies different forms of medicine used at home</li> <li>can mention precautions when handling medicines</li> </ul>	<ul style="list-style-type: none"> <li>correctly identifies most forms of medicine used at home</li> <li>can mention some of the precautions when handling medicines</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most forms of medicine used at home</li> <li>not able to mention most of the precautions when handling medicines</li> </ul>



<ul style="list-style-type: none"> <li>• can mention how to practice cleanliness when taking medicine</li> <li>• guide other learners in practising cleanliness when taking medicine</li> </ul>	<ul style="list-style-type: none"> <li>• can state how to practice cleanliness when taking medicine</li> </ul>	<ul style="list-style-type: none"> <li>• can mention some of the cleanliness practices when taking medicine</li> </ul>	<ul style="list-style-type: none"> <li>• not able to state most of the cleanliness practices when taking medicine.</li> </ul>
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Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Personal hygiene</b>	<b>2.1 Care of different parts of the body (15 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) name materials used to clean the different parts of the body, b) mention the procedures used to clean different parts of the body, c) use appropriate materials to clean different parts of the body, d) clean body parts without wasting cleaning materials, e) appreciate the importance of a clean body for personal hygiene.	<ul style="list-style-type: none"> <li>• Learners identify cleaning materials used to clean parts of the body (sponges, pumice stone, face towel, plant fibres, leaves, toothbrush, ear buds)</li> <li>• Learners observe a demonstration on cleaning parts of their body.</li> <li>• Learners practise how to clean parts of the body using dolls.</li> <li>• Learners clean parts of their body (Face, Teeth, Hands, Feet and Hair).</li> <li>• Learners are guided to use cleaning materials without waste (soap, water, toothpaste)</li> <li>• Learners role play on how to clean parts of the body.</li> <li>• Learners sing songs, recite poems on cleaning parts of the body.</li> <li>• Learners maintain a simple daily record on cleaning the body.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we clean our bodies?</li> <li>2. What materials do we use to clean our bodies?</li> <li>3. How can we use cleaning materials without waste?</li> </ol>
<b>Core competence to be developed:</b> Communication and collaboration, Creativity and imagination and Self-efficacy				
<b>Links to PCIs:</b> Life skills – self-awareness, self-esteem,			<b>Link to values:</b> Responsibility	
<b>Links to other subjects:</b> English – rhymes, role playing Movement and creative activities – songs Mathematics activity – keeping a daily record in cleaning body parts Environmental activity – alternative cleaning materials			<b>Suggested community service learning activities:</b> Parental programme on personal hygiene	

<b>Suggested non formal activity to support learning:</b> Present songs and poems during parade/ parents meetings/ public forums and other events Participate in charity activities targeting personal hygiene.	<b>Suggested assessment:</b> observation, oral questions, written exercises
<b>Resources:</b> pictures, video, soap, water, towel, doll, nail cutter, pumice stone, body oil, comb, toothbrush, toothpaste, improvised cleaning materials, lotion/petroleum jelly	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>able to identify and use the cleaning materials to clean parts of the body</li> <li>accurately states the procedures for cleaning body parts</li> <li>demonstrates ability to care for the various body parts</li> <li>use cleaning materials without waste</li> <li>forms a habit of cleaning the body daily</li> <li>can teach others how to clean various body parts</li> </ul>	<ul style="list-style-type: none"> <li>able to identify and use the cleaning materials to clean parts of the body</li> <li>able to tell the procedures for cleaning body parts</li> <li>care for various body parts</li> <li>use cleaning materials without wasting</li> <li>develops a habit of cleaning the body daily</li> </ul>	<ul style="list-style-type: none"> <li>can identify and use some of the cleaning materials to clean parts of the body</li> <li>can state some of the procedures for cleaning body parts</li> <li>demonstrates ability to care for some of the body parts</li> <li>needs guidance to use cleaning materials without waste</li> <li>cleans some parts of the body daily</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the cleaning materials; not able to use the correct cleaning materials for different body parts</li> <li>not able to state most of the procedures for cleaning body parts</li> <li>not able to demonstrate ability to care for most of the body parts</li> <li>not economical in use of cleaning materials.</li> <li>do not clean most of the body parts daily</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Personal Hygiene</b>	<b>2.1 Use of toilet and latrines</b>  (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify a toilet/latrine and urinal in the school, b) state why we need to use a toilet in our environment for the wellbeing of self and others,	<ul style="list-style-type: none"> <li>Learners locate the ablution block and identify a toilet/latrine and urinal.</li> <li>Learners identify a toilet/ latrine using charts, pictures, video clips</li> </ul>	<ol style="list-style-type: none"> <li>Why should we use the toilet/latrine and urinal appropriately?</li> <li>What materials do we use for toileting purposes?</li> </ol>

		<p>c) use appropriately a toilet/latrine and urinal in their locality,</p> <p>d) dispose off soiled materials used in the toilet,</p> <p>e) appreciate the importance of using the toilet correctly within their environment.</p>	<ul style="list-style-type: none"><li>• Learners are guided to mention why they need to use the toilet appropriately.</li><li>• Learners are guided on how to use the toilet/latrine and urinal and dispose off soiled materials</li><li>• Learners observe simple toileting etiquette (knocking the door before accessing, flushing the toilet, disposing off used materials appropriately, unnecessary touching of surfaces in the toilet/latrine; not eating in the toilet).</li><li>• Learners role play on how to use the toilet</li></ul>	3. What is toilet, latrine etiquette?
<b>Core competence to be developed:</b> Self efficacy in using the toilet				
<b>Links to PCIs and Values:</b> self-awareness, self-esteem,			<b>Link to values:</b> Responsibility; respect	
<b>Links to other subjects:</b> English – rhymes, role playing Environmental activity – alternative materials for use in toilet, waste disposal Literacy – vocabulary on the toilet and toilet material			<b>Suggested Community Service Learning activities:</b> Guide others on proper use of the toilet in their environment	
<b>Non- Formal activity to support learning through application:</b> songs and poems during forums like parents day Participate in planting /watering plants used as toileting materials.			<b>Suggested assessment:</b> observation, oral questions, oral reports	
<b>Suggested resources:</b> pictures, video, soap, water, towel, doll, nail cutter, pumice stone, body oil, comb, toothbrush, toothpaste, improvised cleaning materials				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>• can be able to use the toilet/latrine or urinal correctly</li> <li>• identifies and uses the correct toileting material and disposes them off appropriately</li> <li>• confident in using the toilet</li> <li>• observes etiquette when using the toilet</li> <li>• can be able to assist another student use the toilet/latrine or urinal correctly</li> </ul>	<ul style="list-style-type: none"> <li>• can be able to use the toilet/latrine or urinal correctly</li> <li>• can tell why we need to use the toilet</li> <li>• identifies and uses the correct toileting material and disposes them off appropriately</li> <li>• confident in using the toilet</li> <li>• observes etiquette when using the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• can be able to use the toilet/latrine or urinal most of the time</li> <li>• can tell with prompting why we need to use the toilet</li> <li>• needs assistance in using the toilet some of the time</li> <li>• observes etiquette most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• not able to use the toilet or latrine most of the time</li> <li>• not able to tell why we need to use the toilet.</li> <li>• not able to use the toilet without assistance most of the time</li> <li>• does not observe etiquette most of the time</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry Question(s)
<b>3.0 Foods</b>	<b>3.1 Food sources ( 2 lesson)</b>	By the end of the sub-strand, the learner should be able to: a) name the different sources of food in their locality, b) classify food into plant and animal sources, c) embrace the different sources of food in their locality.	<ul style="list-style-type: none"> <li>• Learners identify different sources of food in the locality using realia.</li> <li>• Learners classify the foods into plant and animal source.</li> <li>• Learners draw and colour pictures, on sources of food using computing devices, paper, pencils, and crayons.</li> <li>• Learners play games on food sources using computing devices.</li> <li>• Learners can take pictures of food sources and display in class</li> </ul>	<ol style="list-style-type: none"> <li>1. Which foods do we get from animals?</li> <li>2. Which foods do we get from plants?</li> </ol>
<b>Core-Competence to be developed</b> <b>Critical thinking, Creativity and imagination, Digital literacy, Communication and collaboration</b>				

<b>Link to PCIs:</b> ESD – appreciating animals and plants as a source of food	<b>Link to values:</b> responsibility, respect
<b>Links to other subject(s):</b> Environmental activities – plants and animals Movement and creative activities – drawing and colouring Literacy – names of plants and animals	<b>Suggested Community Service Learning activities:</b> taking care of animals and plants in their environment
<b>Suggested non-formal activity to support learning</b> Visit a neighbouring farm to see plants grown and animals kept for food sources	<b>Suggested assessment:</b> oral questions
<b>Suggested Resources:</b> realia, video clips, photos, computing devices	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify different sources of food from their environment</li> <li>classify foods according to plant or animal source</li> <li>peer teach others on classification of food sources</li> </ul>	<ul style="list-style-type: none"> <li>identify different sources of food from their environment</li> <li>classify foods according to plant or animal source</li> </ul>	<ul style="list-style-type: none"> <li>can identify one source of food in their environment</li> <li>can classify most foods according to plant or animal source</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify the sources of food in their environment</li> <li>not able to classify most foods according to plant or animal source</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Foods	3.2 Eating habits (3 lessons)	By the end of the sub-strand, the learner should be able to: a) name foods and drinks they consume on a daily basis, b) mention their likes and dislikes of food and drinks they eat at home, c) choose healthy food for strong teeth, d) appreciate healthy food for teeth.	<ul style="list-style-type: none"><li>• Learners name the foods and drinks they consume on daily basis.</li><li>• In pairs, learners share experiences on the foods and drinks they like and dislike.</li><li>• Learners are guided to mention foods that are good and bad for their teeth.</li><li>• Learners draw and colour using computing devices, paper, pencil or crayons; model foods that are good for their teeth.</li><li>• Learners are guided to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth.</li><li>• Learners can take pictures of foods and drinks they like or dislike using computing devices and display in class.</li><li>• Learners can take pictures of foods that are healthy for their teeth using computing devices and display in class.</li></ul>	<ol style="list-style-type: none"><li>1. Which foods do I like and dislike?</li><li>2. Which foods are good for my teeth?</li><li>3. Which foods are bad for my teeth?</li></ol>
<b>Core-Competence to be developed</b> Self-efficacy, Critical thinking, Communication and collaboration; Digital literacy				
<b>Link to PCIs:</b> Oral health education,			<b>Link to values:</b> responsibility, integrity	
<b>Links to other subject(s):</b> Movement and creativity – drawing pictures of foods they like, dislike, healthy for their teeth Literacy – types of foods and drinks			<b>Suggested Community Service Learning:</b> Advocacy on foods that are good for the teeth in their community	
<b>Suggested non-formal activity to support learning through application</b>  Participate in oral health campaigns in the community.			<b>Suggested assessment:</b> keeping a daily log, observation, oral questions	
<b>Suggested Resources :</b> a dentist or oral health practitioner, charts, pictures on effects of sugar on teeth, computing devices				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>name foods and drinks they consume daily</li> <li>mention their food likes and dislikes</li> <li>choose good foods for healthy teeth</li> <li>keep an updated daily log on foods and drinks they choose to eat that are healthy</li> <li>guide other learners to choose good food for healthy teeth</li> </ul>	<ul style="list-style-type: none"> <li>name foods and drinks they consume daily</li> <li>mention their food likes and dislikes</li> <li>choose good foods for healthy teeth</li> <li>keep an updated daily log on foods and drinks they choose to eat that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>names most of the foods and drinks they consume daily</li> <li>mentions some food likes and dislikes</li> <li>some foods chosen are not suitable for healthy teeth</li> <li>irregularly keeps a daily log on foods and drinks they choose to eat that are healthy</li> </ul>	<ul style="list-style-type: none"> <li>not able to name most of the foods and drinks they consume daily</li> <li>not able to mention their likes and dislikes</li> <li>not able to choose foods that are healthy for their teeth</li> <li>not able to keep a daily log on food and drinks they choose to eat that are healthy</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Foods</b>	<b>3.3 Using our senses to identify food (3 lesson)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>mention different foods eaten at home or at school,</li> <li>identify common foods in the locality,</li> <li>look at, taste, touch and smell some selected foods for fun,</li> <li>appreciate different foods in the locality irrespective of color, taste, touch and smell.</li> </ol>	<ul style="list-style-type: none"> <li>Learners mention foods that they eat at home and at school</li> <li>In groups, learners are provided with an assortment of food items from the locality to look at, taste, feel and smell</li> <li>Learners identify food items according to colour, taste, touch and smell</li> <li>Learners draw and colour food items found in the locality using computer applications, paper, pencil, crayons</li> <li>Learners can take pictures of different foods available in the locality using different computing devices and display in class.</li> </ul>	<ol style="list-style-type: none"> <li>Which foods are available in the locality?</li> <li>How do these food items, look, smell, touch or taste like?</li> </ol>

			<ul style="list-style-type: none"><li>Learners can play games on foods using computing devices</li></ul>	
<b>Core-Competence to be developed</b> Critical thinking, Creativity and Imagination, Digital literacy				
<b>Link to PCIs:</b> Citizenship – appreciating foods available in the locality			<b>Link to values:</b> Respect, Patriotism	
<b>Links to other subject(s):</b> Mathematics – shapes, grouping, sorting Movement and creativity – drawing, colouring Environmental studies – senses, plants/foods in the environment			<b>Suggested Community Service Learning activities:</b> attend a wedding or other ceremony or participate during food harvesting season to appreciate diversity of food in terms of texture, colour, smell and taste	
<b>Suggested non-formal activity to support learning through application</b>  Visit the market during market day or a nearby farm.			<b>Suggested assessment:</b> written, oral questions and observation	
<b>Suggested Resources:</b>  A variety of foods available in the environment in terms of colour, touch, smell and taste.				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>correctly identifies common foods in their locality using their senses</li> <li>correctly classify foods according to the way they perceive them</li> <li>able to classify other foods not within their locality using their senses</li> </ul>	<ul style="list-style-type: none"> <li>correctly identifies common foods in their locality using their senses</li> <li>correctly classify foods according to the way they perceive them</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the common foods in their locality using their senses</li> <li>classifies most of the foods according to the way they perceive them</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the common foods in their locality using their senses</li> <li>not able to classify most of the foods according to the way they perceive them</li> </ul>



Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.4 Cleaning of fruits (3 lessons)	By the end of the sub-strand, the learner should be able to: a) mention fruits eaten within their locality, b) tell how to choose fruits eaten within their locality, c) wash fruits before eating to prevent illnesses, d) appreciate the importance of washing fruits before eating to prevent illnesses.	<ul style="list-style-type: none"><li>Learners to be provided with an assortment of fruits from the locality to identify.</li><li>Learners are guided to tell factors to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe)</li><li>In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water)</li><li>Learners can play games on choosing fruits to eat</li><li>Learners can use computing devices to search for other fruits eaten.</li></ul>	<ol style="list-style-type: none"><li>Which fruits do we eat in our locality?</li><li>How do we choose the fruits we eat?</li><li>Why do we clean the fruits we eat?</li></ol>
<b>Core competencies</b> <ul style="list-style-type: none"><li>Communication and collaboration</li><li>Digital literacy</li><li>Critical thinking and problem solving</li></ul>				
<b>Link to PCIs</b> <ul style="list-style-type: none"><li>Health education: Personal hygiene and communicable diseases</li></ul>			<b>Link to values:</b> responsibility, integrity	
<b>Link to other subjects</b> <ul style="list-style-type: none"><li>Environmental activities – plants</li><li>Literacy – new words</li></ul>			<b>Suggested community service learning activities</b> A visit to the nearest market to find out the conditions under which fruits are handled and share the experiences with their parents and friends	
<b>Suggested non formal activities to support learning</b> sing songs and recite poems on choosing and washing fruits eaten in the community			<b>Suggested assessment:</b> observation, oral questions	
<b>Suggested resources:</b> realia, pictures, computing devices, video clips, charts				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify fruits eaten in their community</li> <li>tell how to choose fruits to be eaten</li> <li>washes fruits before eating.</li> <li>peer teach on how to wash fruits before eating</li> </ul>	<ul style="list-style-type: none"> <li>identify fruits eaten in their community</li> <li>tell how to choose fruits to be eaten</li> <li>washes fruits before eating.</li> </ul>	<ul style="list-style-type: none"> <li>identifies most fruits eaten in their community</li> <li>can tell most of the factors to consider when choosing fruits eaten in their community</li> <li>wash fruits before eating with minimal assistance</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most fruits eaten in their community</li> <li>not able to tell most of the factors in choice of fruits eaten in their community</li> <li>cannot wash fruits before eating without assistance</li> </ul>

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Foods</b>	<b>3.4 Importance of food in our body (3 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>state the number of times they eat in a day,</li> <li>mention the foods they eat at different times of the day,</li> <li>state the reasons why we eat food every day,</li> <li>appreciate the importance of eating food daily.</li> </ol>	<ul style="list-style-type: none"> <li>Learners mention how many times they eat in a day; what they eat and drink during those times.</li> <li>Learners name the foods eaten at different times of the day.</li> <li>Learners state the reasons for eating food every day (for growth, to provide energy for daily activities, to stay healthy and prevent illness)</li> <li>In groups, learners share experiences on activities that they do during the day that require energy.</li> <li>Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons.</li> <li>Learners can sing songs and recite poems on importance of eating daily.</li> </ul>	<ol style="list-style-type: none"> <li>How many times do you eat in a day?</li> <li>Why is it important to eat food daily?</li> <li>Why do you need to eat at different times of the day?</li> </ol>

<b>Core-Competence to be developed</b>	
Communication and collaboration; Digital literacy	
<b>Link to PCIs:</b> Citizenship – child right and protection: right to eat	<b>Link to values:</b> honesty
<b>Links to other subject(s):</b> Mathematics –counting movement and creativity – drawing and colouring	<b>Suggested Community Service Learning activities</b> Visit a school with a feeding programme to find out the number of times children are fed in a day and what they are fed on.
<b>suggested non-formal activity to support learning</b> participating in the school feeding programme	<b>Suggested assessment:</b> oral questions
<b>Suggested resources:</b> pictures of food items and activities carried out by learners in a day, digital computing devices	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>• tell how many times they eat in a day</li> <li>• name the foods eaten at different times of the day</li> <li>• name activities that they do that require energy</li> <li>• guide others to identify when to eat during the day</li> </ul>	<ul style="list-style-type: none"> <li>• tell how many times they eat in a day</li> <li>• name the foods eaten at different times of the day</li> <li>• name activities that they do that require energy</li> </ul>	<ul style="list-style-type: none"> <li>• can tell most of the time when they eat in a day</li> <li>• can name some activities that they do that require energy</li> <li>• can name most of the foods eaten during different times of the day</li> </ul>	<ul style="list-style-type: none"> <li>• not able to tell the time when they eat during the day</li> <li>• not able to name most activities that they engage in that require energy</li> <li>• not able to name the foods eaten during the different times of the day</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry Question(s)
3.0 Foods				
	3.5 Good behaviour during mealtimes  ( 2 lessons)	By the end of the sub-strand, the learner should be able to: a) name appropriate behaviour when eating foods that should be observed during mealtimes, b) state why it is important to have good behaviour during mealtimes, c) practice good behaviour during mealtimes.	<ul style="list-style-type: none"><li>• Learners name good eating behaviour to be observed during mealtimes (good posture at the table, serving what you can finish, eating food with the mouth closed, washing hands before and after eating, excuse oneself when leaving the table, clearing one’s place on the table)</li><li>• Learners are guided to explain why it is important to observe good eating behaviour during meal times (not to be offensive to others, to show respect, to avoid accidents).</li><li>• Learners role play good behaviour during mealtimes</li></ul>	<ol style="list-style-type: none"><li>1. What is good behaviour during mealtime</li><li>2. Why is it important to observe good behaviour during mealtimes?</li></ol>
Core-Competence to be developed Critical thinking, communication and collaboration; Creativity and imagination				
Link to PCIs life skills - decision making			link to values: Respect, social justice	
Link to other subjects: Religious education: loving others			suggested Community Service Learning activities: practice good behaviour during mealtimes in different settings in the community e.g home, parties, restaurants	
Suggested non-formal activity to support learning through application: reciting poems and singing songs during school assembly or parents day			Suggested assessment: oral questions	
Suggested Resources: assorted pictures of mealtimes, video clips on etiquette when eating, cutlery and crockery used during mealtime				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Consistently identifies good behaviour during mealtimes Advocates for good behaviour during mealtimes	Is able to identify good behaviour during mealtimes	Identify some good behaviour during mealtimes	Is not able to identify good behaviour during mealtimes

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Foods</b>	<b>3.6 Buying food (3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify places in the community where food is bought, b) name foods bought from the different places in the community, c) appreciate the different places for buying food in the community.	<ul style="list-style-type: none"> <li>Learners share experiences on places where food is sold in the community (market, shops, butchery, supermarket, kiosk, open air market, green grocers, hotel/restaurant, kiosks, food vendors)</li> <li>Learners name the foods bought from the different places.</li> <li>Learners' role play buying food from different outlets</li> <li>Learners can play games on buying food from different places using computing devices.</li> <li>Learners can take pictures of different food outlets and display in class.</li> </ul>	<ol style="list-style-type: none"> <li>Where do we buy food?</li> <li>What type of food do we buy at the different places?</li> </ol>
<b>Core-Competence to be developed</b> Creativity and imagination, communication and collaboration; Digital literacy				
<b>Link to PCIs:</b> Financial literacy – food is bought and has a cost which varies with type of food Parental engagement – taking learner for shopping			<b>Links to values:</b> Responsibility	
<b>Links to other subject(s):</b> Environmental studies – our neighbourhood ( the market)			<b>Suggested Community Service Learning activities:</b> Visit a shopping centre to see the different types of outlets food where food is sold Accompany their parents/guardians for shopping	

<b>Suggested non-formal activity to support learning through application:</b> drama/skits on shopping experiences in drama clubs, poems and songs	<b>Suggested assessment:</b> observation, oral questions
<b>Suggested Resources :</b> pictures of different food outlets, video clips on different food outlets	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify places in the community where food is bought</li> <li>name foods bought from different places</li> <li>peer teach on different places to buy food</li> </ul>	<ul style="list-style-type: none"> <li>identify places in the community where food is bought</li> <li>name foods bought from different places</li> </ul>	<ul style="list-style-type: none"> <li>can identify most places where food is bought</li> <li>can name most of the foods bought from different places</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify different places where food is bought</li> <li>not able to name most of the foods bought from different places</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>4.0 Safety Education</b>	<b>4.1 Common accidents at home</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: a) name common accidents at home, b) mention causes of accidents at home, c) identify ways of preventing accidents at home, d) appreciate the importance of preventing accidents at home.	<ul style="list-style-type: none"> <li>Learners are guided to identify accidents at home like falls, cuts, drowning, suffocation, choking electrocution, burns.</li> <li>Learners are guided to state the causes of accidents at home such as sharp edges, slippery floors, vegetable/fruit peelings, broken glass, uncovered pits, rough floors, poorly arranged furniture, electricity sockets and the naked flame</li> <li>Learners tell stories of their experiences of accidents at home</li> </ul>	<ol style="list-style-type: none"> <li>What are some of the accidents at home?</li> <li>What causes accidents at home?</li> <li>How can we prevent accidents at home?</li> </ol>

			<ul style="list-style-type: none"><li>• Learners identify ways of preventing accidents at home (wiping spills, arranging furniture properly, disposing off waste appropriately, covering open pits, proper handling of tools like knives and forks)</li><li>• Learner view pictures and video clips on causes of accidents in the home and share in class.</li></ul>	
<b>Core Competencies</b> – Self-efficacy: Digital literacy; Communication and collaboration				
<b>Link to PCIs:</b> ESD			<b>Link to values:</b> Responsibility	
<b>Link to subjects</b> <ul style="list-style-type: none"><li>• Environmental activities</li><li>• Literary – communication skills</li><li>• Movement and creative activities – role playing</li></ul>			<b>Suggested community service learning</b> –identify and share some of the dangers of accidents in their homes, church and other social places and how to prevent them	
<b>Suggested non-formal activity to support learning:</b> present songs and poems on dangers in the home; and preventing dangers in the home during school assembly			<b>Suggested assessment:</b> oral questions	
<b>Resources:</b> pictures, realia, video clips, computing devices, digital cameras				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify accidents at home</li> <li>mention causes of accidents at home</li> <li>name ways of preventing accidents at home</li> <li>reports accidents noted</li> </ul>	<ul style="list-style-type: none"> <li>identify accidents at home</li> <li>mention causes of accidents at home</li> <li>name ways of preventing accidents at home</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the accidents at home</li> <li>can mention most of the causes of at home accidents</li> <li>can name ways of preventing home accidents</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the at home accidents</li> <li>not able to mention most of the causes of accidents at home</li> <li>not able to name ways of preventing at home accidents</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	4.4 Dangerous chemicals at home (4 lessons)	By the end of the sub-strand, the learner should be able to: a) name some dangerous chemicals found at home, b) mention the dangers caused by chemicals used at home, c) embrace the need to avoid handling dangerous chemicals used at home to ensure safety.	<ul style="list-style-type: none"><li>• Learners are guided to identify dangerous chemicals used at home (detergents and cleaning agents, kerosene, pesticides, insecticides)</li><li>• Learners mention the dangers caused by chemicals used at home</li><li>• Learners listen to stories or watch a video on dangers caused by dangerous chemicals used at home.</li><li>• Learners can draw and colour some of the dangerous chemicals at home using pencils, colours, crayons and computing devices.</li></ul>	<ol style="list-style-type: none"><li>1. Which are some of the dangerous chemicals used at home?</li><li>2. What are some of dangers caused by these household chemicals?</li></ol>
Core competencies – Self-efficacy, Digital literacy				
Link to PCIs – ESD – DRR		Link to values: – responsibility		
Link to other subjects <ul style="list-style-type: none"><li>• Environmental activities</li><li>• Language (listening skills)</li><li>• Movement and creativity – drawing and colouring</li></ul>		Suggested community service learning activity Learners to discuss about the hazardous household products with their family members and report back the findings in class		
Suggested non formal activity to support learning: Talking walls in the school on dangers caused by chemicals at home		Suggested assessment: oral questions		
Resources: empty containers of dangerous chemicals at home, computing devices, photos, charts, video clips, colours, crayons, pencils				



### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify dangerous chemicals used at home</li> <li>tell the dangers caused by dangerous chemicals used at home</li> <li>peer teach others on the dangers posed by dangerous chemicals used at home</li> </ul>	<ul style="list-style-type: none"> <li>identify dangerous chemicals used at home</li> <li>tell the dangers caused by dangerous chemicals used at home</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the dangerous chemicals used at home</li> <li>can tell most of the dangers caused by dangerous chemicals used at home</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the dangerous chemicals used at home</li> <li>not able to tell most of the dangers caused by dangerous chemicals used at home</li> </ul>

Strand	Sub- strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0Safety Education	4.5 Simple First Aid (6 lessons)	By the end of the sub-strand, the learner should be able to: a) state reasons for carrying out First Aid to an injured person. b) Identify contents of a First Aid kit c) Practice simple First Aid for minor cuts and wounds.	<ul style="list-style-type: none"><li>Learners mention reason for carrying out First Aid on an injured person</li><li>In groups, learners share experiences on what was done to them when they had cuts or wounds.</li><li>Learners are guided to identify contents of a First Aid kit.</li><li>The learners are guided to role play simple First Aid for cuts and wounds.</li><li>Learners are shown video clips, pictures, charts on First Aid for cuts and wounds.</li></ul>	<ol style="list-style-type: none"><li>Why do we do First Aid on an injured person?</li><li>What First Aid is done for cuts and wounds?</li></ol>
Core Competencies – Critical thinking and problem solving, Communication and collaboration; Digital literacy				
Link to PCIs: ESD (environmental Education)			Link to values: Responsibility	
Link to Subjects <ul style="list-style-type: none"><li>Environmental activities</li><li>Literacy (new words)</li></ul>			Suggested community service learning activities: Visit a centre where First Aid is administered such as St Johns Ambulance centres	
Suggested non-formal activity to support learning Role play first aid on peers in science club.			Suggested assessment: oral questions, observation	
Suggested resources: First Aid kit				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"><li>• can tell reasons for carrying out First Aid on an injured person</li><li>• identify contents of a First Aid kit</li><li>• can role play First Aid for cuts and wounds</li><li>• can guide in administering First Aid for cuts and wounds</li></ul>	<ul style="list-style-type: none"><li>• can tell reasons for carrying out First Aid on an injured person</li><li>• identify contents of a First Aid kit</li><li>• can role play First Aid for cuts and wounds</li></ul>	<ul style="list-style-type: none"><li>• can tell most reasons for carrying out First Aid on an injured person</li><li>• identify most contents of a First Aid kit</li><li>• can role play First Aid for cuts and wounds with minimal assistance</li></ul>	<ul style="list-style-type: none"><li>• cannot tell most reasons for carrying out First Aid on an injured person</li><li>• cannot identify most of the contents of a First Aid kit</li><li>• cannot role play First Aid for cuts and wounds</li></ul>

## GRADE TWO

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health Practices	1.1 Importance of breakfast  (3 lessons)	By the end of the sub-strand, the learner should be able to:		
		a) state the meaning of the word breakfast,	• Learners are guided to brainstorm on the meaning of the word breakfast.	1. What is breakfast?
		b) identify when breakfast is taken during the day,	• Learners identify breakfast as a meal taken after a long period of not having eaten (at night).	2. Why is it important to eat and drink something in the morning?
		c) name food items taken during breakfast,	• Learners name food items they eat and drink in the morning.	
		d) tell the importance of eating breakfast as a healthy habit,	• Learners are guided to tell the importance of eating breakfast as a healthy habit.	
		e) appreciate the importance of taking breakfast in the morning.	• Learners are guided to keep a daily record of foods they eat for breakfast.	
			• Learners draw and colour foods eaten for breakfast using pencils, papers, crayons and computing devices.	
			• Learners can type names of foods eaten for breakfast using computing devices.	
<b>Core-Competence to be developed</b> Self-efficacy, Digital literacy				
<b>Link to PCIs:</b> Parental engagement – provide learners with something to eat in the morning. Citizenship –child rights and protection Life skills- effective communication			<b>Link to values:</b> responsibility and unity	
<b>Links to other subject(s):</b> Movement and creativity – drawing, colouring			<b>Suggested Community Service Learning:</b> learners advocate for taking of breakfast as a healthy habit in their homes	
<b>Non-Formal Activity to support learning</b> Sing songs and recite poems during assembly and parents meeting			<b>Suggested assessment:</b> observation, oral questions	
<b>Suggested Resources :</b> chart, pictures, colours, crayons, computing devices				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identifies breakfast as a meal eaten in the morning after a long period of not eating(night)</li> <li>names food items that are eaten for breakfast</li> <li>tell why it is important to eat breakfast</li> <li>keep an updated record on foods they eat for breakfast on daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>identifies breakfast as a meal eaten in the morning after a long period of not eating(night)</li> <li>names food items that are eaten for breakfast</li> <li>tell why it is important to eat breakfast</li> <li>keeps a record on items eaten for breakfast</li> </ul>	<ul style="list-style-type: none"> <li>identifies breakfast as a meal eaten in the morning after a long period of not eating(night)</li> <li>names most food items that are eaten for breakfast</li> <li>can give some reasons why it is important to eat breakfast</li> <li>irregularly keep a record of items eaten for breakfast</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify breakfast as a meal eaten in the morning after a long period of not eating(night)</li> <li>not able to name most food items taken for breakfast</li> <li>not able to give reasons why it is important to eat breakfast</li> <li>not able to keep a record of items eaten for breakfast on daily basis</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health Practices</b>	<b>1.2 Oral hygiene (4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify good oral habits that promote development of healthy teeth, b) identify harmful oral habits that damage teeth, c) practise good oral habits to promote their well-being, d) appreciate good oral habits to promote their well being.	<ul style="list-style-type: none"> <li>In groups learners share experiences on things they do with their teeth.</li> <li>Learners are guided to identify good oral habits(brushing teeth at least twice a day, eating foods that are good for healthy teeth and visiting a dentist at least twice a year) and bad oral habits (nail biting, pencil chewing, using tooth picks and finger sucking) using pictures, video clips and illustrations.</li> <li>Learners are guided to keep a simple record on the number of times they brush their teeth in a day.</li> <li>Learners listen to a talk by a dental practitioner on good oral habits</li> <li>Learners watch videos that promote good oral habits.</li> </ul>	<ol style="list-style-type: none"> <li>What things do I do that are good for my teeth?</li> <li>What things do I do that are harmful for my teeth?</li> <li>How many times do I brush my teeth in a day?</li> </ol>

<b>Core-Competence to be developed</b> Self-efficacy, Digital literacy	
<b>Link to PCIs</b> Health Education - Oral health – good and bad habits for our teeth Service learning and parental empowerment – monitor good oral habits and discourage bad oral habits	<b>Link to values:</b> responsibility, respect and unity as they work in groups
<b>Links to other subject(s):</b> Movement and creativity – sing songs recite poems Mathematics- recording the number of times they brush Literacy and indigenous language – vocabulary on good and bad oral habits	<b>Suggested Community Service Learning activities:</b> advocate for good oral habits that promote healthy teeth among their peers
<b>Non-Formal Activity to support learning through application:</b> talking walls on good oral habits	<b>Suggested assessment:</b> observation, oral questions
<b>Suggested Resources:</b> Oral dental hygiene practitioner, pictures of teeth showing effects of good oral habits and poor oral habits, video clips.	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify good oral habits that promote development of healthy teeth</li> <li>identify harmful oral habits that damage teeth</li> <li>keep an updated record on the number of times they brush their teeth</li> </ul>	<ul style="list-style-type: none"> <li>identify good oral habits that promote development of healthy teeth</li> <li>identify harmful oral habits that damage teeth</li> <li>keep a record on the number of times they brush their teeth</li> </ul>	<ul style="list-style-type: none"> <li>identify some oral habits that promote development of healthy teeth</li> <li>identify some oral habits that damage teeth</li> <li>keeps an irregular record on the number of times they brush their teeth</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the oral habits that promote development of healthy teeth</li> <li>not able to identify most of the oral habits that damage teeth</li> <li>not able to keep a record on the number of times they brush their teeth</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.3 Use of different rooms in a house (4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) name the various rooms in a house, b) mention the use of the various rooms in a house, c) state the reasons for having different rooms in a house, <b>d)</b> name equipment and furniture used in the various rooms in a house, <b>e)</b> mention the importance of keeping the various rooms in a house clean and tidy.	<ul style="list-style-type: none"> <li>Learners describe their house to each other and are guided to identify common areas/rooms in their houses.</li> <li>learners state the use of different rooms in the house to maintain hygiene( kitchen for cooking, bedroom for sleeping, dining for eating, Living room for socializing, and bathroom for bathing ).</li> <li>Learners are guided to sort out equipment for different rooms in a house based on the activities that are carried out in those rooms using pictures (jiko, utensils, chairs, tables, bed bucket/basins, sofa sets, wardrobe, knife, spoons).</li> <li>Learners are guided to mention the importance of keeping the various rooms in a house clean and tidy.</li> <li>Learners draw and colour pictures of equipment used in different rooms in a house.</li> <li>Learners play games by placing different equipment in their respective rooms using computing devices.</li> </ul>	<ol style="list-style-type: none"> <li>How many rooms/areas are in your house?</li> <li>Which are these different rooms/areas in your home?</li> <li>What are the main activities carried out in these rooms/ areas?</li> <li>Which equipment is found in these rooms/areas?</li> <li>Why is it important to keep the house clean</li> </ol>
<b>Core competence to be developed:</b> Critical thinking and problem solving, Communication and collaboration and Digital Literacy				
<b>Link to PCIs:</b> DRR- Every room in the house is supposed to be used in the appropriate way to promote hygiene and avoid accidents			<b>Links to values:</b> responsibility and unity	
<b>Link to other subjects:</b> Languages – matching, vocabulary Movement and creativity – drawing, colouring Mathematics – shapes of equipment in the rooms; size , measurement			<b>Suggested Community Service Learning-</b> visit their friends or relatives houses to compare them to theirs	

<b>Suggested non- Formal activity to support learning</b> Compose and present poems and songs on correct use of rooms in a house to avoid accidents and promote hygiene	<b>Suggested assessment:</b> observation, oral questions
<b>Suggested resources:</b> pictures of equipment used in various rooms in a house, computing devices, pencils, papers and crayons	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify various rooms in a house</li> <li>mention the use of various rooms in a house</li> <li>list equipment used in various rooms in a house</li> <li>draw a picture showing the equipment used in various rooms in a house</li> </ul>	<ul style="list-style-type: none"> <li>identify various rooms in a house</li> <li>mention the use of various rooms in a house</li> <li>list equipment used in various rooms in a house</li> </ul>	<ul style="list-style-type: none"> <li>identifies most rooms in a house</li> <li>mentions the use of most of the rooms in a house</li> <li>list most equipment used in various rooms in a house</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most rooms in a house</li> <li>not able to mention the use of most rooms in a house</li> <li>not able to list most of the equipment found in various rooms in a house</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.4 Cleaning of utensils ( 4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) mention reasons for cleaning utensils at home, b) identify materials used for cleaning utensils at home, c) clean, dry and store the utensils used at home, d) appreciate the importance of cleaning the utensils at home.	<ul style="list-style-type: none"> <li>Learners mention reasons for clean utensils at home.</li> <li>Learners identify materials for cleaning utensils at home using realia (soap and soap dish, sponge/sisal fibre/piece of cloth, drying rack).</li> <li>In groups learners practise cleaning, drying and storing the utensils (cup, plate, bowl/basin spoon, jug and sufuria).</li> <li>Learners peer teach on how to clean, dry and store utensils.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we clean utensils?</li> <li>What do we use to clean the utensils?</li> <li>How do we clean the utensils?</li> <li>How do we dry and store the utensils?</li> </ol>

			<ul style="list-style-type: none"><li>• Draw and colour various utensils used at home using pencils, papers, crayons and computing devices.</li><li>• Learners open and watch a video on cleaning, drying and storing utensils.</li></ul>	
<b>Core-Competence to be developed</b> Self-efficacy, Communication and collaboration, Digital Literacy				
<b>Link to PCIs:</b> Health education(Hygiene and Nutrition),			<b>Link to values:</b> responsibility and unity	
<b>Links to other subject(s):</b> Environmental activities (disposal of cleaning water, Literacy and indigenous language (acquisition of vocabulary)  Movement and creativity(drawing and colouring)			<b>Suggested Community Service Learning:</b> visit the school kitchen or the house of an elderly person and help them clean the utensils	
<b>Suggested non-Formal Activity to support learning:</b> recite a poem on cleaning utensils in the assembly or parents meetings			<b>suggested assessment:</b> observation, oral questions	
<b>Suggested Resources:</b> realia (utensils and cleaning materials), computing devices, papers, pencils and crayons				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>• state reasons for cleaning utensils</li> <li>• identify materials for cleaning utensils</li> <li>• clean, dry and store utensils</li> <li>• peer teach on how to clean, dry and store utensils</li> </ul>	<ul style="list-style-type: none"> <li>• state reasons for cleaning utensils</li> <li>• identify materials for cleaning utensils</li> <li>• clean, dry and store utensils</li> </ul>	<ul style="list-style-type: none"> <li>• state most reasons for cleaning utensils</li> <li>• identify most of the materials used for cleaning utensils</li> <li>• can clean, dry and store most of the utensils</li> </ul>	<ul style="list-style-type: none"> <li>• not able to state most of the reasons for cleaning utensils</li> <li>• not able to identify most of the materials used for cleaning utensils</li> <li>• not able to clean, dry and store most of the utensils</li> </ul>



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.5 Dangers of second hand smoke (2 lessons)	By the end of the sub-strand, the learner should be able to:		
		a) mention substances that people smoke that are harmful to our health,	• learners brainstorm on substances that people smoke and are harmful to our health (tobacco and cigarette)	1. Which are the harmful substances that people smoke?
		b) mention the places where people smoke these substances,	• learners mention the areas/places where people smoke these substances	2. Which places/areas do people smoke from?
		c) tell that a person has been smoking,	• learners share experiences on how they have encountered a person smoking	3. How can you tell that a person hasbeen smoking ?
		d) state the meaning of the word second hand smoke,	• learners are guided to tell that a person has been smoking	4. What is second hand smoke?
		e) tellthe effects of second hand smoke on health,	• learners are guided to explain the meaning of the word second hand smoke	5. Why is it important to keep off second hand smoke?
		f) develop self-efficacy in avoiding second hand smoke.	• Learners tell the effects of second hand smoke on health	
<b>Core-Competence to be developed</b> Self-efficacy, Communication and collaboration, Critical thinking and problem solving				
<b>Link to PCIs:</b> Life skills, Effective communication - morality			<b>Link to values:</b> responsibility	
<b>Links to other subject(s):</b> Language- use of polite language in stopping second hand smoking Literacy – names of substances that are smoked			<b>Suggested Community Service Learning:</b> participate in “No smoking campaigns”	
<b>Suggested non-formal activity to support learning through application</b> Putting posters on’ No smoking’ in and around the school compound			<b>Suggested assessment:</b> assess journals kept, oral questions, reports, written exercise	
<b>Suggested Resources :</b> Flash cards, posters, pictures, computing devices				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>name harmful substances smoked that are harmful to our health</li> <li>tell of the effects of second hand smoke</li> <li>keeps an updated journal on action taken to prevent second hand smoke</li> </ul>	<ul style="list-style-type: none"> <li>name harmful substances smoked that are harmful to our health</li> <li>tell of the effects of second hand smoke</li> <li>keeps a journal on action taken to prevent second hand smoke</li> </ul>	<ul style="list-style-type: none"> <li>names some harmful substances smoked that are harmful to our health</li> <li>tell some effects of second hand smoke</li> <li>keeps a journal, though does not record regularly, on action taken to prevent second hand smoke</li> </ul>	<ul style="list-style-type: none"> <li>not able to name most of the harmful smoked that are harmful to our health</li> <li>not able to tell the effects of second hand smoke</li> <li>not able to keep a journal on action taken to prevent second hand smoke</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health Practices</b>	<b>1.6 Keeping water safe from contamination ( 2 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) tell what is water contamination, b) carry out experiment to demonstrate water contamination, c) mention changes in water that is contaminated, d) state ways in which we can prevent water contamination.	<ul style="list-style-type: none"> <li>Learners are guided to brainstorm on the meaning of contaminated water</li> <li>Learners are guided to carry out a simple experiment to illustrate how water is contaminated</li> <li>Learners carry out an experiment that will enable them observe physical changes that occur in contaminated water (change of colour, smell, presence of foreign substances).</li> <li>Learners are guided to tell how they can prevent contamination of water for drinking at home and school</li> <li>Learners open and play a video on activities to prevent water contamination.</li> </ul>	<ol style="list-style-type: none"> <li>What is water contamination?</li> <li>How is water contaminated?</li> <li>What happens when water is contaminated?</li> </ol>
<b>Core-Competence to be developed</b> Critical thinking and problem solving, Digital literacy, Communication and collaboration				

<b>Link to PCIs:</b> Citizenship – rights and responsibilities to take care of water sources for the benefit of all Health Education – Hygiene and Nutrition	Link to values: responsibility and unity
<b>Links to other subject(s):</b> Environmental activities – water Literacy - vocabulary	<b>Suggested Community Service Learning:</b> participate in World Water Day and water pollution campaigns
<b>Non-Formal Activity to support learning:</b> Make posters advocating use of clean water for good health	Suggested assessment: oral questions, observation, oral reports
<b>Suggested Resources :</b> charts, pictures, computing devices	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>Tell what is water contamination</li> <li>mention ways in which water is contaminated</li> <li>take initiative to prevent water contamination in their environment</li> </ul>	<ul style="list-style-type: none"> <li>tell what is water contamination</li> <li>mention ways in which water is contaminated</li> </ul>	<ul style="list-style-type: none"> <li>has a fairly good idea what is water contamination</li> <li>mention most of the ways in which water is contaminated</li> </ul>	<ul style="list-style-type: none"> <li>not able to tell what is water contamination</li> <li>not able to tell most of the ways in which water is contaminated</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.7 Re-using water and soap at home (4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) explain the meaning of word re-using, b) mention ways of re-using water and soap in the home, c) make a soap gel from left over soap,	<ul style="list-style-type: none"> <li>Learners brainstorm on the meaning of the word re-using</li> <li>Learners are guided to tell activities at home that use water or soap (washing clothes, washing dishes, washing hands, washing fruits and vegetables).</li> <li>Learners are guided to state how else the water from those activities can be re-used</li> </ul>	<ol style="list-style-type: none"> <li>What do we use water and soap for?</li> <li>How can we re-use water and soap?</li> <li>how do we make a soap gel?</li> <li>Why do we re-use water and soap?</li> </ol>

		d) appreciate re-using water and soap to minimize wastage in the home.	(watering plants using water that washed fruits and vegetables; cleaning the house/toilets and sprinkling on earthen surfaces to reduce dust using water that washed clothes and hands) <ul style="list-style-type: none"><li>• Learners observe a demonstration on how to make a soap gel using left over soap from home.</li><li>• Learners practice how to make the soap gel and use it for hand washing</li></ul>	
<b>Core-Competence to be developed</b> Critical thinking and problem solving				
<b>Link to PCIs and Values:</b> ESD- environmental education on resource management, citizenship- social cohesion			<b>Link to values:</b> responsibility and unity	
<b>Links to other subject(s):</b> Environmental studies Literacy - vocabulary			<b>Suggested Community Service Learning:</b> advocate on re-using soap and water in their environment	
<b>Suggested non-formal activity to support learning through application:</b> make soap gels for hand washing in school			<b>Suggested assessment:</b> observation, oral questions	
<b>Suggested Resources ;</b> realia (bottles, soap flakes from left over soap, water)				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify ways of reusing soap and water at home</li> <li>tell the procedure of making a soap gel</li> <li>follow the correct procedure to make a soap gel using left over soap</li> </ul>	<ul style="list-style-type: none"> <li>identify ways of reusing soap and water at home</li> <li>tell the procedure of making a soap gel</li> <li>make a soap gel using left over soap that is fairly good</li> </ul>	<ul style="list-style-type: none"> <li>identify most ways of reusing soap and water at home</li> <li>tell most of the steps in the procedure of making a soap gel</li> <li>make a soap gel without following the correct procedure</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the ways of reusing soap and water at home</li> <li>not able to tell most of the steps in the procedure of making a soap gel</li> <li>not able to make a good soap gel</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Personal Hygiene</b>	<b>2.1 Use and care of personal items</b> <b>(12 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify the items used for personal cleanliness,</li> <li>give reasons why we should not share personal items,</li> <li>state the procedure used when cleaning items for personal use,</li> <li>clean personal items to promote cleanliness for self and others,</li> <li>Identify materials that can be improvised for personal use</li> <li>Appreciate the importance of caring for personal items to promote cleanliness for self and others</li> </ol>	<ul style="list-style-type: none"> <li>Learners brainstorm on items they use for personal cleanliness.</li> <li>In groups, provide learners with a variety of materials used in personal hygiene (examples: combs, toothbrush, face towel, handkerchief, socks and shoes, towel, bodylotion/jelly, nail cutter, cotton buds, toothpaste) for learners to identify which are their personal items.</li> <li>Learners are guided to identify personal items and give reasons why they should not be shared</li> <li>Learners are guided to clean their personal items (toothbrush, comb, face towel, handkerchief) using a demonstration or watching video clips.</li> <li>Learners clean their personal items.</li> <li>In groups, learners peer teaches on how to clean personal items.</li> <li>Learners identify materials that can be improvised for personal care (chewed sticks, salt and old pieces of cloth).</li> <li>Learners take videos of their family members or friends cleaning personal items at home and present them to the teacher.</li> <li>Draw and colour personal items using pens, papers, crayons and computing devices.</li> </ul>	<ol style="list-style-type: none"> <li>What items do we use for personal cleanliness?</li> <li>How do we clean personal items?</li> <li>Why should we not share personal items?</li> <li>What other materials can we use to improvise personal items?</li> </ol>

<b>Core-Competence to be developed</b> Self-efficacy, Digital literacy		
<b>Link to PCIs:</b> Health education – communicable diseases; personal hygiene – by not sharing personal items Service learning and parental engagement- programme to ensure that learners have personal items that are properly cared for and replaced when worn out. Learner support programme - peer teaching		<b>Link to values:</b> responsibility, respect and unity
<b>Links to other subject(s):</b> Movement and creativity – drawing, colouring Literacy – items for personal hygiene – new words Environmental activities – care of plants (for chewed sticks)		<b>Suggested Community Service Learning</b>  advocate on the need for having personal items in their community to promote good health.
<b>Suggested non formal activity to support learning:</b> present songs and poems on the need for personal items during school parade		<b>Suggested assessment:</b> observation, oral questions
<b>Suggested Resources :</b> realia, cleaning materials, water, soap, computing devices		

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>correctly identifies personal items</li> <li>name materials that can be used to improvise personal item</li> <li>tell the procedure for caring for personal items</li> <li>care for personal items</li> <li>tell why we should not share personal items to promote good health</li> <li>can peer teach the correct procedures of taking care of personal items</li> </ul>	<ul style="list-style-type: none"> <li>correctly identifies personal items</li> <li>name materials that can be used to improvise personal item</li> <li>tell the procedure for caring for personal items</li> <li>care for personal items</li> <li>tell why we should not share personal items to promote good health</li> </ul>	<ul style="list-style-type: none"> <li>correctly identifies most personal items</li> <li>name most materials that can be used to improvise for personal items</li> <li>can tell most of the procedures for caring for personal items</li> <li>can tell most of the reasons for not sharing personal items to promote good health</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the personal items</li> <li>not able to name most of the materials that are used to improvise for personal items</li> <li>not able to tell most of the procedures for caring for personal items</li> <li>not able to tell reasons for not sharing personal items to promote good health</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.1 Basic Tastes of Food (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the four basic tastes in a variety of foods, b) classify foods according to their tastes, c) appreciate the different foods have different taste	<ul style="list-style-type: none"><li>• Learners brainstorm on different tastes of foods they eat</li><li>• In groups, learners are guided to share experiences on taste of varied food using pictures of food items that have varied tastes (sour, bitter, sweet and salty)</li><li>• Learners sort out food items according to taste using pictures or realia.</li><li>• Learners draw some foods and indicate their taste</li><li>• Learners play games on classification of foods according to their taste using computing devices.</li></ul>	<ol style="list-style-type: none"><li>1. How do the foods you eat taste?</li><li>2. Which are the four basic tastes of food?</li></ol>
<b>Core competence</b> Critical thinking and problem solving				
<b>Link to PCIs</b> Health education Life Skills- Effective Communication			<b>Link to values:</b> responsibility, unity	
<b>Link to other subjects</b> <ul style="list-style-type: none"><li>• Movement and creative – matching of foods and tastes</li><li>• Environment – plants and animals</li><li>• Language – communication skills and vocabulary</li></ul>			<b>Suggested community service learning activities:</b> Learners to identify other foods in their locality, other than those presented in class, and tell their tastes	
<b>Suggested non formal activity to support learning:</b> report on the common tastes of food eaten at home			<b>Suggested assessment:</b> oral reports, oral questions, observation	
<b>Resources:</b> realia, pictures, photos and videos of food items, computing devices				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify the four basic tastes of food</li> <li>classify food into the four basic tastes</li> <li>identify taste of other food other than those presented in class</li> </ul>	<ul style="list-style-type: none"> <li>identify the four basic tastes of food</li> <li>classify food into the four basic tastes</li> </ul>	<ul style="list-style-type: none"> <li>identify three of the basic tastes correctly</li> <li>classify most of the foods according to taste</li> </ul>	<ul style="list-style-type: none"> <li>identify less than two of the basic tastes correctly</li> <li>not able to classify most foods according to taste</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods</b>	<b>3.2 Eating habits</b> ( 3 lessons)	By the end of the sub-strand, the learner should be able to: a) mention what family members and friends eat and drink, b) identify the food likes and dislikes of family members and friends, c) give reasons why different people like different foods, d) appreciate the likes and dislikes of food of various people.	<ul style="list-style-type: none"> <li>In groups, the learners could be guided to share experiences on the foods their family members and friends eat and drink.</li> <li>In groups the learners identify the likes and dislikes of food of their family members and friends.</li> <li>Learners are guided to tell why different people like different foods.</li> <li>Role play food selection for their friends and family members using pictures or realia.</li> <li>Draw and colour foods that their friends and family members like and dislike.</li> <li>Learners take pictures of their family members taking a meal and present them in class.</li> </ul>	<ol style="list-style-type: none"> <li>What foods and drinks are taken by our family members and friends?</li> <li>What foods are liked or disliked by our family members and friends?</li> <li>Why do different people like different foods?</li> </ol>



<b>Core competences to be developed:</b> Critical thinking and problem solving, Digital literacy	
<b>Link to PCIs:</b> Health education (lifestyle diseases), Service Learning and Parental Involvement, citizenship( social cohesion)	<b>link to values :</b> Responsibility, unity and respect
<b>link to other subjects:</b> <ul style="list-style-type: none"> <li>Environmental activities (plants and animals)</li> <li>Literacy (vocabulary on locally available foods)</li> <li>Language activities (communication skills)</li> </ul>	<b>Suggested community service learning activities:</b> Sing songs and recite poems in school forums in relation to eating habits and values
<b>suggested non formal activity to support learning:</b> eating together with friends during break and lunch time and getting to see what friends eat;	<b>suggested assessment :</b> oral reports, oral questions
<b>resources:</b> pictures, charts and realia of foods eaten, computing devices, papers, pencils and crayons	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify foods eaten by friends and family members</li> <li>identify food likes and dislikes of family members and friends</li> <li>tell why different people like different foods</li> <li>able to encourage others to take different kind of foods</li> </ul>	<ul style="list-style-type: none"> <li>identify foods eaten by friends and family members</li> <li>identify food likes and dislikes of family members and friends</li> <li>tell why different people like different foods</li> </ul>	<ul style="list-style-type: none"> <li>identify most of the foods eaten by friends and family members</li> <li>identify most food likes and dislikes of family members and friends</li> <li>can tell why different people like different foods</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the foods eaten by friends and family</li> <li>not able to identify most food likes and dislikes of family members and friends</li> <li>not able to tell why different people like different foods</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods</b>	<b>3.3 Meals and Snacks</b>  (2 lessons)	By the end of the sub-strand, the learner should be able to: a) tell the number of meals taken in a day,	<ul style="list-style-type: none"> <li>Learners are guided to tell the number of meals taken in a day.</li> </ul>	1. How many meals do we take in a day? 2. What is the difference between a meal and a snack?

		b) differentiate between a meal and a snack from food items in the locality, c) embrace the importance of taking meals and snacks at the right time.	<ul style="list-style-type: none"><li>• Learners are guided to differentiate between meals and snacks using realia and pictures.</li><li>• Learners are guided to tell when they should take meals and when they should take snacks,</li><li>• learners can choose meals and snacks eaten through pictures, computer games</li></ul>	3. Why should we take meals and snacks at the right time?
<b>Core competence:</b> Self efficacy				
<b>Link to PCIs:</b> Health education (lifestyle diseases)			<b>Links to values:</b> responsibility and respect	
<b>links to other subjects:</b> <ul style="list-style-type: none"><li>• Environmental activities (plants and animals as sources of food)</li><li>• Literacy (locally available foods)</li><li>• Language activities (new words)</li><li>• Mathematics – number of meals in a day</li></ul>			<b>Suggested community service learning activities:</b> Engage with family members to find out more about healthy snacks available in the local community	
<b>Suggested non formal activities to support learning:</b> prepare and use a personal schedule for meal and snacks time in school			<b>Suggested assessment:</b> oral questions	
<b>Resources:</b> pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
identify the number of meals taken in a day differentiate between a meal and a snack able to prepare and follow a personal schedule on meals and snacks time	identify the number of meals taken in a day differentiate between a meal and a snack	identify the number of the meals taken in a day cannot differentiate between a meal and a snack	cannot identify the number of meals in a day cannot differentiate between a meal and a snack

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.4 Grouping of food (4 lessons)	By the end of the sub-strand, the learner should be able to: a) mention foods from plant sources within their locality, b) group foods according to the different parts of the plants that they come from, c) mention different foods from animal sources within the locality, d) appreciate the importance of animal and plants as sources of food.	<ul style="list-style-type: none"> <li>Learners are guided to identify foods they get from plants within their locality.</li> <li>learners are guided to group foods from plant sources according to the parts of the plant they come from (leaves, roots, fruits, seeds and stem) using pictures or realia</li> <li>Learners are guided to identify animals in their locality and the food we get from those animals using pictures or a video.</li> <li>Learners can play games on grouping of food using computing devices</li> <li>Learners draw and colour food from plant and animal sources</li> </ul>	<ol style="list-style-type: none"> <li>What foods do we get from plants?</li> <li>Which are the different parts of the plant that we get food from?</li> <li>What foods do we get from animals?</li> </ol>
<b>Competencies to be developed:</b> Critical thinking and problem solving				
<b>Links to PCIs:</b> ESD – environmental education and animal welfare			Link to values: responsibility and unity	
<b>links to other subjects:</b> <ul style="list-style-type: none"> <li>Environmental activities (plants and animals)</li> <li>Language activities (vocabulary)</li> <li>Indigenous language (foods in the local language)</li> </ul>			<b>Suggested community service learning activities:</b> Visit a nearby farm to observe animals and plants that serve as sources of food	
<b>suggested non formal activities to support learning:</b> visit the school farm to identify various sources of food available			<b>suggested assessment:</b> observation, written exam, oral questions	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify foods got from plants within their locality</li> <li>group foods according to the parts of the plant they come from</li> <li>identify foods from animals in their locality</li> <li>peer teach on plant and animal food sources in their locality</li> </ul>	<ul style="list-style-type: none"> <li>identify foods got from plants within their locality</li> <li>group foods according to the parts of the plant they come from</li> <li>identify foods from animal in their locality</li> </ul>	<ul style="list-style-type: none"> <li>identify most foods got from plants within their locality</li> <li>group most of the foods according to the parts of the plant they come from</li> <li>identify most of the foods from animals</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most foods got from plants within their locality</li> <li>not able to group most of the foods according to parts of the plants they come from</li> <li>not able to identify most of the food from animal</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods</b>	<b>3.5 Food for school going children</b>  ( 2 lessons)	By the end of the sub-strand, the learner should be able to: a) mention foods eaten by school going children in the locality, b) identify the amount of food eaten by school going children in the locality, c) mention dangers of eating too much or too little food for well-being, d) state the importance of eating enough food for good health.	<ul style="list-style-type: none"> <li>Learners name different types of food they eat.</li> <li>Learners are guided to identify the amount of food they eat using pictures.</li> <li>Learners share experiences on what happened to them when they eat too much food (vomiting, stomach pains, diarrhoea, stomach upset, constipation).</li> <li>Learners listen to stories and experiences on dangers of eating too much and too little (overweight and underweight) using pictures or a video.</li> <li>Learners are guided to tell the importance of eating enough food.</li> </ul>	<ol style="list-style-type: none"> <li>What type of food do you eat?</li> <li>How much food do you eat?</li> <li>What happens if you eat too much or too little food?</li> <li>Why is it important to eat food that is enough?</li> </ol>

<b>Core competences to be developed:</b> Critical thinking and problem solving	
<b>Links to PCIs:</b> Citizenship – child care and protection Health Education(nutrition)	<b>Link to values:</b> Love, Respect and Responsibility
<b>Links to other subjects:</b> • Religious activities (minding others welfare)	<b>Suggested community services learning activities:</b> Participate in health campaigns related to lifestyle diseases
<b>Suggested non formal activity to support learning:</b> Participate in school feeding programme	<b>Suggested assessment:</b> oral report, oral questions
<b>Suggested resources:</b> pictures, charts, video clips	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify the amount of food eaten by school going children in their locality</li> <li>mention dangers of eating too little or too much food</li> <li>tell the importance of eating enough food</li> <li>peer teach on dangers of eating too much or too little</li> </ul>	<ul style="list-style-type: none"> <li>identify the amount of food eaten by school going children in their locality</li> <li>mention dangers of eating too little or too much food</li> <li>tell the importance of eating enough food</li> </ul>	<ul style="list-style-type: none"> <li>identify the amount of food eaten by school going children in their locality</li> <li>mention most dangers associated with eating too much or too little food</li> <li>fairly tell the importance of eating enough food</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify the amount of food eaten by school going children in their locality</li> <li>not able to mention most dangers associated with eating too much or too little food</li> <li>not able to tell the importance of eating enough food</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods</b>	<b>3.6 Good eating habits</b>  (2lessons)	By the end of the sub-strand, the learner should be able to: a) state how food is apportioned on a plate, b) give the importance of using a variety of foods in a plate c) appreciate variety of foods on a plate.	<ul style="list-style-type: none"> <li>Learners are guided to brainstorm on how food should be apportioned on a plate (proteins, vegetables, starch and a fruit on the side)</li> <li>Learners can observe pictures or videos on correct apportioning of food on a plate (show variety to include plates)</li> </ul>	<ol style="list-style-type: none"> <li>How do I apportion food on a plate?</li> <li>Why should I use the right amount of food when apportioning?</li> <li>Why should we minimize food wastage?</li> </ol>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
			<p>showing plant protein and animal protein)</p> <ul style="list-style-type: none"><li>• In groups learners are guided to tell the importance of using the right amount of food while apportioning on a plate (to ensure that you do not eat only one group of foods, to ensure variety, to minimize food wastage).</li><li>• Learners are guided to identify suitable foods that promote health when apportioning using realia or pictures or simulations.</li><li>• Learners draw and colour a well apportioned amount of food on a plate.</li></ul>	
<b>Core competences to be developed:</b> self-efficacy				
<b>Links to PCIs:</b> Health education – lifestyle diseases			<b>Links to values:</b> responsibility and respect	
<b>Links to other subjects:</b> <ul style="list-style-type: none"><li>• Language activities (vocabulary)</li><li>• Environmental activities (plants and animals)</li></ul>			<b>Suggested community service learning activities:</b> attend wedding ceremonies and family get together and observe how food is apportioned	
<b>Suggested non formal activity to support learning:</b> Draw charts on how to apportion food on a plate an pin on notice board			<b>Suggested assessment:</b> oral report, oral questions	
<b>Suggested resources:</b> realia, drawing paper, colours, crayons, pictures of food items, video clips				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>tell how food is apportioned in a plate</li> <li>identify suitable foods on a plate to promote good health</li> <li>guide other learners on how to apportion food on a plate</li> </ul>	<ul style="list-style-type: none"> <li>tell how food is apportioned in a plate</li> <li>identify suitable foods on a plate to promote good health</li> </ul>	<ul style="list-style-type: none"> <li>tell how to apportion food on a plate</li> <li>not able to identify suitable foods to promote good health</li> </ul>	<ul style="list-style-type: none"> <li>not able to tell how food is apportioned</li> <li>not able to identify suitable foods to promote health</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods</b>	<b>3.7 Food Advertisement (3 lesson)</b>	By the end of the sub-strand, the learner should be able to: a) tell the meaning of the word advertisement b) identify an advertisement on food c) tell the effects of food advertisements on their feelings. d) tell how advertisement can influence their choice of food	<ul style="list-style-type: none"> <li>Learners can be guided to tell what is food advertisement using charts, posters, pictures, video clips, radio commercials.</li> <li>Learners are guided to identify an advertisement on food from media (print and audio visual).</li> <li>Learners share experiences on how advertisements makes them feel.</li> <li>Learners are guided to tell how advertisements can influence our choice of foods.</li> <li>Learners open and play several video clips on food advertisements and report their observations in class</li> </ul>	<ol style="list-style-type: none"> <li>What is food advertisement</li> <li>How do food advertisements make you feel?</li> <li>How do advertisements influence your choice of food?</li> </ol>
<b>Core competences to be achieved:</b> Critical thinking, Digital literacy, Communication and collaboration				
<b>Link to PCIs:</b> Life skills (Effective communication)			<b>Link to values:</b> responsibility and respect	
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>Language activities self-expression on choice of food advertisements)</li> </ul>			<b>Suggested community service learning activities:</b> visit a nearby market and observe different ways used to advertise food	

<b>Suggested non formal activity to support learning:</b> Collect posters and newspapers cuttings on informative food advertisements and put them on the school notice board for others to see	<b>Suggested assessment:</b> oral questions
<b>Resources:</b> pictures, video clips, computing devices	

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify a food advertisement</li> <li>tell the effect of food advertisement on their feelings</li> <li>tell how advertisement affects choice of food</li> <li>can choose healthy foods without influence by advertisements and guide others to do the same</li> </ul>	<ul style="list-style-type: none"> <li>identify a food advertisement</li> <li>tell the effect of food advertisement on their feelings</li> <li>tell how advertisement affects choice of food</li> <li>can choose healthy foods without influence by advertisements</li> </ul>	<ul style="list-style-type: none"> <li>can identify a food advertisement with some assistance</li> <li>can tell effect of advertisement on feelings</li> <li>not able to make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify advertisements on food.</li> <li>not able to tell effect of food advertisement on feelings.</li> <li>not able to make healthy food choices</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Safety Education</b>	<b>3.8 Food Safety Handling of cooked food ( 4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) mention hygiene practices while handling cooked food, b) mention factors to observe when buying food from a food vendor, c) appreciate the importance of observing hygiene when handling cooked food.	<ul style="list-style-type: none"> <li>learners are guided to say the hygiene practices to observe when handling cooked food (putting on a clean container that is covered, storing in a cool and clean place, washing hands before handling food, using clean serving equipment, using protective gear) using demonstration, pictures, video clips and illustrations</li> </ul>	<ol style="list-style-type: none"> <li>How should we handle cooked food?</li> <li>What should we look for when buying food from food vendors?</li> <li>Why should we observe hygiene practices when handling cooked food?</li> </ol>



			<ul style="list-style-type: none"><li>• learners are guided to mention factors to observe when buying food from food vendors (clean premises/food containers; vendor wears protective gear; fresh food; food covered/not fly flown/dusty; vendor practices hygiene/ not mixing money and food)</li><li>• learners role play practising hygiene as food vendors</li></ul>	
<b>Core competences to be developed:</b> Critical thinking and problem solving				
<b>Link to PCIs:</b> Health education - personal hygiene and communicable diseases			<b>Link to values:</b> responsibility	
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>• Environmental activities</li><li>• Literacy – new words</li></ul>			<b>Suggested community service learning activities:</b> Visit food vendors near the school and observe how they handle food and share the experiences in class and with their parents	
<b>Suggested non formal activity to support learning:</b> sports day, games and festival can provide an opportunity to observe learners make wise choices in buying from food vendors			<b>Suggested assessment:</b> oral reports, oral questions, observation of role play, observation when eating their own cooked food.	
<b>Suggested resources:</b> protective clothing like gloves, apron ;clean food containers, pictures, charts, video clips				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<b>Exceeds expectations</b> <ul style="list-style-type: none"> <li>tell hygiene practices when handling cooked food</li> <li>mention factors to observe when buying food from vendors</li> <li>reports cases of food vendors who handle food without observing hygienic practices</li> </ul>	<b>Meets expectations</b> <ul style="list-style-type: none"> <li>tell hygiene practices when handling cooked food</li> <li>mention factors to observe when buying food from vendors</li> </ul>	<b>approaching expectations</b> <ul style="list-style-type: none"> <li>tells most of the hygienic practices observed when handling cooked food</li> <li>mentions most factors to observe when buying food from vendors</li> </ul>	<b>Below expectations</b> <ul style="list-style-type: none"> <li>not able to tell most of the hygienic practices observed when handling cooked food.</li> <li>not able to mention most of the factors to observe when buying food from vendors</li> </ul>

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>4.0 Safety Education</b>	<b>4.1 Waste disposal in the classroom (3 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify types of waste found in the classroom,</li> <li>identify containers used for putting waste in the classroom,</li> <li>practice waste collection and proper disposal of the waste found in the classroom,</li> <li>mention the importance of waste disposal in the classroom,</li> <li>appreciate the importance of proper disposal of waste in the classroom.</li> </ol>	<ul style="list-style-type: none"> <li>learners are guided to identify the various types of waste in the classrooms using realia or pictures (papers, pencil sharpening, dust, bottles/bottle tops, sticks, small unused containers).</li> <li>Learners are guided to identify containers used to put waste in the classroom using pictures, illustration or video clips.</li> <li>learners are guided to collect and dispose waste from the classroom using demonstration.</li> </ul>	<ol style="list-style-type: none"> <li>What waste is found in the classroom?</li> <li>Where do we put waste in the classroom?</li> <li>How do we dispose waste collected in the classroom?</li> <li>Why should we dispose waste collected in the classroom?</li> </ol>

			<ul style="list-style-type: none"><li>• Learners practise waste disposal in their classroom.</li><li>• learners are guided to tell the importance of proper waste disposal in the classroom.</li><li>• Learners sing songs and recite poems on the importance of disposal of waste</li></ul>	
<b>Core competences to be developed:</b> critical thinking and problem solving				
<b>Link to PCIs:</b> ESD (Environmental education)			<b>Link to values:</b> responsibility, unity and patriotism	
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>• Environmental activities</li><li>• Movement and creative activities</li><li>• Mathematics Activities(shapes of waste disposal containers)</li></ul>			<b>Suggested community service learning activities:</b> Participate in world environmental day through poems and songs on proper disposal of waste	
<b>Suggested non formal activity to support learning:</b> class cleanliness competition, talking walls and prepare a waste disposal schedule to be done in turns by all learners in the class.			<b>Suggested assessment:</b> observation, oral questions	
<b>Suggested resources:</b> realia (dustbin, waste materials) charts, videos clips, pictures/illustrations				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>• identify types of waste found in the classroom</li> <li>• identify containers where waste is put in the classroom</li> <li>• mention the importance of waste disposal in the classroom</li> <li>• practise waste collection and disposal in the classroom</li> <li>• advocate for waste collection and disposal in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• identify types of waste found in the classroom</li> <li>• identify containers where waste is put in the classroom</li> <li>• mention the importance of waste disposal in the classroom</li> <li>• practise waste collection and disposal in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• identify most types of waste found in the classroom</li> <li>• identify the container where waste is put in the classroom</li> <li>• irregularly practise waste collection and disposal in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• not able to identify most types of waste</li> <li>• not able to identify containers where waste is put in the classroom</li> <li>• rarely practise waste collection and disposal in the classroom</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	4.2 Common accidents and Basic First aid (6 lesson)	By the end of the sub-strand, the learner should be able to: a) identify common accidents in the classroom, b) name the causes of common accidents in classroom, c) names way of preventing common accidents in the classroom, d) demonstrate First Aid for common accidents in the classroom, e) develop responsibility in preventing accidents in the classroom.	<ul style="list-style-type: none"><li>• Learners brainstorm on common accidents in the classroom (bumps, grazes, and pricks).</li><li>• Learners are guided to identify causes of common accidents in the classroom (head knocks, rough surfaces, sharp objects) using pictures or video.</li><li>• In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the classroom.</li><li>• Learners are guided to tell how they can prevent common accidents in the classroom using demonstration, pictures and illustrations.</li><li>• Learners are guided to role play in carrying out First Aid for bumps, grazes and pricks.</li><li>• Learners are guided to develop a duty rota to arrange the class and report any dangers in the classroom.</li></ul>	<ol style="list-style-type: none"><li>1. What are the common accidents in the classroom?</li><li>2. What are the causes of common accidents in the classroom?</li><li>3. What is the simple first aid for common accidents in the classroom?</li><li>4. how can these dangers in the classroom be prevented?</li></ol>
Core competences to be developed: self-efficacy, Communication and collaboration				
Link to PCIs: ESD – DRR, safety and security			link to values: responsibility	
Links to other subjects: <ul style="list-style-type: none"><li>• Environmental activities</li><li>• Language activities (vocabulary)</li></ul>			Suggested community services learning activities: Visit other classes to see what dangers are likely to occur and share experiences with other learners	
Suggested non formal activity to support learning: talking walls, songs and poems, scouts and girl guides			suggested assessment: observation, oral reports, oral questions	
Suggested resources: pictures, charts, video clips, first aid kit				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>• identify common accidents in the classroom</li> <li>• mention simple first aid for common accident in the classroom</li> <li>• name causes of common accidents in the classroom</li> <li>• mention simple first aid for common accidents in the classroom</li> <li>• mention safety precautions to observe to prevent accidents in the classroom</li> <li>• attends to duties allocated in ensuring the classroom is safe and reports any dangers</li> <li>• makes effort to attend to some of the things that pose danger in class</li> </ul>	<ul style="list-style-type: none"> <li>• identify common accidents in the classroom</li> <li>• mention simple first aid for common accidents in the classroom</li> <li>• name causes of common accidents in the classroom</li> <li>• mention safety precautions to observe to prevent accidents in the classroom</li> <li>• attends to duties allocated in ensuring the classroom is safe and reports any dangers observed</li> </ul>	<ul style="list-style-type: none"> <li>• identifies most common accidents in the classroom</li> <li>• mentions most of the simple first aid for common accidents in the classroom</li> <li>• names most of the causes of common accidents in the classroom</li> <li>• mentions most safety precautions to observe to prevent accidents in the classroom</li> <li>• attends to duties allocated irregularly in the classroom and occasionally reports dangers observed</li> </ul>	<ul style="list-style-type: none"> <li>• not able to identify most common accidents in the classroom</li> <li>• mentions a few of the simple first aid for common accidents in the classroom</li> <li>• not able to name most of the causes of common accidents in the classroom</li> <li>• not able to mention most of the safety precautions to observe to prevent accidents in the classroom</li> <li>• rarely attends to duties allocated; does not report dangers observed</li> </ul>

## GRADE THREE

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.1 Healthy habits (3 lesson)	By the end of the sub-strand, the learner should be able to: a) mention healthy habits that promote our well-being, b) state the importance of practising health habits for our well-being, c) practice health habits that promote our wellbeing, d) appreciate the importance of observing health habits for our well-being.	<ul style="list-style-type: none"><li>• In groups learners are guided to identify healthy habits that promote wellbeing (wearing clean clothes and shoes, eating regular meals, drinking sufficient clean water, correct sitting posture, regular exercises) using charts, pictures, illustrations, animations, video clips</li><li>• Learners state the importance of practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites)</li><li>• Learners listen to stories and share experiences that bring out the importance of practising health habits.</li><li>• Learners are guided to keep a record of the health habits they practise on a daily basis.</li></ul>	<ol style="list-style-type: none"><li>1. Which health habits promote our wellbeing?</li><li>2. Why is it important to practice these health habits?</li><li>3. Which health habits do you practise daily?</li></ol>
<b>Core-Competence to be developed</b> Critical thinking, Communication and collaboration				
<b>Link to PCI's:</b> Health Education – hygiene and nutrition Lifeskills – self-awareness, effective communication			<b>Link to values:</b> responsibility; unity	
<b>Links to other subject(s):</b> Environmental education Movement and creativity – physical exercises			<b>Suggested Community Service Learning</b>  Advocate for practising of health habits to promote well-being among peers	
<b>Non-Formal Activity to support learning through application</b> Make posters that carry messages on healthy habits that promote well being			<b>Suggested Assessments :</b> Oral questions, observations	
<b>Suggested resources:</b> pictures, video clips, charts				

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<p>identifies health habits that promote our wellbeing.</p> <ul style="list-style-type: none"> <li>states the importance of practising health habits for our well being</li> <li>maintains an updated record of health habits practiced daily</li> <li>encourages others to practice health habits that promote their wellbeing.</li> </ul>	<p>identifies health habits that promote our well-being.</p> <ul style="list-style-type: none"> <li>states the importance of practising health habits for our well being</li> <li>maintains an updated record of health habits practiced daily</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the health habits that promote our wellbeing.</li> <li>states most of reasons for practising health habits for our well being</li> <li>inconsistently updates their records of health habits practiced.</li> </ul>	<ul style="list-style-type: none"> <li>identifies a few of the health habits that promote our wellbeing.</li> <li>states a few of the reasons for practising health habits for our well being</li> <li>does not maintain a record of health habits practiced.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.2 Oral hygiene (3 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>name common problems related to teeth,</li> <li>mention ways of dealing with common problems related to teeth.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners share experiences on the problems they have experienced with their teeth.</li> <li>Learners are guided to identify the common problems related to teeth (bad breath, pain, mouth sores, cavities, teeth not in line, new teeth are bigger than the old) using pictures, video clips</li> <li>Learners are guided to tell ways in which common problems relating to teeth can be managed using pictures, video clips.</li> <li>Learners listen to a talk by a resource person (dentist/community health worker) on oral hygiene</li> </ul>	<ol style="list-style-type: none"> <li>What are the common problems related to teeth?</li> <li>How do we manage common problems with teeth?</li> </ol>

<b>Core-Competence to be developed</b> Critical thinking.	
<b>Link to PCIs:</b> Health education: Personal hygiene–Oral hygiene- ensuring parents take their children for frequent visit to the dentist through parental empowerment learner support programmes	<b>Links to Values:</b> – Responsibility, unity
<b>Links to other subject(s):</b> Literacy – vocabulary on common problems with teeth	<b>Suggested Community Service Learning:</b> advocate for good oral hygiene practices in their community
<b>Non-Formal Activity to support learning through application</b>  Compose and recite poems, sing songs on the management of common problems related to oral hygiene. Then present to the school community during school functions.	<b>Suggested assessment:</b>  Observations, oral questions and written questions
<b>Suggested resources:</b> video clips, pictures, charts, resource person	

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>names s common problems related to teeth</li> <li>mentions the management of common problems related to teeth</li> <li>actively participates in sensitizing others on the management of common problems related to teeth.</li> </ul>	<ul style="list-style-type: none"> <li>names common problems related to teeth</li> <li>mention the management of common problems related to teeth.</li> </ul>	<ul style="list-style-type: none"> <li>name most of the common problems related to teeth</li> <li>mentions most of ways of managing common problems related to teeth</li> </ul>	<ul style="list-style-type: none"> <li>names a few of the common problems related to teeth</li> <li>mentions a few of the ways of managing common problems related to teeth</li> </ul>



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.3 Cleaning the classroom (3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) give reasons for cleaning the classroom b) identify materials used to clean the classroom c) care for the classroom d) appreciate the importance of having a clean classroom	<ul style="list-style-type: none"> <li>In groups, learners are guided to give reasons for cleaning the classroom.</li> <li>Learners identify the materials and equipment used for cleaning the classroom using realia and pictures.</li> <li>Learners assess their own classroom and identify areas that need to be cleaned.</li> <li>Learners are guided to clean the classroom (collecting litter, sweeping the floor, dusting surfaces like desks and chairs, removing cobwebs, emptying the dustbin, opening windows for aeration, arranging furniture) through demonstration, video clips.</li> <li>Learners practise how to clean the classroom</li> <li>Learners are guided to develop a duty rota on cleaning their classroom</li> <li>Learners are guided to develop a checklist which they will use to assess cleanliness of their classroom</li> <li>Learners can simulate how to clean a classroom using computing devices</li> </ul>	<ol style="list-style-type: none"> <li>What materials do we use to clean the classroom?</li> <li>Why do we clean our classroom?</li> <li>How do we clean the classroom?</li> <li>How can we ensure that we maintain class cleanliness?</li> </ol>
<b>Core-Competence to be developed</b> Problem solving, Digital literacy, Communication and collaboration				
<b>Link to PCIs:</b> Education for sustainable development: environmental education			<b>Link to values:</b> responsibility, unity, love	
<b>Links to other subject(s):</b> Environmental activities – class cleanliness Literacy – vocabulary in cleaning materials Mathematics – grading the classes and coming up with the cleanest.			<b>Suggested Community Service Learning</b> Learners will initiate and monitor the ‘cleanest class campaign’ program through the school Cabinet Secretary for health.	

<b>Non-Formal Activity to support learning through application</b> Learners will compose songs and poems with messages on the importance of maintaining a clean classroom then present these during school assemblies.	<b>Suggested Assessment:</b> Written and Oral questions; observation
<b>Suggested resources:</b> pictures, charts, dusters, cobweb broom, broom, dustpan, dustbin, computing devices	

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>identify materials used for clean the classroom.</li> <li>state reasons for cleaning the classroom.</li> <li>clean the classroom.</li> <li>voluntarily participates in cleaning the classroom even when not on duty to do so.</li> <li>sensitizes and encourages other learners to participate in the 'cleanest class campaign' program</li> </ul>	<ul style="list-style-type: none"> <li>identifies materials used for cleaning the classroom.</li> <li>states the reasons for cleaning the classroom.</li> <li>clean the classroom.</li> <li>participates in cleaning the classroom when on duty.</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the materials used for clean the classroom.</li> <li>states most of the reasons for cleaning the classroom.</li> <li>demonstrates most of the steps in cleaning the classroom.</li> <li>may avoid participating in cleaning the classroom when on duty.</li> </ul>	<ul style="list-style-type: none"> <li>identifies a few of the materials used for clean the classroom.</li> <li>states a few of the reasons for cleaning the classroom.</li> <li>demonstrates a few of the steps in cleaning the classroom.</li> <li>participates, reluctantly in cleaning the classroom when on duty.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.4 Use of improvised materials for cleaning utensils (4 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) identify types of dirt found on utensils,</li> <li>b) identify materials that can be improvised for cleaning utensils,</li> <li>c) prepare improvised cleaning materials for cleaning utensils,</li> </ul>	<ul style="list-style-type: none"> <li>Learners are guided to identify types of dirt found on utensils (greasy, starchy, milky dirt) using realia, pictures, video clips.</li> <li>Learners are guided to identify cleaning materials using pictures, realia.</li> <li>Learners are guided to identify materials that can be improvised.</li> <li>Learners are guided in preparing the improvised materials for cleaning e.g sieving ash, crush charcoal, crush egg</li> </ul>	<ol style="list-style-type: none"> <li>What type of dirt do we find on utensils?</li> <li>Which materials can be improvised to clean utensils?</li> <li>How can we prepare improvised materials for cleaning utensils?</li> <li>How do we clean utensils using improvised cleaning</li> </ol>

		d) demonstrate how to clean utensils using the improvised cleaning materials, e) clean utensils using improvised cleaning materials, f) appreciate the use of improvised cleaning materials.	shells through demonstration, video clips. <ul style="list-style-type: none"><li>• In groups, learners are guided to clean the utensils using the improvised cleaning materials.</li><li>• Learners can find out other materials that can be improvised for cleaning utensils using computing devices, talking to parents and other members in the community</li></ul>	materials?
<b>Core-Competence to be developed</b> Creativity and imagination; Digital literacy, Communication and collaboration				
<b>Link to PCIs:</b> Life skill-improvising materials for cleaning utensils			<b>Link to Values:</b> Responsibility and Unity	
<b>Links to other subject(s):</b> Environmental activities – things in the environment, recycling Movement and creativity – creativity in preparing improvised cleaning materials			<b>Suggested Community Service Learning</b>  Visit an elderly person and assist in cleaning utensils using improvised cleaning materials.	
<b>Non-Formal Activity to support learning through application</b>  Make posters with messages on how to improvise and use improvised cleaning utensils			<b>Suggested assessment:</b>  Observation and oral questions	
<b>Suggested resources:</b> egg shells, charcoal, ash, sieve, utensils to clean, clean water, basins				

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>identifies types of dirt found on utensils</li> <li>identifies materials that can be improvised for cleaning utensils</li> <li>prepares improvised cleaning materials for cleaning utensils.</li> <li>clean utensils using the improvised materials.</li> <li>clean of the utensils using improvised cleaning material</li> </ul>	<ul style="list-style-type: none"> <li>identifies types of dirt found on utensils</li> <li>identifies materials that can be improvised for cleaning utensils</li> <li>prepares improvised cleaning materials for cleaning utensils.</li> <li>clean utensils using the improvised materials.</li> <li>clean the utensils using improvised cleaning material</li> </ul>	<ul style="list-style-type: none"> <li>identifies most types of dirt found on utensils</li> <li>identifies most materials that can be improvised for cleaning utensils</li> <li>prepares most improvised cleaning materials for cleaning utensils.</li> <li>clean utensils using some of the improvised cleaning materials.</li> </ul>	<ul style="list-style-type: none"> <li>identifies a few types of dirt found on utensils</li> <li>identifies a few materials that can be improvised for cleaning utensils</li> <li>prepares a few improvised cleaning materials for cleaning utensils.</li> <li>has difficulties cleaning utensils using the improvised cleaning materials.</li> <li>has difficulties cleaning utensils using improvised cleaning material for cleaning</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.5 Proper use and storage of medicine at home (3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify medicines for internal and external use at home, b) Interpret simple instructions on dosage of medicine for various ailments, c) practice proper storage of medicine at home.	<ul style="list-style-type: none"> <li>Learners are guided to identify internal and external medicines used at home (those to be swallowed and those to be applied) using empty packets and containers.</li> <li>In groups, learners are guided to interpret simple instructions on dosage using empty packets and containers of medicine (time of day medicine is taken, amount of medicine to be taken, whether medicine is for internal or external use, if medicine is to be taken before or after meals, for how long the medicine is to be taken)</li> </ul>	<ol style="list-style-type: none"> <li>Which are the internal and external medicines used at home?</li> <li>How will I know how and when to take medicine?</li> <li>How do we store medicine?</li> </ol>

			<ul style="list-style-type: none"><li>• Learners are guided on how to store medicine through demonstration.</li><li>• Learners role play on interpreting instructions on use and storage of medicine.</li><li>• Learners can play games on interpreting simple instructions on dosage of medicine using computing devices</li></ul>	
<b>Core-Competence to be developed</b> Critical thinking, Communication and collaboration, Digital literacy				
<b>Link to PCIs:</b> Health education – drug abuse prevention; observing instructions when taking medicine Community service learning Parental engagement			<b>Link to Values:</b> Responsibility and unity	
<b>Links to other subject(s):</b> Mathematics – multiplication/repeated addition			<b>Suggested Community Service Learning:</b> visit a local dispensary or chemist on how instructions on use and storage of medicine at home are given	
<b>Non-Formal Activity to support learning through application:</b> Make posters on the need to follow instructions when taking medicine			<b>Suggested Assessment:</b> oral questions, observation	
<b>Suggested resources:</b> empty packets of medicine, computing devices				

### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>identifies medicines for internal and external use at home</li> <li>interprets simple instructions on dosage of medicine for various ailments</li> <li>assists others in interpreting instructions when taking medicine</li> </ul>	<ul style="list-style-type: none"> <li>identifies medicines for internal and external use at home</li> <li>interprets simple instructions on dosage of medicine for various ailments</li> </ul>	<ul style="list-style-type: none"> <li>identifies most medicines for internal and external use at home</li> <li>interprets most of the simple instructions on dosage of medicine for various ailments</li> </ul>	<ul style="list-style-type: none"> <li>identifies a few of the medicines for internal and external use at home</li> <li>interprets a few of the simple instructions on dosage of medicine for various ailments</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.6 Making water safe for drinking (4 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>mention ways in which water is contaminated in the environment,</li> <li>differentiate between clean water and safe water for drinking,</li> <li>state the importance of drinking safe water for good health,</li> <li>make water safe for drinking by boiling,</li> <li>store boiled water meant for drinking,</li> <li>appreciate the need for safe water for drinking.</li> </ol>	<ul style="list-style-type: none"> <li>Learners are guided to discuss ways in which water can be contaminated in their environment (human activities-washing clothes, bathing, urinating, swimming and animals- drinking directly from water source, excreting in water) through pictures, charts, video clips.</li> <li>Learners are guided to differentiate between clean water and safe water through experimentation (sieve clean looking water with a clean white handkerchief; presence of substances left on the handkerchief is an indication that the water has suspensions in it which makes it unsafe for drinking).</li> <li>Learners are guided in group discussions on reasons why we need to drink safe water</li> <li>Learners are guided on how to boil water for drinking through a demonstration or watching video clips</li> <li>Learners to be guided on how to store boiled for drinking</li> <li>Learners can explore other ways in which water is contaminated in their environment by carrying out simple guided experiments, searching the internet, talking to parents/guardians/older siblings/grandparents/resource people</li> </ul>	<ol style="list-style-type: none"> <li>How is water contaminated?</li> <li>Is clean looking water safe for drinking?</li> <li>How can we make water safe for drinking?</li> <li>How can we store water safe for drinking?</li> </ol>

			<ul style="list-style-type: none"><li>Learners can visit water sources in their community to observe ways in which water is contaminated.</li></ul>	
<b>Core-Competence to be developed</b> Critical thinking and problem solving, Digital literacy				
<b>Link to PCIs:</b> Education for sustainable development: Environmental education-Water-making water safe for drinking. Health education: communicable diseases- safe water for drinking			<b>Link to Values:</b> Responsibility, Unity, Respect	
<b>Links to other subject(s):</b> Environmental activities – water Movement and creativity: sing songs, dance			<b>Suggested Community Service Learning</b> Sensitizing the school, family and local community members on the need to always drinking safe water.	
<b>Non-Formal Activity to support learning through application</b> Compose, sing and recite songs and poems carrying messages on the importance of drinking safe water. Develop posters with messages on water contamination.			<b>Suggested Assessment:</b> Oral questions, oral reports and observation	
<b>Suggested resources:</b> pictures, charts, handkerchief, sufuria, water bottle, computing devices, burner				

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>mention ways in which water is contaminated</li> <li>tells how to make water safe by boiling.</li> <li>tells how to store boiled water for drinking.</li> <li>mentions the reasons for the always drinking safe water.</li> <li>drinks safe water</li> </ul>	<ul style="list-style-type: none"> <li>mention ways in which water is contaminated</li> <li>explains how to make water safe by boiling.</li> <li>tells how to store boiled water for drinking.</li> <li>differentiate between clean water and safe water for drinking</li> </ul>	<ul style="list-style-type: none"> <li>mention most of the ways in which water is contaminated</li> <li>tells some of the steps of how to make water safe by boiling.</li> <li>tells some of the steps of storing boiled water for drinking.</li> <li>differentiate with minimal assistance between clean water and safe water for drinking</li> </ul>	<ul style="list-style-type: none"> <li>mentions only a few ways in which water is contaminated.</li> <li>has difficulty telling the steps of making water safe by boiling.</li> <li>has difficulty telling the steps of storing boiled water for drinking.</li> <li>difficulty in differentiating between clean water and safe water for drinking</li> </ul>

	<ul style="list-style-type: none"> <li>mentions the reasons for always drinking safe water.</li> </ul>	<ul style="list-style-type: none"> <li>mentions most of reasons for the always drinking safe water.</li> </ul>	<ul style="list-style-type: none"> <li>mentions a few of the reasons for always drinking safe water.</li> </ul>
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.7 Health Practices</b>	<b>1.7 Kitchen garden (4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify forms of kitchen gardens, b) name different crops grown in a kitchen garden, c) state the importance of a kitchen garden at home and school, d) create a kitchen garden at home and school, e) appreciate the importance of a kitchen garden at home and school.	<ul style="list-style-type: none"> <li>Learners are guided to identify forms of kitchen gardens (bags, tyres, basins/boxes, pipes, plots, hanging/floating pots, hanging walls) using pictures, charts, video clips</li> <li>In groups, learners are guided to discuss the crops grown in kitchen gardens using pictures, video clips, photos</li> <li>learners discuss the importance of having a kitchen garden</li> <li>Learners are guided in creating a kitchen garden within the school compound</li> <li>Learners maintain the kitchen garden in school and at home with the help of a teacher/parent/guardian</li> <li>Learners can take photos of kitchen gardens at home using computing devices and display in their classroom</li> <li>Learners can search the internet using computing devices on other forms of kitchen gardens and plants grown</li> </ul>	<ol style="list-style-type: none"> <li>What forms of kitchen gardens do we have?</li> <li>Which crops can we grow in kitchen gardens?</li> <li>Why do we need a kitchen garden?</li> <li>How can I make and maintain my kitchen garden?</li> </ol>
	<b>Core-Competence to be developed</b> Self-efficacy, Communication and collaboration, Digital literacy			
	<b>Link to PCIs:</b> Education for sustainable development; food security; creating and maintaining a kitchen garden		<b>Link to Values:</b> responsibility, unity	
	<b>Links to other subject(s):</b> environmental activities – plants as a source of food; Mathematics – counting, sorting, measurement		<b>Suggested Community Service Learning:</b> participate in creating a kitchen garden at home and in their neighbourhood	



	<b>Non-Formal Activity to support learning:</b> recite poems, present skits and sing songs with messages on the importance of kitchen gardens	<b>Suggested Assessment:</b> oral questions, oral reports, observation
	<b>Suggested Resources:</b> relevant farm tools, seeds, seedlings, watering can, bags and sacks, pipes, tyres, pots, tins, computing devices	

### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>identifies forms of kitchen gardens</li> <li>names different plants grown in a kitchen garden</li> <li>states the importance of a kitchen garden</li> <li>creates a kitchen garden</li> <li>assist in maintaining the school kitchen garden</li> <li>encourages others to create and maintain a kitchen garden</li> </ul>	<ul style="list-style-type: none"> <li>identifies forms of kitchen gardens</li> <li>names different plants grown in a kitchen garden</li> <li>states the importance of a kitchen garden</li> <li>creates a kitchen garden</li> <li>assist in maintaining the school kitchen garden</li> </ul>	<ul style="list-style-type: none"> <li>identifies most forms of kitchen gardens</li> <li>names most of the different plants grown in a kitchen garden</li> <li>states most the reasons for having a kitchen garden</li> <li>reluctantly participates in creating a kitchen garden</li> <li>shows some level of commitment in maintaining the school kitchen garden</li> </ul>	<ul style="list-style-type: none"> <li>identifies a few forms of kitchen gardens</li> <li>names a few plants grown in a kitchen garden</li> <li>states a few reasons on the importance of a kitchen garden</li> <li>avoids participating in creating a kitchen garden</li> <li>shows low level of commitment in maintaining the school kitchen garden</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Health practices</b>	<b>1.8 Care of toilets/ latrines and urinals ( 3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) mention reasons for cleaning a toilet, latrine or urinal in their environment b) identify the materials used in cleaning a toilet, latrine or urinal in their environment,	<ul style="list-style-type: none"> <li>Learners are guided to mention the importance of cleaning toilets, latrines or urinal.</li> <li>Learners identify materials used for cleaning the toilet, latrine or urinal using pictures or realia.</li> <li>Learners are guided on how clean a toilet, latrine or urinal using demonstration and video clips.</li> </ul>	<ol style="list-style-type: none"> <li>What materials do we use to clean the toilet, latrine or urinal?</li> <li>Why do we clean the toilet or urinal?</li> <li>How should we clean the toilet/latrine and urinal?</li> </ol>

		c) explains the procedure of cleaning a toilet, latrine or urinal in their environment  d) appreciate the need for a clean toilet, latrine or urinal in their environment.	<ul style="list-style-type: none"><li>• In pairs, learner’s role play on how to clean a toilet, latrine or urinal.</li><li>• Learners are guided to visit the school ablution block and assess the level of cleanliness and report in class.</li></ul>	
<b>Core-Competence to be developed</b> Critical thinking, Problem solving				
<b>Link to PCIs:</b> Health education: personal hygiene			<b>Link to Values:</b> Responsibility, respect	
<b>Link to other subjects:</b> Environmental education- cleanliness in the environment			<b>Suggested Community Service:</b> advocate for maintaining clean toilet, latrines and urinals in their community	
<b>Non-Formal Activity to support learning through application</b> Learners to create posters advocating for the importance of maintaining clean toilets, latrines and urinals.			<b>Suggested assessment:</b> Oral questions and reports, observation,	
<b>Suggested Resources</b> Toilet cleaning equipment and materials, video clips, computing devices				

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>identifies the materials used in cleaning the toilet, latrine and urinal.</li> <li>states reasons for cleaning a toilet, latrine and urinal.</li> <li>role play on how to clean a toilet, latrine or urinal.</li> <li>observes cleanliness in the toilet, latrine or urinal</li> <li>actively participates in advocating for clean toilet, latrine and urinal in their environment</li> </ul>	<ul style="list-style-type: none"> <li>identifies the materials used in cleaning the toilet, latrine and urinal.</li> <li>states reasons for cleaning a toilet, latrine and urinal.</li> <li>role play on how to clean a toilet, latrine or urinal.</li> <li>observes cleanliness in the toilet, latrine or urinal.</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the materials used in cleaning the toilet, latrine and urinal.</li> <li>states most of the reasons for cleaning a toilet, latrine and urinal.</li> <li>role play with minimal assistance how to clean a toilet, latrine or urinal.</li> <li>inconsistently observes cleanliness in the toilet, latrine or urinal</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most of the materials used in cleaning the toilet, latrine and urinal.</li> <li>not able to state most of the reasons for cleaning a toilet, latrine and urinal.</li> <li>has difficulty Role playing how to clean a toilet, latrine or urinal.</li> <li>rarely observes cleanliness in the toilet, latrine or urinal</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.9 Personal hygiene</b>	<b>1.9 Bed making (3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify materials used as beddings at home, b) state the uses of different bedding materials at home, c) make a bed using available beddings at home, d) state the importance of making a bed, e) appreciate the need for a well-made bed.	<ul style="list-style-type: none"> <li>• In groups, learners are guided to identify the different bedding materials available at home using realia, pictures and experience sharing.</li> <li>• Learners are guided to state the use of different bedding materials available at home using pictures and realia.</li> <li>• Learners are guided to make a bed using available material through a demonstration and video clips.</li> <li>• Learners practice how to make a bed</li> <li>• Learners peer teach each other on how to make a bed.</li> <li>• Learners state the importance of making a bed (neatness, comfort, beauty, keep off dust, cleanliness)</li> <li>• Learners are guided to develop a checklist that they will use to help them make their bed on daily basis with the assistance of their parents/guardians/older siblings</li> <li>• Play games on bed making using computing devices</li> <li>• Learners to sing songs and recite poems on making the bed</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do we use as bedding?</li> <li>2. What are the uses of the different bedding materials?</li> <li>3. How do we make a bed?</li> <li>4. Why is it important to make a bed?</li> </ol>
<b>Core-Competence to be developed</b> Self-efficacy; Communication and collaboration, Digital literacy				
<b>Link to PCIs:</b> Life skills: self-awareness		<b>Link to values:</b> Responsibility		

<b>Links to other subject(s):</b> Movement and creativity – sing songs, recite poems Literacy – vocabulary on beddings	<b>Suggested Community Service Learning</b> Visit to a children's' home and assist in making beds
<b>Non-Formal Activity to support learning through application</b> Develop posters on importance of making the bed	<b>Suggested assessment:</b> oral questions, observation
<b>Suggested Resources:</b> bed, beddings, pictures of beddings or alternative bedding materials, computing devices	

### Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
identifies materials used as beddings. states the uses of different bedding materials states the importance of making a bed. make a bed using available bedding peer teach on making a bed	identifies materials used as beddings. states the uses of different bedding materials. states the importance of making a bed make a bed using available bedding	identifies most of the materials used as beddings. states most of the uses of different bedding materials. states the importance of making a bed Follows most of the procedure in making a bed using available bedding.	identifies some of the materials used as beddings. states some of the uses of different bedding materials. follows some of the procedure in making a bed using available bedding.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0Personal hygiene</b>	<b>2.1Prevention of parasites in and out of the body (6 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) name common external parasites found on the body, b) identify common external parasite found on the body, c) name common internal parasites found in the body, d) identify common internal parasites found in the body,	<ul style="list-style-type: none"> <li>• Learners name common body parasites</li> <li>• Learners identify common external body parasites (lice and jiggers) and where they are found in the body using pictures, video clips, charts</li> <li>• Learners name common internal body parasites</li> <li>• Learners identify common internal body parasites (intestinal worms) using pictures, video clips and charts</li> </ul>	<ol style="list-style-type: none"> <li>1. How do external and internal parasites look like?</li> <li>2. Which parts of the body do they infest?</li> <li>3. What leads to infestation of parasites on or in the body?</li> <li>4. What are the effects of parasite infestation</li> </ol>

		<p>e) mention the causes of external and internal parasites in the body,</p> <p>f) mention the effects of parasite infestation to the body,</p> <p>g) state the importance of personal cleanliness in preventing internal and external parasites,</p> <p>h) practice personal cleanliness to prevent parasite infestation.</p>	<ul style="list-style-type: none"><li>• Learners are guided in mentioning the causes of parasites (poor personal body hygiene; eating dirty things, uncooked food) in and on the body using pictures or video clips</li><li>• In groups, learners are guided to tell the effects of parasite infestation (illness, discomfort, lack of enough blood in the body, deformed body parts, pain, skin problems/itchiness) using pictures, video clips</li><li>• Learners are guided to tell how personal cleanliness can help prevent parasite infestation in and out of the body</li><li>• Learners can watch a demonstration, video clips on good practices of personal cleanliness to prevent parasite infestation.</li><li>• Learners can search other body parasites using computing devices.</li></ul>	<p>on and in the body?</p> <p>5. What can I do to prevent parasite infestation in the body?</p>
<b>Core-Competence to be developed</b> Critical thinking, Creativity and imagination, Digital literacy				
<b>Link to PCIs:</b> health education: personal hygiene; communicable diseases		<b>Link to Values:</b> responsibility, respect		
<b>Link to other subjects:</b> Environmental education-cleanliness in the environment Literacy-vocabulary		<b>Suggested Community Service:</b> Participate in deworming and Jigger campaigns		
<b>Non-Formal Activity to support learning through application</b> sing songs and recite poem on personal cleanliness to avoid parasite infestation		<b>Suggested assessment:</b> oral questions, students record on personal journal		
<b>Suggested resources:</b> pictures, charts, video clips, computing devices				

### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>identifies the parasites found in and on the body.</li> <li>states the causes of parasites in and on the body</li> <li>states effects of parasite infestation to the body.</li> <li>states the importance of personal cleanliness in preventing parasite infestation.</li> <li>maintains personal cleanliness practices to prevent parasite infestation</li> <li>identifies individuals infested with specific parasites</li> <li>encourages others to maintain personal cleanliness practices that prevent parasite infestation.</li> </ul>	<ul style="list-style-type: none"> <li>identifies the parasites found in and on the body.</li> <li>states the causes of parasites in and on the body</li> <li>states the effects of parasite infestation to the body.</li> <li>states the importance of personal cleanliness in preventing parasite infestation.</li> <li>maintains personal cleanliness practices to prevent parasite infestation</li> </ul>	<ul style="list-style-type: none"> <li>identifies most of the parasites found in and on the body.</li> <li>states most of the causes of parasites in and on the body</li> <li>states most of the effects of parasite infestation to the body.</li> <li>inconsistently state the importance of personal cleanliness in preventing parasite infestation.</li> <li>irregularly practices personal cleanliness to prevent parasite infestation.</li> </ul>	<ul style="list-style-type: none"> <li>identifies a few of the parasites found in and on the body.</li> <li>states a few of the causes of parasites in and on the body</li> <li>states a few of the effects of parasite infestation to the body.</li> <li>has difficulty in stating the importance of personal cleanliness in preventing parasite infestation.</li> <li>rarely practices personal cleanliness to prevent parasite infestation.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Personal hygiene	2.2Personal hygiene during bed wetting ( 3 lessons)	By the end of the sub-strand, the learner should be able to: a) mention causes of bed wetting, b) state the effects of bed wetting, c) state hygienic practices to observe during bed wetting, d) appreciate the importance of personal hygiene during bed wetting.	<ul style="list-style-type: none"> <li>Learners will be guided to mention causes of bed wetting (drinking too much liquids before sleeping, dreaming, not able to control the bladder, feeling unwell).</li> <li>The learners will listen to stories and share experiences on bed wetting.</li> <li>learners will be guided to tell the effects of bed wetting (bad smell, bed sores, low self-esteem, beddings infested with maggots) through pictures, video clips and experience sharing</li> </ul>	<ol style="list-style-type: none"> <li>What are the reasons for bed wetting?</li> <li>What are the effects of bed wetting?</li> <li>How do we relate with those who bed wet?</li> <li>What should one do when they wet their bed?</li> </ol>

			<ul style="list-style-type: none"><li>• Learners are guided to state the hygienic practices to observe during bed wetting (washing soiled beddings, airing beddings, covering mattress with mackintosh, bathing daily)</li><li>• learners sing songs and recite poems on bed wetting.</li></ul>	
<b>Core-Competence to be developed</b> Communication and collaboration				
<b>Link to PCIs</b> Health education: Personal hygiene		<b>Link to values</b> Responsibility, Respect		
<b>Links to other subject(s):</b> Environmental studies – Literacy – vocabulary related to bed wetting		<b>Suggested Community Service Learning</b> Visit to a children’s home to make presentations ( songs, poems, skits) that normalise bed wetting and promote hygiene practices during bed wetting		
<b>Non-Formal Activity to support learning through application</b> Watch animations and tell stories that normalise bed wetting and promote hygiene practices during bed wetting		<b>Suggested assessment :</b> Oral, observation		
<b>Suggested resources:</b> bed, bedding materials, charts, pictures, video clips, computing devices				

### Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
<ul style="list-style-type: none"> <li>mentions reasons for bedding wetting</li> <li>state the effects of bed wetting</li> <li>states hygienic practices to be observed during bed wetting.</li> <li>empathize with those bed wetting.</li> </ul>	<ul style="list-style-type: none"> <li>mentions reasons for bedding wetting</li> <li>states the effects of bed wetting</li> <li>states hygiene practices to be observed during bed wetting</li> </ul>	<ul style="list-style-type: none"> <li>mentions most of the reasons for bedding wetting</li> <li>states the effects of bed wetting</li> <li>states most hygiene practices to be observed during bed wetting.</li> </ul>	<ul style="list-style-type: none"> <li>mentions a few reasons for bedding wetting</li> <li>states a few of the effects of bed wetting</li> <li>states a few hygiene practices to be observed during bed wetting.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.1 Eating Habits and Values (2 lessons)	By the end of the sub-strand, the learner should be able to: a) name foods available in our community, b) give reasons for not eating certain foods available in the community, c) appreciate reasons for not eating certain types of foods.	<ul style="list-style-type: none"><li>learners are guided to identify foods available in their community through brainstorming, pictures, buzz groups, video clips</li><li>Learners are guided to mention reasons why some members of the community do not eat certain foods (health, religion, personal preferences, culture, availability)through experience sharing, discussion, buzz groups</li><li>Learners role play on how to handle a person who does not eat certain food available in their community</li></ul>	<ol style="list-style-type: none"><li>Which foods are available in our community?</li><li>Why do some members of the community avoid eating certain foods?</li><li>How should we handle members of the community who do not eat certain foods?</li></ol>
Core-Competence to be developed Citizenship, problem solving				
Link to PCIs: Citizenship; social cohesion – appreciating that people in a community eat different types of foods		Link to Values: responsibility, respect		
Links to other subject(s): Environmental activities– living with other people Language activities– polite language Movement and creative – role play		Suggested Community Service Learning: Learners to find out reasons why people do not eat certain foods in their neighbourhood and report their findings		
Non-Formal Activity to support learning through application: Sing songs and recite poems on different types of food		Suggested Assessment: oral questions, observation		
Suggested Resources: pictures, charts and video clips				



### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>names foods available in our community</li> <li>gives reasons for not eating certain foods available in the community</li> <li>accommodates people who do not eat certain foods</li> <li>advocates for eating foods that are available in the community</li> </ul>	<ul style="list-style-type: none"> <li>names foods available in our community</li> <li>gives reasons for not eating certain foods available in the community</li> <li>accommodates people who do not eat certain foods</li> </ul>	<ul style="list-style-type: none"> <li>names most of the foods available in our community</li> <li>gives most of the reasons for not eating certain foods available in the community</li> <li>has some difficulty accommodating people who do not eat certain foods</li> </ul>	<ul style="list-style-type: none"> <li>names a few of the foods available in our community</li> <li>gives a few of the reasons for not eating certain foods available in the community</li> <li>has difficulty accommodating people who do not eat certain foods</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods</b>	<b>3.2 Food Etiquette</b>  (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify good table manners to observe when taking meals, b) practice good table manners when taking meals, c) appreciate the importance of practicing good table manners when taking meals.	<ul style="list-style-type: none"> <li>learners are guided to identify good table manners (eating with mouth closed, not talking while eating, not placing elbow on the table, washing hands before eating, not picking nose or teeth while at the table, not stretching your hand to pick table condiments or food, correct use of cutlery and crockery, eating with the pace of the others, keeping low tone when conversing with others at the table) through discussion, pictures, video clips and story telling.</li> <li>Learners role play good table manners</li> <li>In pairs, learners are guided to assess each other's table manners during snack and meal times in school.</li> <li>Learners can take pictures or record on table manners using computing devices and share in class.</li> </ul>	<ol style="list-style-type: none"> <li>Which are the good table manners?</li> <li>How should we behave when taking meals?</li> </ol>

<b>Core-Competence to be developed</b> Self-efficacy, Digital literacy, Communication and collaboration	
<b>Link to PCIs:</b> life skills; values – good table manners when taking meals	<b>Link to Values:</b> responsibility, respect, self esteem
<b>Links to other subject(s):</b> Language activities – mannerism, vocabulary on food etiquette Environmental activities – maintaining a clean eating area	<b>Suggested Community Service Learning:</b> Advocacy on practicing good table manners to members in their community.
<b>Non-Formal Activity to support learning through application:</b> Make posters carrying messages on good table manners and mount them in class and around eating area Watch children animations showing good table manners	<b>Suggested Assessment:</b> oral questions, oral reports, observation
<b>Suggested Resources:</b> realia of food, relevant pictures, videos clips, computing devices	

### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
identifies good table manners to observe when taking meals practices good table manners when taking meals assesses self and others practice table manners during meals encourages others to practice good table manners	identifies good table manners to observe when taking meals identifies the bad table manners to be avoided when taking meals practices good table manners when taking meals assesses self and others practice table manners during meals	identifies most of the good table manners to observe when taking meals identifies most of the bad table manners to be avoided when taking meals demonstrates some of the good table manners when taking meals occasionally assesses self and others practice table manners during meals	identifies a few the good table manners to observe when taking meals identifies a few of the bad table manners to be avoided when taking meals demonstrates a few of the good table manners when taking meals has difficulty assessing self and others practice table manners during meals

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	3.3 Food groups  (3 lessons)	By the end of the sub-strand, the learner should be able to: a) mention reasons for eating food, b) group foods into energy giving, body building and protective foods, c) appreciate the importance of eating food from all the three food groups in a meal.	<ul style="list-style-type: none"><li>• learners are guided to mention reasons for eating food (energy, growth, prevent diseases)</li><li>• learners are guided to classify foods into energy giving, body building and protective foods using pictures, realia, charts and video clips</li><li>• In groups, learners are guided to identify energy giving, body building and protective foods from their environment.</li><li>• Learners are guided to discuss the importance of eating foods from all the three food groups in a meal</li><li>• Learners can take pictures using computing devices of foods from the different classes and display in class</li><li>• Learners can play games using computing devices on classifying foods into the three food groups</li><li>• Learners can search internet for food items in the different classes of food using computing devices</li></ul>	<ol style="list-style-type: none"><li>1. Why do we eat food?</li><li>2. Which foods give us energy?</li><li>3. Which foods protects our bodies?</li><li>4. Which foods build our bodies?</li><li>5. Why should we eat food from the three groups in all our meals?</li></ol>
<b>Core-Competence to be developed</b> Self-efficacy, Digital literacy				
<b>Link to PCIs:</b> Health education; lifestyle diseases – eating foods from all the three groups			<b>Link to Values:</b> responsibility	
<b>Links to other subject(s):</b> Environmental activities:- Plants and animals as sources of food Language activities : vocabulary			<b>Suggested Community Service Learning:</b> Learners participate in planning family meals to include all the three food groups	
<b>Non-Formal Activity to support learning through application:</b> Using a diary, learners to monitor their intake of the three food groups daily			<b>Suggested Assessment:</b> oral questions, oral reports, observation	
<b>Suggested Resources:</b> realia and pictures of food, charts, video clips and computing devices				

### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>mentions the reasons for eating food</li> <li>identifies different types of foods in their locality</li> <li>groups the foods into energy giving, body building and protective foods</li> <li>keeps an updated diary showing their daily intake of the three food groups</li> <li>actively participates in planning family meals and encourages others to do the same</li> </ul>	<ul style="list-style-type: none"> <li>mentions the reasons for eating food</li> <li>identifies of different types of foods in their locality</li> <li>groups the foods into energy giving, body building and protective foods</li> <li>keeps an updated diary showing their daily intake of the three food groups</li> </ul>	<ul style="list-style-type: none"> <li>mentions most of the reasons for eating food</li> <li>identifies most of the different types of foods in their locality</li> <li>groups most of the foods into energy giving, body building and protective foods</li> <li>occasionally updates their diary showing their daily intake of the three food groups</li> </ul>	<ul style="list-style-type: none"> <li>mentions a few of the reasons for eating food</li> <li>identifies a few of different types of foods in their locality</li> <li>groups a few of the foods into energy giving, body building and protective foods</li> <li>has difficulty in updating their diary showing their daily intake of the three food groups</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods and Nutrition</b>	<b>3.3 Food and fitness (3 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>give reasons why some people eat too much or too little food</li> <li>mention the risks of eating too much or too little food</li> <li>give reasons why exercising is important in physical fitness</li> <li>appreciate the importance of eating the right amounts of food at the right time and doing adequate physical exercises</li> </ol>	<ul style="list-style-type: none"> <li>learners are guided to give reasons why some people eat too much or too little food through discussions, stories</li> <li>In groups, learners are guided to mention the risks of eating too much or too little food using pictures or videos</li> <li>Learners are guided to identify the importance of engaging in physical exercises through experience sharing, videos, doing exercises.</li> <li>Learners are guided in keeping a record of their participation in physical exercise</li> </ul>	<ol style="list-style-type: none"> <li>Why do some people eat too much or too little food?</li> <li>What are the problems of eating too much or too little food?</li> <li>Why should we eat adequate food at the right time?</li> <li>Why is it important to do physical exercises regularly?</li> </ol>

<b>Core-Competence to be developed</b> Learning to learn	
<b>Link to PCIs:</b> Learners support programs – sports and games Health education: lifestyle diseases ; importance of adequate food and physical exercise for fitness	<b>Link to Values:</b> responsibility
<b>Links to other subject(s):</b> Movement and creative activities Mathematics – counting, right portions Languages - new words	<b>Suggested Community Service Learning:</b> participating in sports, clubs and activities in school and community
<b>Non-Formal Activity to support learning through application:</b> talking walls on the importance of exercising.	<b>Suggested Assessment:</b> oral questions, observation
<b>Suggested resources:</b> pictures, charts, video clips, computing devices	

<b>Assessment Rubrics:</b>			
<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>• gives reasons why some people eat too much or too little food</li> <li>• mentions the risks of eating too much or too little food</li> <li>• gives reasons why exercising is important in physical fitness</li> <li>• keeps a record of their participation in physical exercises</li> <li>• actively participates in games and sports activities in school and the community</li> <li>• encourages others to eat adequate food at the right time and to participate in physical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• gives reasons why some people eat too much or too little food</li> <li>• mentions the risks of eating too much or too little food</li> <li>• gives reasons why exercising is important in physical fitness</li> <li>• keeps a record of their participation in physical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• gives most of the reasons why some people eat too much or too little food</li> <li>• mentions most of the risks of eating too much or too little food</li> <li>• gives most of the reasons why exercising is important in physical fitness</li> <li>• inconsistently keeps a record of their participation in physical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• gives a few reasons why some people eat too much or too little food</li> <li>• mentions a few risks of eating too much or too little food</li> <li>• gives a few reasons why exercising is important in physical fitness</li> <li>• rarely keeps a record of their participation in physical exercises</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>3.0 Foods and Nutrition</b>	<b>3.5 Safety in food storage (4 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) identify storage facilities for food at home, b) state where to store cooked and raw foods at home, c) mention factors to observe when storing cooked and raw foods at home, d) give reasons for proper storage of food at home, e) appreciate the importance of proper storage of food at home.	<ul style="list-style-type: none"> <li>Learners are guided to identify storage facilities for food (cupboards, shelves, racks, refrigerator, food containers, sacks) through pictures, video clips, charts.</li> <li>Learners are guided to identify areas where cooked and raw foods could be stored using pictures, videos.</li> <li>Learners are guided to mention factors to observe when storing food (clean, and cool place; cooked food covered; not mixing cooked and uncooked food; free from pests)</li> <li>Learners are guided to give reasons for proper storage of food (prevent going bad; to preserve so that it can be used later; to avoid contamination from dirt; to prevent from been infested by pests; to prevent wastage)</li> <li>Learners role play how to store raw and cooked food.</li> <li>Learners can search storage facilities from the internet using computing devices</li> <li>Learners can take pictures or shoot videos using computing devices on how they store food at home and share in class</li> </ul>	<ol style="list-style-type: none"> <li>What foods should be cooked before eating?</li> <li>What foods could be eaten raw?</li> <li>Where do we store cooked and raw foods?</li> <li>How do we store cooked and raw foods?</li> <li>What is the importance of proper storage of cooked and raw foods?</li> </ol>
<b>Core-Competence to be developed</b> Creativity and imagination; Digital literacy; Communication and collaboration				
<b>Link to PCIs:</b> Health education – communicable diseases		<b>Link to Values:</b> responsibility, unity		

<b>Links to other subject(s):</b> Environmental activities; storage of food Language activities; new words	<b>Suggested Community Service Learning:</b> Learners can advocate for proper storage of food in their community
<b>Suggested resources:</b> Pictures, charts, video clips, computing devices, realia	

### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>identify storage facilities for food at home</li> <li>identifies where to store raw and cooked food</li> <li>mentions factors to observe when storing cooked food and raw foods</li> <li>gives reason for proper storage of food</li> <li>peer teach on proper storage of food</li> </ul>	<ul style="list-style-type: none"> <li>identify storage facilities for food at home</li> <li>identifies where to store raw and cooked food</li> <li>mentions factors to observe when storing cooked food and raw foods</li> <li>gives reason for proper storage of food</li> </ul>	<ul style="list-style-type: none"> <li>identify most of the storage facilities for food at home</li> <li>identifies most of the places to store raw and cooked food</li> <li>mention most factors to observe when storing cooked food and raw foods</li> <li>gives most reasons for proper storage of food</li> </ul>	<ul style="list-style-type: none"> <li>identify a few of the storage facilities for food at home</li> <li>identifies a few places where to store raw and cooked food</li> <li>mentions a few factors to observe when storing cooked food and raw foods</li> <li>gives a few reasons for proper storage of food</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
<b>4.0 Safety Education</b>	<b>4.1 Common accidents and Basic First aid (10 lesson)</b>	By the end of the sub-strand, the learner should be able to: f) identify common accidents in the school, g) name the causes of common accidents in school, h) names way of preventing common accidents in the school,	<ul style="list-style-type: none"> <li>Learners brainstorm on common accidents in the school (falls, cuts, grazes, sprains)</li> <li>Learners are guided to identify causes of common accidents in the classroom (rough surfaces, accidents)</li> </ul>	<ol style="list-style-type: none"> <li>What are the common accidents in the school?</li> <li>What are the causes of common accidents in the school?</li> <li>What is the simple first aid for common accidents in the school?</li> </ol>

		<div><div>i) tell the First Aid for fainting and nose bleeding</div><div>j) demonstrate First Aid fainting and nose bleeding.</div></div>	<div>during games/sports/P.E, uneven pavements, open windows, litter) using pictures or video</div> <div><div><div></div></div><div>In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the school.</div><div>Learners are guided to tell how they can prevent common accidents in the school using demonstration, pictures and illustrations.</div><div>Learners are guided to tell the First Aid for fainting and nose bleeding.</div><div>Learners are guided to role play in carrying out First Aid for fainting and nose bleeding</div></div>	<div>4. how can these dangers in the school be prevented?</div>
<b>Core competences to be developed:</b> Self-efficacy, Communication and collaboration				
<b>Link to PCIs:</b> ESD – DRR, safety and security			<b>link to values:</b> responsibility	
<b>Links to other subjects:</b> <div><div><div></div></div><div>Environmental activities</div><div>Language activities (vocabulary)</div></div>			<b>Suggested community services learning activities:</b> <div>Visit other classes to see what dangers are likely to occur and share experiences with other learners</div>	
<b>Suggested non formal activity to support learning:</b> talking walls, songs and poems, scouts and girl guides			<b>suggested assessment:</b> observation, oral reports, oral questions	
<b>Suggested resources:</b> pictures, charts, video clip, first aid kit				



### Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> <li>identify common accidents in the classroom</li> <li>mention simple first aid for common accident in the classroom</li> <li>name causes of common accidents in the classroom</li> <li>mention simple first aid for common accidents in the classroom</li> <li>mention safety precautions to observe to prevent accidents in the classroom</li> <li>makes effort to attend to some of the things that pose danger in school</li> </ul>	<ul style="list-style-type: none"> <li>identify common accidents in the school</li> <li>mention simple first aid for common accidents in the school</li> <li>name causes of common accidents in the school</li> <li>mention safety precautions to observe to prevent accidents in the school</li> </ul>	<ul style="list-style-type: none"> <li>identifies most common accidents in the school</li> <li>mentions most of the simple first aid for common accidents in the school</li> <li>names most of the causes of common accidents in the classroom</li> <li>mentions most safety precautions to observe to prevent accidents in the school</li> </ul>	<ul style="list-style-type: none"> <li>not able to identify most common accidents in the school</li> <li>mentions a few of the simple first aid for common accidents in the school</li> <li>not able to name most of the causes of common accidents in the school</li> <li>not able to mention most of the safety precautions to observe to prevent accidents in the school</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences)	Key Inquiry Questions
<b>5.0 Consumer Education</b>	<b>4.1 Packaged food ( 3 lessons)</b>	By the end of the sub-strand, the learner should be able to: a) name various types of packaged foods sold in the locality, b) identify the basic information on packets or containers used for packaging food, c) appreciate the importance of the basic information found on food packets and containers.	<ul style="list-style-type: none"> <li>learners are guided to name the various packed foods sold in their locality through realia, pictures, empty packages, video clips</li> <li>Learners are guided to identify the basic information provided on packaged food using empty package materials or realia (expiry date, manufacture date, storage, use of product, quality mark like Kobs, weight of contents)</li> </ul>	<ol style="list-style-type: none"> <li>Which foods are sold in packages in our locality?</li> <li>What information is found on the packages?</li> <li>Why is the information important?</li> </ol>

			<ul style="list-style-type: none"><li>• learners are guided to tell the importance of basic information found on food packets and containers</li><li>• learners can take pictures of food packages using computing devices and share the information on packages in class</li><li>• Learners can search for different food packages in the internet using computing devices and share findings in class</li></ul>	
<b>Core-Competence to be developed</b> Self-efficacy; Communication and collaboration; Digital literacy				
<b>Link to PCIs:</b> Life skills; life skills – importance of basic information on packets and containers of food citizenship			<b>Link to Values:</b> responsibility, unity	
<b>Links to other subject(s):</b> Languages activities - new words Mathematics activities - expiry dates, measurements			<b>Suggested Community Service Learning:</b> Recite poems and sing songs during school and public forums on the importance of basic information found on food packets and containers	
<b>Non-Formal Activity to support learning through application:</b> make posters carrying messages on importance of reading the information found on food packets and containers			<b>Suggested Assessment:</b> oral questions, observation	
<b>Suggested resources:</b> empty food packages, pictures, video clips, computing devices				

### Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>• name packaged foods sold in the locality</li> <li>• identifies important information on packets or containers used for packaging food</li> <li>• sensitizes others on the importance of reading basic information found on food packets and containers</li> <li>• actively participates in making posters, reciting poems and singing songs on the importance of reading basic information on food packets and containers</li> </ul>	<ul style="list-style-type: none"> <li>• name packaged foods sold in the locality</li> <li>• identifies important information on packets or containers used for packaging food</li> <li>• sensitizes others on the importance of reading basic information found on food packets and containers</li> </ul>	<ul style="list-style-type: none"> <li>• names most of the packaged foods sold in the locality</li> <li>• identifies most of the important information on packets or containers used for packaging food</li> <li>• has difficulty sensitizing others on the importance of reading basic information found on food packets and containers</li> </ul>	<ul style="list-style-type: none"> <li>• names a few of the packaged foods sold in the locality</li> <li>• packaging food</li> <li>• identifies a few of the important information on packets or containers used for packaging food</li> <li>• rarely sensitizes others on the importance of reading basic information found on food packets and containers</li> </ul>