REPUBLIC OF KENYA

MINISTRY OF EDUCATION

LOWER PRIMARY LEVEL DESIGNS

VOLUME TWO

MATHEMATICS ACTIVITIES, ENVIRONMENTAL ACTIVITIES, AND HYGIENE AND NUTRITION

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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SUBJECTS:
MATHEMATICS ACTIVITIES, ENVIRONMENTAL ACTIVITIES, 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 contains the National Goals of Education, outlines the Early Years Education(EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

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

Fred Matiang'i, PhD, EGH
Cabinet Secretary
Ministry of Education

Table of Contents

FOREWORD i

NATIONAL GOALS OF EDUCATION iii

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION v

MATHEMATICS ACTIVITIES 1

GRADE 1 3

GRADE 2 24

GRADE 3 47

ENVIRONMENTAL ACTIVITIES 68

GRADE1 70

GRADE 2 101

GRADE 3 139

HYGIENE AND NUTRITION ACTIVITIES 178

GRADE 1 180

GRADE 2 210

GRADE 3 239

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.

SUBJECT LEARNING OUTCOMES:

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 1

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Numbers	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 (S) h) Appreciate the use of sorting and grouping items in day to day activities	• Learners in pairs/groups to collect different types of safe objects • Learners in pairs/groups to sort objects with same attribute and group them together • Learners in pairs/groups to pair and match the objects to establish "equal to", "more than" and "less than" • Learners to order objects according to size from smallest to biggest and vice versa • Learners to make patterns using real objects • Learners to recite number names up to 50 • Learners to represent numbers 1-30 using concrete objects as well as their body parts • Learners to demonstrate that any given group has only one count. • Learners to collect and sort some of the litter and put it in various groups according to an attribute of their choice and give reason for the grouping (Learners to be guided on the safety of the litter) • Learners in pairs/groups could assist in arranging, edible items in the school store like fruits, cabbages according to size and colour. • Learners could visit a market for them to observe the sorting and grouping of fruits, cabbages, tomatoes etc.	1) How can we find out which group has more objects than another? 2) How can we group items?

Core-Competences to be developed; Learning to learn, Communication and collaboration, imagination and creativity, self-efficacy, Critical thinking and problem solving.	
Link to PCIS **Life skills:** self-awareness and self-esteem; when using body parts in counting **ESD: DRR;** Safety when collecting items and litter in the environment; environmental awareness; don't litter the environment	**Link to Values:** Responsibility, unity
Links to other subjects • Environmental activities • Religious activities • Language activities	**Suggested Community Service learning activities:** Assist in collecting and sorting litter in their locality and observe as how it is disposed.
Suggested Non-formal activity to support learning: Tree planting in the school	**Suggested assessment:** 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, represents numbers 1-30 using concrete objects and beyond	Correctly sorts and groups, pairs and matches, orders and sequences, represents numbers 1-30 using concrete objects	Inconsistently correctly sorts and groups, pairs and matches, orders and sequences, represents numbers 1-30 using concrete objects	Major inaccuracies in: sorting and grouping; pairing and matching; ordering and sequencing; representing numbers 1-30 using concrete objects

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Numbers	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 the place value of digits in numbers up to 100 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	• Learners in pairs/groups to count in 1's and 2's up to 20 starting from any point using concrete objects as well as body parts. • Learners to take turns in counting in: -5's up to 50 starting from zero -10's up to 100 starting from zero. • Learners in groups to use the number line in counting in 1's and 2's. • Learners in groups to play games that involve representing numbers 1-50 using concrete objects • Learners to identify place value of given numbers up to 100 • Learners in pairs to recite and write numbers 1-50 in symbols • Learners to practice writing numbers 1-10 in words • Learners to identify missing numbers in number patterns up to 20 • Learners in pairs to create patterns with numbers up to 20 and share with other groups • Learners to play digital games on whole numbers. • Learners to role play a cashier in day to day life activities e.g., a cashier counting money in 5 shilling coins	How many ways can we count from 1-20?

Core-Competences to be developed; Learning to learn, Communication and collaboration, Critical thinking and problem solving.	
Link to PCIS **Life skills:** self-awareness and self-esteem; when using body parts in counting **ESD: DRR;** Safety when collecting items and litter in the environment; environmental awareness; don't litter the environment	**Link to values:** • Responsibility • unity
Links to other subjects • Environmental activities • Religious activities • Language activities	**Suggested Community Service learning activities:** Assist in putting objects in groups of 2's , 5's and 10's together in community activities.
Suggested Non-formal activity to support learning: Tree planting in the school	**Suggested assessment:** Oral questions, written exercises, observation

ASSESSMENT RUBRICS

Exceeds expectations	**Meets expectations**	**Approaches expectations**	**Below expectations**
Counts up to more than 100, represents numbers 1-50 using concrete objects, identify place value up to tens, reads, writes numbers in symbols and words, works out missing numbers in number patterns	Correctly counts up to 100, represents numbers 1-50 using concrete objects, identifies place value up to tens, reads, writes numbers in symbols and words, works out missing numbers in number patterns	Inconsistently: represents 1-50 Counts up to 100, represents numbers 1-50 tens using concrete objects, identify place value up to 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 up to tens; reading and writing numbers in symbols and words; working out missing numbers in number patterns

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Numbers	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 ' =' 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 a 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	• Learners in pairs/groups to put two groups of objects together and count to get the total • Learners to use ' +'and ' = ' signs in writing addition sentences • Learners to add 2- single digit-numbers by skipping on a number line • Learners to add 2- single digit numbers using the family of 10 • Learners to add 2- single digit number by counting on • Learners to add 3- single digit numbers using a number line • Learners to add 3- single digit numbers by counting on • Learners to add 3- single digit numbers using the family of 10 • Learners to add a 2- digit number to a 1- digit number without regrouping horizontally and vertically with sum not exceeding 100 • Learners to add multiples of 10 up to a 100 vertically • Learners to play digital games on addition • Learners to make patterns involving addition with numbers up to 100	How can you add a 2 digit number to a 1 digit number?
Core-competences to be developed Communication and collaboration , critical thinking and problem solving				

Link to PCI's values: **ESD: DRR;** Safety in handling objects	**Link to values:** • Responsibility • Unity
Links to other subjects • Environmental activities • Language activities	**Suggested Community service Learning activities:** Working out totals of items at school and at home
Suggested Non-formal Activity to support learning: Planting flowers in patterns at school and home during their free t time	**Suggested assessment:** Oral questions, written exercise, observation

ASSESSMENT RUBRICS

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

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning experiences	Key Inquiry Question(s)
Numbers	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 '= 'sign in writing subtraction sentences c) Subtract single digit numbers d) Subtract up to 2- digit numbers based on basic addition facts e) Use the relationship between addition and subtraction 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	• Learners in pairs/groups to model subtraction using concrete objects • Learners to use ' - ' and '=' signs in writing subtraction sentences • Learners in pairs/groups to subtract by counting backwards • Learners in pairs/groups to subtract using the number line • Learners to solve routine and non- routine problems involving subtraction of up to 2- digit numbers based on basic addition facts • Learners to create subtraction sentences related to basic addition facts • Learners to use tablets to workout subtraction of multiples of 10 up to 90 • Learners in pairs /groups to create patterns involving subtraction	How do you subtract 2-digit numbers?
Core Competences to be developed: Communication and collaboration, Critical thinking and problem solving, Digital literacy, Creativity and imagination, Citizenship, Self-efficacy				

Links to PCI's: **ESD: DRR;** Safety in handling objects	**Links to Values:** • Responsibility • Unity
Link to other subjects: • Environmental Activities • Language Activities	**Suggested community service learning:** • Collect litter from environment • Remove dangerous things from environment
Suggested Non formal activity to support learning : Plant trees in patterns in the school compound during their free time	**Suggested Assessment** Written exercise, observation, oral questions

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**	**Below Expectations**
Correctly models subtraction as take away, uses subtraction sign '-' to write subtraction sentences, subtracts single digit numbers, subtracts of up to 2-digit numbers based on basic addition facts, relates addition and subtraction involving basic addition facts, subtracts multiples of 10 from more than 90 and working out missing numbers in patterns up to 100 and beyond	Correctly models subtraction as take away, uses subtractions sign ' -' to write subtraction sentences, subtracts single digit numbers, subtracts of up to 2-digit numbers based on basic addition facts, relates addition and subtraction involving basic addition facts, subtracts multiples of 10 from up to 90 and working out missing numbers in patterns up to 100	Inconsistently models subtraction as take away, uses subtractions sign '-' to write subtraction sentences, subtracts single digit numbers, subtracts of up to 2- digit numbers based on basic addition facts, relates addition and subtraction involving basic addition facts, subtracts multiples of 10 from up to 90 and working out missing numbers in patterns up to 100	Major inaccuracies in: modelling subtraction as take away; using subtraction sign '-' to write subtraction sentences; subtracting single digit numbers; subtracting of up to 2- digit numbers based on basic addition facts; relating addition and subtraction 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)
2.0 Measurement	2.1 Length (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	• Learners in pairs/groups to compare objects directly to identify objects which are longer than, shorter than or same as • Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as • Learners in pairs /groups to measure lengths using different objects as arbitrary units and discuss the measurements from the various groups	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?
Core-competencies to be developed: Communication and collaboration Imagination and creativity, Critical thinking and problem solving, Self-efficacy				
Link to PCI's: **ESD: DRR;** Safety in handling objects			**Link values:** • Responsibility • Integrity • Unity	
Links to other subjects: • Environmental Activities(collection of safe objects from the environment) • Language activities (language is used in groups/pairs)			**Suggested Community Service Learning activities:** Planting trees /flowers using a stick to determine the distance between each seedling in religious institutions, dispensaries etc.	
Suggested Non-formal Activity to support learning:			**Suggested assessment:** Written exercises, observations	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly compares length directly, conserves length and measures length using arbitrary units with ease	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)**
Measurements	**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	• Learners in pairs/groups use safe objects to identify those lighter than, same as or heavier than others • 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 • 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	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 one or more objects are heavier than same as, lighter than your maths textbook?
Core Competencies to be developed: Communication and collaboration in group work, Critical thinking and problem solving , Self-efficacy				

Link to PCIs **ESD: DRR;** Safety in handling materials, Health education – appropriate size of materials, Citizenship – honesty, **ESD** : animal welfare -feeding animals	**Link to Values** • Responsibility • Integrity • Unity • Respect
Links to other subjects: • Environmental Activities • Language Activities • Music and movement and activities	**Suggested Community Service Learning activities:** Assist neighbours in feeding animals
Suggested Non-formal Activity to support learning Helping in carrying light items e.g. seeds, water, manure in community service	**Suggested Assessment:** Written exercises, oral questions, observation

ASSESSMENT RUBRICS

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

Strand	Sub-Strand	Specific Learning Outcomes knowledge	Suggested learning experiences	Key Inquiry Questions
Measurement	**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	• Learners to empty and fill water in different containers to establish which holds more, which holds less and which holds the same • Learners to identify and compare containers which holds more, less or same as. • 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 • Learners to be given the same amount of water, a basin and different small containers. The learners to count the number of small containers they use to fill the basin	How can we find out which of two containers hold more, less or same as?
Core Competencies to be developed: Critical thinking and problem solving, Communication and collaboration , Imagination and creativity Citizenship, Self-efficacy				
Link to PCIs: • **ESD: DRR;** 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 **Citizenship**: honesty			**Link to values:** • Responsibility • Integrity • Unity • Respect	

Health education: as learners collect safe and appropriate containers **Life skills:** self-awareness as learners work in groups	
Links to other subjects: 1. Environmental Activities 2. Language Activities	**Suggested Community Service Learning activities:** Learners should water trees and flowers around the school, religious institutions, health centres and at home
Suggested Non-formal activity to support learning: Watering school / class flowers	**Suggested assessment:** Written exercises, observations
Suggested Resources: Containers of different sizes, water, sand ,soil	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly compares capacity of different containers using the terms holds more, less than, same as, conserves capacity using containers of different shapes and sizes, measures capacity using arbitrary units with ease	Correctly compares capacity of different containers using the terms holds more, less than, 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 , same as, conserves capacity using containers of different shapes and sizes, measures capacity using arbitrary units	Has 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

<table>
<tr><th>Strand</th><th>Sub-Strand</th><th>Specific Learning Outcomes</th><th>Suggested learning experiences</th><th>Key Inquiry Question(s)</th></tr>
<tr><td>Measurement</td><td>2.4 Time
(8 lessons)</td><td>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
c) Recite months of the year in order</td><td>• Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both at home and school
• Learners to sing songs/ rhymes related to days of the week
• Learners in pairs/groups to identify activities that take place during the days of the week</td><td>1) Which day of the week do you raise the school flag?
2) Which day of the week do you worship?
3) In which month is your birthday?</td></tr>
<tr><td colspan="5">Core competence to be developed: Communication and collaboration, Self-efficacy</td></tr>
<tr><td colspan="3">Links to PCIs:

ESD: DRR; Safety in handling materials, Health education
Citizenship; honesty
Health education; appropriate size of materials, brushing teeth, washing face, sleeping, meals etc.</td><td colspan="2">Links values:
• Respect
• Responsibility
• Patriotism</td></tr>
<tr><td colspan="3">Links to other subjects:
• Environmental Activities
• Language Activities</td><td colspan="2">Suggested community service learning activities:
• Sweeping religious institutions during weekends
• Visiting/helping the needy during school holidays
• Participating in cultural and religious activities in their community</td></tr>
<tr><td colspan="3">Suggested Non-formal activity to support learning :
Write school daily activities and recite during assembly</td><td colspan="2">Suggested assessment: Oral questions, written exercises, observations</td></tr>
</table>

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 inconsistencies 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)
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 ksh.50 b) Relate money to goods and services up to ksh.50 in shopping activities c) Differentiate between needs and wants in real life context d) Appreciate spending and saving in real life situations	• Learners in pairs/groups to sort out Kenyan currency coins and notes according to their value up to ksh.50. (different coins for sh.1) (copper, silver (small + big) sh.5 (pentagon, silver) -ksh.10 – 1 -ksh.20 – 1 -ksh.40 – 1 -ksh.50 note • Learners to put together coins and notes up to ksh.50 according to their value and features • Learners in pairs/groups to give their own experiences in relation to shopping activities • Learners to discuss the value of items	How can you identify Kenya currency coins and notes?

			in the classroom shop up to ksh.50 • Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without • Learners in pairs/groups to identify needs and wants • Learners to give their own experiences on saving and spending of money • Learners to role play buying and selling items from the classroom shop	
Core competence to be developed: Communication and collaboration as they discuss, Self-efficacy, Citizenship				
Links to PCIs: **ESD: DRR;** Safety in handling materials, Health education – appropriate size of materials, **Citizenship:** Patriotism**;** features on Kenya currency **Health education** – brushing teeth, face, sleeping, meals etc.			**Links to values:** • Integrity • Responsibility • Patriotism	
Links to other subjects: • Language activities • Religious activities • Environmental activities			**Suggested Community Service Learning activities:** Sort money in places of worship	
Suggested Non-Formal Activity to support learning: Learners help sort money into various denominations with school cashier or in a function			**Suggested assessment:** Written exercises, oral questions, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Correctly identifies Kenya currency coins and notes beyond ksh 100, relates money to goods and services differentiates between needs and wants	Correctly identifies Kenya currency coins and notes up to ksh 100, relates money to goods and services and differentiates between needs and wants	Inconsistently identifies Kenya currency coins and notes up to ksh 100, relates money to goods and services and differentiates between needs and wants,	Major inconsistencies in: identifying Kenya currency coins and notes up to ksh 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)
3.0Geometry	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	• Learners to stand behind one another facing the same side and identify what they have formed as a straight line. • 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. (Teacher to explain safety as they draw the lines.) • Learners to practice drawing straight lines on the ground and in their books • 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 • Learners to practice drawing curved lines on	What types of lines are there?

			the ground and in their books. • Learners could visit a water selling kiosk to observe how the water containers are arranged	
Core-Competence to be developed: Communication and collaboration , Imagination and creativity, Learning to learn				
Link to PCIs: **ESD: DRR;** Safety as they use sticks to draw; Road safety **Life Skills**: Self- awareness- forming lines using their hands; Inter-personal relation ship			**Links to Values:** • Unity • Responsibility • Love	
Links to other subjects: • Movement and creative arts			**Suggested Community Service Learning activities:** Learners could visit a local church and assist in arranging seats in straight or curved lines	
Suggested Non-Formal Activity to support learning: Learners arrange seats in class during cleaning			**Suggested assessment**: Written exercises, observation, oral questions	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly draws straight and curved lines and also others	Correctly draws straight and curved lines	Inaccurately 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)
Geometry	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	• Learners in pairs/groups to sort and group different shapes using one attribute. • Learners in pairs /groups discuss the types of lines that make rectangles, circles, triangles and name them • Learners working individually to make patterns of their choice using the three shapes. • Learners in groups make patterns, colour them and share with other groups.	What shapes can you identify in your school?
Core-Competence to be developed : Communication and collaboration ; as learners discuss how to make patterns				
Link to PCIs : **ESD: DRR;** Safety as they pick objects to trace and colour the patterns			**Links to Values:** • Responsibility • Unity	
Links to other subjects: • Movement and creative activities • Environmental			**Suggested Community Service Learning activities:** Visiting the elderly and beautifying their walls with patterns drawn on manila paper	
Suggested Non-formal Activity to support learning : Learners could visit pre -school and decorate the walls using patterns drawn on manila paper			**Suggested assessment:** Written exercises, oral questions, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly identifies shapes and makes patterns using rectangles, circles and triangles and other shapes	Correctly identifies shapes and makes patterns using rectangles, circles and triangles	Inaccurately 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

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,
SUBTRACTION	Sticks, marbles, stones ,grains, basic addition facts table, number line drawn on the ground/floor
LENGTH	Books, pencils, sticks, bottles, rulers
MASS	Items of different mass e.g. books ,stones, pieces of wood, items of same mass
CAPACITY	Containers of different sizes, water, sand ,soil,
TIME	Charts with days of the week and months of the year in order
TIME	One shilling coins (copper, silver, small and big coins) sh 10,20,40 coins, sh 50 and sh 100 notes, classroom shop
LINES	Sticks
SHAPES	Cut- outs of rectangles, circles, and triangles of different sizes

GRADE 2

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0Numbers	1.1Number 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	• Learners to read number names from 1-100 • Learners in groups of 5's to count their fingers and toes. • Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects	How can we find the number of objects in a group?
Core Competences to be developed: Communication and collaboration**,** Imagination and creativity, self- efficacy, digital literacy, Learning to learn, critical thinking and problem solving				
Link to PCIs: **Life skills:** self-awareness and self-esteem; when using body parts **ESD: DRR;** Safety when collecting items in the environment;			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Languages • Nutrition and Hygiene			**Suggested Community Service Learning activities:** Visiting older citizens and listening to stories on how they used to count their property e.g. animals	
Suggested Non formal Activity to support learning: Count number of different objects in the classroom			**Suggested assessment:** Oral questions, observation, written exercise	

ASSESSMENT RUBRICS

Exceeds expectations	**Meets expectations**	**Approaches expectations**	**Below expectations**
Reads numbers more than100 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)**
Numbers	1.2 Whole Numbers (20 lessons)	By the end of the sub-strand the learner should be able to: 1) Count numbers forward and backward up to 100 2) Identify place value of numbers up to 100 3) Read numbers 1-100 in symbols 4) Read and write numbers 1-20 in words 5) Work out missing numbers in number patterns up to 100 6) Appreciate number patterns as they skip on the number line	• Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point • Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point. • Learners in pairs / groups to discuss place value of digits in given numbers up to 100 • Learners in pairs to read numbers 1-100 in symbols • Learners to read and write numbers 1-20 in words	How do we get the next number in a pattern?

			• Learners to play digital games on whole numbers • Learners to work out missing numbers in patterns up to 100 • Learners in pairs/groups to make number patterns and share with other groups	
Core Competences to be developed: Communication and collaboration, critical thinking, problem solving, digital literacy.				
Link to PCIs: **Citizenship:** Leadership- group work			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Languages activities • Environmental activities • Movement and creative activities			**Suggested Community Service Learning activities:** Assist in arranging chairs and tables during community functions in rows and columns	
Suggested Non formal Activity to support learning: Plant flowers in patterns in school			**Suggested assessment:** Oral questions, portfolio, observation	

ASSESSMENT RUBRICS

Exceeds expectations	**Meets expectations**	**Approaches expectations**	**Below expectations**
Counts to more than100,identifies place value of numbers up to more than 100, reads numbers more than100 in symbols, reads and writes numbers more than20 in words, works out missing numbers in patterns	Correctly counts from 1-100,identifies place value of numbers up 100, 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 of numbers up to 100, reads numbers 1-100 in symbols, reads and writes numbers 1-20 in words, works out missing numbers in patterns	With major inaccuracies: counts from 1-100; identifies place value of numbers up to 100; reads numbers 1-100 in symbols; reads and writes numbers 1-20 in words; works out missing numbers in patterns

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Numbers	1.3 Fractions (12 lessons)	By the end of the sub-strand the learner should be able to: a) Identify a ½ as part of a whole b) Identify a ¼ as part of a whole	• Learners in pairs to make circular paper cut- outs • 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 ½ . • 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 ½. • Learners in pairs to fold circular paper cut – outs to get 4 equal parts and identify one of the parts as a ¼ of a whole. • Learners in pairs to practise making halves and quarters of a whole.	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?
Core Competences to be developed: : Imagination and creativity, communication and collaboration, Critical thinking and problem solving				
Link to PCIs: Life skills ;Interpersonal relationship- making friends			**Link to Values:** • Unity • Integrity • Responsibility	
Links to other subjects : • Languages • Nutrition and Hygiene			**Suggested Community Service Learning activities:** Learners can share whole items in 1/2 ‘s and ¼’s during community functions	
Suggested Non formal Activity to support learning: Sharing food in school			**Suggested assessment:** Oral questions, portfolio, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly identifies ½ and ¼ and more fractions as part of a whole	Correctly identifies ½ and ¼ as part of a whole	Inconsistently identifies ½ and ¼ as part of a whole	Major inconsistencies in identifying ½ and ¼ as part of a whole

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Question(s)**
Numbers	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 sums not exceeding 100 d) Work out missing numbers in patterns involving addition of whole numbers up to 100	• Learners in pairs to write addition in horizontal form vertically according to place value • Learners to add a 2- digit number to a 1- digit number without and with regrouping • Learners to practice addition by skipping on the number line • Learners in pairs/groups to collect varied and safe objects and use them in addition of 3-single digit numbers • Learners in pairs/groups to practice breaking numbers apart to make a 10. • Learners in pairs to come up with different ways of adding two 2-digit numbers without and with regrouping	1) How can we align a 2-digit number and a 1-digit number vertically in order to add? 2) When do we regroup?

			• Learners to play digital games on addition • Learners in groups to make patterns using numbers up to 100	
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Link to PCIs: **ESD: DRR; -**Collecting safe objects **Citizenship**: Social cohesion;- working in groups			**Link to Values:** • Respect • Responsibility • Unity	
Links to other subjects : • Languages activities • Language activities • Nutrition and Hygiene			**Suggested Community Service Learning activities:** Visiting older citizens homes and assisting them on how to get the total number of different items in their homes	
Suggested Non formal Activity to support learning: Planting flowers in patterns in school			**Suggested assessment:** Oral questions, written exercises, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly adds up to 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	With major inconsistencies, adds up to two 2-digit numbers with sums not exceeding 100 using different strategies, works out missing numbers in patterns up to 100

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
Numbers	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	• Learners in pairs /groups to subtract single digit numbers by comparing groups of objects • Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms • Learners to discuss the relationship between addition and subtraction using number families. • Learners to work out missing numbers in subtraction of up to 2- digit numbers • Learners to play digital games involving subtraction • Learners to work out missing numbers in number patterns involving subtraction	How do you work out missing numbers in patterns involving subtraction?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, Self -efficacy, Imagination and creativity ,digital literacy				
Link to PCIs: **Life skills:** Interpersonal relationship effective communication friendship formation – group work **Citizenship**: Social cohesion –group work			**Link to Values:** • Respect • Unity • Responsibility	

Links to other subjects : • Language activities • Environmental activities	**Suggested Community Service Learning activities:** Learners participate in community activities during the cleaning of the environment by community members
Suggested Non formal Activity to support learning: Collecting litter during school cleaning activities	**Suggested assessment:** Oral questions, written exercise , observation

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**	**Below Expectations**
Subtracts up to more than 2 digit numbers without regrouping, works out missing numbers in number pattern up to 100	Correctly subtracts up to 2 digit numbers without regrouping, works out missing numbers in number pattern up to 100	Inconsistently subtracts up to 2 digit numbers without regrouping, works out missing numbers in number pattern up to 100	With major inaccuracies subtracts up to 2 digit numbers without regrouping, works out missing numbers in number pattern up to 100

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning**	**Key Inquiry Question(s)**
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	• Learners in pairs/groups to use counters to represent multiplication as repeated addition • Learners in pairs/groups to use number lines to represent multiplication as repeated addition • Learners to use 'x' sign in writing repeated addition sentences as multiplication	How do you represent multiplication as repeated addition?

		using 'x' sign c) Multiply single digit numbers by 1, 2, 3, 4, 5 and 10	• Learners to multiply single digit numbers by 1, 2, 3, 4, 5 and 10 • Learners to play digital games involving multiplication • 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	
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Link to PCIs: **Life skills:** Self- awareness- when using fingers **ESD**:DRR; re- use of materials collected			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Languages • Environmental activities			**Suggested Community Service Learning activities:** Visiting older citizens and assisting in arranging items in groups	
Suggested Non formal Activity to support learning: Counting number of desks in classroom as repeated subtraction			**Suggested assessment:** Oral questions, written exercises, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly represents multiplication as repeated addition, uses multiplication sign, multiples single digit numbers by 1, 2, 3, 4, 5,and 10 and goes beyond	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	Has major inaccuracies in: performing 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)
Numbers	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 ' ÷ 'sign in writing division sentences d) Divide numbers up to 25 by 2, 3, 4 and 5 without a remainder in real life situations	• Learners in pairs/groups to share a given number of objects equally by each picking an object at a time until all are finished and then count how many each got. • 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. • Learners to use '÷'sign in writing division sentences • Learners to play digital games involving division • Learners to divide numbers up to 25 by 2,3,4,5 without a remainder	How can you share objects equally?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Link to PCIs: **Citizenship: Social cohesion- group work** **ESD:DRR;** safety of materials			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Languages activities • Environmental activities			**Suggested Community Service Learning activities:** visiting older citizens and sharing fruits as a way of giving back to the community	
Suggested Non formal Activity to support learning: Learners to plant seedlings in school			**Suggested assessment:** Oral questions, written exercises, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly represents division as equal sharing and equal grouping, use 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	Has major inaccuracies in: representing division as equal sharing and equal grouping; using division sign, in 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)**
2.0 Measurement	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	• Learners in pairs/groups to use sticks of equal length to measure different lengths, record and discuss the results • Learners in pairs/groups to measure length using sticks of different lengths, including 1-metre sticks and identify the 1-metre sticks • Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results	What can you use to measure different lengths?

Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, Imagination and creativity	
Link to PCIs: **Citizenship: Social cohesion- group work** **ESD:DRR;** safety of materials	**Link to Values:** • Respect • Responsibility
Links to other subjects : • Languages activities • Environmental activities	**Suggested Community Service Learning activities:** Assist their neighbours to measure length during building of chicken/rabbit cages
Suggested Non formal Activity to support learning: Learners to measure length of their school fields during games	**Suggested assessment:** Oral questions, written exercises, observation

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Measure 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 measure 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

<table>
<tr><th>Strand</th><th>Sub-Strand</th><th>Specific Learning Outcomes</th><th>Suggested learning experiences</th><th>Key Inquiry Question(s)</th></tr>
<tr><td>Measurement</td><td>2.2 Mass
(6 lessons)</td><td>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</td><td>• Learners in pairs/groups to use items of same mass to measure different masses using a beam balance, record and discuss the results
• 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
• Learner to practise measuring mass in kilograms using a 1-kilogram mass.</td><td>What can we use to measure mass?</td></tr>
<tr><td colspan="5">Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, Imagination and creativity</td></tr>
<tr><td colspan="3">Link to PCIs:
Citizenship: Social cohesion- group work
ESD:DRR; safety of materials</td><td colspan="2">Link to Values:
• Respect
• Responsibility</td></tr>
<tr><td colspan="3">Links to other subjects :
• Languages activities
• Environmental activities</td><td colspan="2">Suggested Community Service Learning activities:
Assist their neighbours to measure mas of items in their homes</td></tr>
<tr><td colspan="3">Suggested Non formal Activity to support learning:
Learners to measure mass of items in their classroom during free time</td><td colspan="2">Suggested assessment: Oral questions, written exercise, observation</td></tr>
</table>

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 and also other units	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	With major inconsistencies measures mass using fixed units, identifies and uses the kilogram as a unit measuring mass

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
Measurement	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	• Learners in pairs /groups to use small containers of same capacity to fill bigger containers of same capacity with water and count the number of small containers used to fill them • 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 • Learners in groups to measure the capacity of different containers in litres	What can you use to measure capacity of different containers?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, Imagination and creativity, Citizenship, self- efficacy				
Link to PCIs: **Life Skills**: Interpersonal relationships; group work **Citizenship:** Social cohesion- group work **ESD:DRR;** safety of materials			**Link to Values:** • Respect • Responsibility	

Links to other subjects : • Languages activities • Environmental activities	**Suggested Community Service Learning activities:** Assist their neighbours to measure capacity of containers used in storing liquids
Suggested Non formal Activity to support learning: Learners to measure of containers in their classroom during free time	**Suggested assessment:** Oral questions, written, observation

ASSESSEMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Measures capacity using fixed units, uses the litre as a unit of measuring capacity and measure 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	Has major inconsistencies in: measuring capacity; using fixed units and using the litre as a unit of measuring capacity

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
Measurement	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 and tell time by the hour g) Write time by the hour	• Learners in pairs/groups to discuss activities that take place in the months of the year • Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year • Learners in pairs/groups to measure time taken to perform an activity using arbitrary units • Learners in pairs/groups to measure time taken to perform an activity using fixed units • Learners to discuss places where they have seen clocks displayed as well as how they look like • Learners to observe a clock face and discuss the minute hand and the hour hand • Learners to discuss how to read, tell and write time by the hour using both the analogue and digital clock	1) In which month do you celebrate your birth day? 2) Which month has the least number of days?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, Imagination and creativity, self- efficacy				
Link to PCIs: **Health Education**: Personal hygiene ; brushing teeth , washing face **Citizenship:** Social cohesion- group work **ESD:DRR;** safety of materials			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Languages activities • Religious activities			**Suggested Community Service Learning activities:** Assist their neighbours in keeping their compounds clean during school holidays	
Suggested Non formal Activity to support learning: Learners to clean their classroom during free time			**Suggested assessment:** 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 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	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)
Measurement	**2.5**Money (10 lessons)	By the end of the sub-strand the learner should be able to: a) Identify Kenyan currency coins and notes up to ksh.100 b) Count money in 1s, 5s, 10s, 20s, 40s, 50s up to ksh.100 c) Represent same amount of money in different denominations d) Relate money to goods and services up to ksh.100	• Learners in pairs/groups to sort out Kenyan currency coins and notes according to their features up to ksh.100 • Learners in groups to put different coins and notes together and separate them according to their values and features • Learners in pairs/groups to count money in 1's, 5's, 10's, 20's, 40's, 50's and 100 up to ksh.100 • Learners in pairs/groups to make same amount of money using different	How can you identify different Kenyan currencies?

		e) Differentiate between needs and wants in real life context f) Appreciate spending and saving of money in real life situations	denominations • Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without them up to value of ksh.100 • Learners in pairs/groups to classify needs and wants • Learners to discuss the importance of saving • Learners to role play buying and selling items from the classroom shop	
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, Imagination and creativity, Citizenship, self- efficacy				
Link to PCIs: **Life Skills**: Integrity; when giving change and balance **Citizenship:** Patriotism- using money in buying and selling **ESD:DRR;** safety of materials in classroom duka			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Languages activities • Environmental activities			**Suggested Community Service Learning activities:** Learners to assist in counting money offered in religious and non-religious functions	
Suggested Non formal Activity to support learning: Learners to assist school clerk in sorting coins and notes according to their value			**Suggested assessment:** Oral questions, written exercise, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifies Kenya 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 Kenya currency notes and coins up to sh100, 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 Kenya currency notes and coins up to sh100, counts money in different denominations, works out equivalence of different denominations, relates money to goods and services and differentiates needs and wants	With major inconsistencies, identifies Kenya currency notes and coins up to sh100, counts money in different denominations, works out equivalence of different denominations, relates money to goods and services and differentiates needs and wants

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0Geometry	3.1 Lines (5 lessons)	By the end of the sub-strand, the learner should be able to: • Draw and model straight lines • Draw and model curved lines	• Learners in pairs /groups to model straight and curved lines using plasticine / clay • Learners in groups to model straight and curved lines using strings. • Learners in groups to model straight and curved lines by holding their hands.	What types of lines do you know?
Core Competences to be developed: Communication and collaboration, Imagination and creativity, self- efficacy				
Link to PCIs: **Life Skills**: Self- awareness ; use of body parts			**Link to Values:** • Respect	

Citizenship: Patriotism- using money in buying and selling **ESD:DRR;** safety of materials in classroom duka	• Responsibility
Links to other subjects : • Movement and creative activities • Environmental activities	**Suggested Community Service Learning activities:** Learners to assist in arranging seats in straight lines in community functions
Suggested Non formal Activity to support learning: Learners to arrange seats in the classroom in straight lines	**Suggested assessment:** Oral questions, written exercise, observation

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly draws and models straight and curved lines and with ease	Correctly draws and models straight and curved lines	Inaccurately draws and models straight and curved lines	Major inaccuracies in drawing and modelling straight and curved lines

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Geometry	**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	• Learners in pairs/groups to sort and group shapes using one attribute. • Learners in pairs/groups to discuss types of lines making different shapes • Learners to identify and name the different shapes found in their classroom. • Learners to make patterns of their choice using the five shapes. • Learners in groups to make patterns, colour them and share with other groups.	1) What shapes can you find in your environment? 2) What shapes are made by straight lines? 3) What shapes are made by curved lines?
Core Competences to be developed: Communication and collaboration, Imagination and creativity, self- efficacy				
Link to PCIs: **Life Skills**: Self- awareness ; use of their hands **ESD:DRR;** safety of materials			**Link to Values:** • Respect • Responsibility	
Links to other subjects : • Movement and creative activities • Environmental activities			**Suggested Community Service Learning activities:** Learners to visit the elderly and beautify their walls with patterns	
Suggested Non formal Activity to support learning: Learners to make patterns and put on classroom walls			**Suggested assessment:** Oral questions, written exercise, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly identifies shapes and makes patterns involving rectangles, circles, ovals, squares with ease	Correctly identifies shapes and makes patterns involving rectangles, circles, ovals, squares	Inaccurately: identifies shapes; makes patterns involving rectangles, circles, ovals, squares	Major inaccuracies in identifying shapes and making patterns involving rectangles, circles, ovals, squares

SUGGESTED RESOURCES

NUMBER CONCEPT	Bottle tops , marbles ,sticks, stones, grains
WHOLE NUMBERS	Bottle tops marbles ,sticks, 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, number line drawn on the ground/floor
SUBTRACTION	Bottle tops, marbles ,sticks, stones ,grains, basic addition facts table, number line drawn on the ground/floor
MULTIPLICATION	Bottle tops ,marbles, stones, grains, number line drawn on the ground/floor, multiplication tables
DIVISION	Bottle tops, marbles, sticks, stones, sticks, grains multiplication tables
LENGTH	pencils, sticks, rulers
MASS	Items of different mass e.g. books ,stones, pieces of wood, items of same mass, beam balance
CAPACITY	Containers of different sizes, 1litre containers, water
TIME	Charts with number of days in each a month and months of the year in order, clock face (analogue and digital)
MONEY	Money in coins and notes sh1,5,10,20,40,50, 100, classroom shop
LINES	Sticks, clay, plasticine
SHAPES	Cut- outs of rectangles, circles, triangles , ovals and squares of different sizes

GRADE 3

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Numbers	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	• Learners in pairs/groups to arrange different items in order of size starting with the smallest • Learners in pairs/ groups to represent numbers 1-20 using similar objects like marbles and put the groups on a flat surface and discuss the position of each group using the words first, second, third up to 20^{th} position. • Learners in groups to run for a distance and each to identify their position using the words first, second up to 20^{th} position	In which position were you when you came back to class from P.E lesson?
Core-Competences to be developed; Communication and collaboration, Learning to learn imagination and creativity, critical thinking and problem solving ,self -efficacy				
Link to PCIs : life skills and values education;			**Links to Values:** • Cooperation • positive competition	
Links to other subjects: • Language activities:			**Suggested Community Service Learning activities:** learners may assist the elderly in the market in arranging items for sale according to size	
Suggested Non-Formal Activity to support learning: Taking turns in playing games			**Suggested assessment:** Written exercises, oral questions , observation	

ASSESSMENT RUBRIC

Exceeds expectations	**Meets expectations**	**Approaches expectations**	**Below expectations**
Correctly uses ordinal numbers in identifying positions from 1-20 and beyond with ease	Correctly uses ordinal numbers in identifying positions from 1-20	Inconsistently uses ordinal numbers in identifying positions from 1-20	Major inaccuracies in using ordinal numbers in identifying positions from 1-20

Strand	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
Numbers	1.2 Whole Numbers (20 lessons)	By the end of the sub-strand the learner should be able to: a) Count numbers forwards and backwards from 1-1000 b) Identify place value of digits in numbers up to 1000 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 the number line	• Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. • Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting from any point. • Learners in pairs / groups to discuss place value of digits in given numbers up to 1000 • Learners in pairs / groups to compete reading numbers 1-1000 in symbols • Learners to read and write numbers 1-100 in words • Learners to play digital games on whole numbers	How would you find the total number of people in a group?

			• Learners in pairs/groups to make number patterns and share with other groups	
Core-Competence to be developed: Communication and collaboration; critically thinking and problem solving; imagination and creativity; digital literacy				
Link to PCIs: **Life skills**: Self- awareness -as learners count their fingers and toes **Citizenship**: social cohesion ;as they work in groups			**Links to Values:** • Integrity • Unity • responsibility	
Links to other subjects: • Environmental activities • Language activities			**Suggested Community Service Learning:** Learners may assist in counting the number of chairs in a function.	
Suggested Non-Formal Activity to support learning: Count trees in the school compound			**Suggested assessment:** Written exercises, oral questions, observation	

ASSESSMENT RUBRICS

Exceeds expectations	**Meets expectations**	**Approaches expectations**	**Below expectations**
Correctly counts numbers more than 1000,reads and writes numbers more than100 in words ,reads and writes number symbols more than 1000 identifies ,place value up to more than thousands, works out missing numbers in patterns up to more than1000	Correctly counts numbers from 1 to 1000,reads and writes numbers 1-100 in words ,reads and writes number symbols from 1 to 1000 identifies, place value up to thousands, works out missing numbers in patterns up to 1000	Inconsistently counts numbers from 1 to 1000, reads and writes numbers 1-100 in words ,reads and writes number symbols from 1 to 1000 identifies, place value up to thousands, works out missing numbers in patterns up to 1000	Major inaccuracies in: counting numbers from 1 to 1000; reading and writing numbers 1-100 in words; reading and writing number symbols from 1 to 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)
Numbers	1.3 Fractions (10 lessons)	By the end of the sub-strand the learner should be able to: a) Identify ½, ¼ and1/8 as part of a whole b) Identify ½, ¼ and 1/8 as part of a group	• Learners in pairs /groups to make circular cut- outs • Learners in pairs /groups to fold circular cut – outs into 2 equal parts and identify one part as ½ of the whole • 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 ¼ of a whole • Learners in pairs /groups to make rectangular cut-outs and fold to get 8 equal parts and identify one part as an 1/8 of a whole • Learners in pairs /groups to divide a number of objects into 2 equal groups and identify each of the small groups a ½ of the whole group. • Learners in pairs /groups to divide a number of objects into 4 equal groups and identify each of the small groups a ¼ of the whole group. • Learners in pairs /groups to divide a number of objects into 8 equal groups .Each of the groups represents a 1/8 of the whole group	How can you represent a half, a quarter or an eighth of a group?

Core-Competence to be developed: Imagination and creativity, communication and collaboration, critical thinking and problem solving	
Link to PCIs: **Life skills-**interpersonal relationships, friendship formation and decision making **Citizenship**: understanding integrity-sharing; social cohesion as they work in groups **ESD:** environmental awareness- objects collection	**Links to Values:** • Integrity • Unity • responsibility
Link to other subjects: • Nutrition and hygiene • Environmental activities • Language activities	**Suggested Community Service Learning:** Learners can share responsibilities during community activities
Suggested Non-formal Activity to support learning: Learners to share library books during free time	**Suggested assessment:** Written exercises, observations, oral questions

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly identifies 1/2,1/4 and 1/8 and more as part of a whole and as part of a group	Correctly identifies 1/2,1/4 and 1/8 as part of a whole and as part of a group	Inconsistently identifies 1/2,1/4 and 1/8 as part of a whole and as part of a group	Major inconsistencies in identifying 1/2,1/4 and 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)
Numbers	1.4 Addition (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 pattern involving addition up to 1000	• Learners to add up to 3- digit numbers without and with regrouping with sum not exceeding 1000 • Learners to practice adding horizontally and vertically • Learners in pairs to come up with different ways of adding 3- single digit numbers. • Learners to play digital games involving addition • Learners to create and work out patterns involving missing numbers in addition up to 1000	1) How do you arrange numbers when adding vertically 2) How do you identify the first two numbers to add when adding three single digit numbers 3) How can you get the next number in a given pattern?

Core Competences to be developed:
Communication and collaboration, Critical thinking and problem solving; digital literacy, imagination and creativity

Link to PCIs **ESD: DRR;** Safety and Environmental awareness, animal welfare-feeding animals **Life skills**: Self- awareness-as they use body parts in counting	**Link to Values:** • Integrity • responsibility
Link to other subjects: • Environmental activities	**Suggested Community Service learning activities:** Learners may assist working out the total number of different

• Language activities • Religious activities	trees in their locality in order for administration to find out which type should be planted
Suggested Non-formal activity to support learning: Count number of learners in school	**Suggested assessment:** Witten exercises, observation, Oral questions

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Question(s)**
Numbers	1.5 Subtraction (20 lessons)	By the end of the sub-strand the learner should be able to: e) Subtract up to 3- digit numbers with single regrouping f) Subtract up to 3- digit numbers involving missing numbers without regrouping g) Work out missing numbers in number patterns involving subtraction up to 1000	• Learners to work out subtraction of up to 3-digit numbers with single regrouping in real life situations • Learners to work out missing numbers in subtraction sentences using a variety of ways such number families • Learners to play digital games involving subtraction • Learners to discuss how to work out missing number in patterns involving subtraction	1) When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern ?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Link to PCIs: **ESD:** environmental awareness as learners work out subtraction			**Link to Values:** • Respect • Responsibility • Integrity	
Links to other subjects : • Languages • Nutrition and Hygiene • environmental activities			**Suggested Community Service Learning activities:** Learners to participate in community environmental cleaning activities	
Suggested Non formal Activity to support learning: School clean up			**Suggested assessment:** Oral questions, written, observation	

ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Subtracts up to 3 digit numbers with regrouping, subtracts up to 3 digit numbers involving missing numbers without regrouping, subtracts missing number pattern up to 1000 and beyond	Correctly subtracts up to 3 digit numbers with regrouping, subtracts up to 3 digit numbers involving missing numbers without regrouping, subtracts missing number pattern up to 1000	Inconsistently subtracts up to 3 digit numbers with regrouping, subtracts up to 3 digit numbers involving missing numbers without regrouping, subtracts missing number pattern up to 1000	Major inaccuracies in: subtracting up to 3 digit numbers with regrouping; subtracting up to 3 digit numbers involving missing numbers without regrouping; subtracting missing number pattern up to 1000

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
Numbers	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	• In pairs/groups/whole class, learners multiply single digit numbers by 1-10 using: -groups of objects -repeated addition -multiplication table	What is 5 x 6? What is 7 x 10?
Core competences to be developed Communication and collaboration ,Imagination and creativity ,Self-efficacy				
Links to PCIs **Life skills**: Self –awareness- use of body parts **ESD: DRR**; Environmental conservation -learners re-use materials and objects; animal welfare-feeding animals			**Links to values** • Integrity • Unity	
Link to other subjects: • Language activities			**Suggested Community Services learning activities**: Assist farmers in finding out how	

• Environmental activities • Movement and creative activities	may seedling are in a seed bed
Suggested Non-formal activities to support learning: Play games involving multiplication in school	**Suggested assessment:** Written exercises, observation, Oral questions

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly multiplies sing digit numbers by numbers 1-10 and beyond	Correctly 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)**
Numbers	1.7 Division (8 lessons)	By the end of the sub-strand the learner should be able to: a) Represent division as repeated subtraction b) Show relationship between multiplication and division using mathematical sentences	• 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 • Learners to represent division as repeated subtraction • Learners to discuss the relationship between division and multiplication using the multiplication table. • Learners in pairs/ groups to practise how to divide numbers related to multiplication of numbers up to 25 • 9 x 10 = 90.	1) How can we divide numbers using subtraction? 2) How can we use the multiplication table to work out division questions?

Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy.	
Link to PCIs: **ESD:** Animal welfare- feeding animals, Nutrition and hygiene	**Link to Values:** • Respect • Responsibility • love
Links to other subjects : • Languages activities • Nutrition activities • Hygiene activities • environmental activities	**Suggested Community Service Learning activities:** sharing food in functions
Suggested Non formal Activity to support learning: Watering flowers and trees in the school compound	**Suggested assessment:** Oral questions, portfolio, 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 involving numbers up to 9x10=90	Correctly represents division as repeated subtraction up to 5 times and relates division to multiplication involving numbers up to 9x10=90	Inconsistently represents division as repeated subtraction up to 5 times and relates division to multiplication involving numbers up to 9x10=90	Major inaccuracies in: representing division as equal sharing and equal grouping; using division sign; dividing numbers up to 25 by 2, 3, 4, and without a remainder

<table>
<tr><th>Strand</th><th>Sub-Strand</th><th>Specific Learning Outcomes</th><th>Suggested learning experiences</th><th>Key Inquiry Question(s)</th></tr>
<tr><td>2.0 Measurement</td><td>2.1Length (6 lessons)</td><td>By the end of the sub-strand the learner should be able to:

a) Measure length in metres
b) Add length in metres
c) Subtract length in metres
d) Estimate length up to 20 metres</td><td>• Learners in pairs/groups use metre sticks to measure various distances and record their results
• Learners to prepare 5 metre long strings with knots at intervals of one metre to measure long distances
• Learners in groups to measure the lengths of the 4 walls in their classroom and add the lengths
• Learners to measure the length of the chalkboard and the wall and find the difference in length
• Learners should be exposed to real life situations involving addition and subtraction of length in metres
• Learners in pairs/groups to estimate distances around the school up to 20 metres and measure to confirm.</td><td>1) How do you measure the chalkboard using a metre stick?
2) How do you get the total length in metres of the 4 classroom walls?
3) How do you measure the distance between the flag post and the staffroom using 5 metre long string?</td></tr>
<tr><td colspan="5">Core Competencies to be developed
Communication and collaboration, Imagination and creativity Critical thinking and problem solving Self-efficacy</td></tr>
<tr><td colspan="3">Link to PCIs
ESD:DRR; – reuse of materials ,safe materials</td><td colspan="2">Links to values
• Integrity
• Unity
• Responsibility</td></tr>
<tr><td colspan="3">Links to other subjects:
• Environmental activities
• Language activities</td><td colspan="2">Suggested community service learning activities:
Assisting in tethering of animals using a given length of ropes</td></tr>
</table>

	Assisting their neighbours measuring when buildings chicken, rabbit cages
Suggested Non-formal activity to support learning Measure lengths of buildings in school	**Suggested assessment:** Oral questions, observation written

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Measures length in metres, adds length in metres, subtracts length in metres and estimates length up to 5 metres and beyond	Correctly measures length in metres, adds length in metres, subtracts length in metres and estimates length up to 5 metres	Inconsistently measures length in metres, adds length in metres, subtracts length in metres and estimates length up to 5 metres	Major inaccuracies in: measuring length in metres; adding length in metres; subtracting length in metres and estimating length up to 5 metres

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Question(s)**
Measurement	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 mass in kilograms c) Subtract mass in kilograms d) Estimate mass up to 5 kilograms	• Learners to measure mass in kilograms using a beam balance • Learners to make masses of 1kg using sand/ soil by measuring against the kilogram standard unit • Learners to add and subtract mass in kilograms in real life situations • Learners to use a 5 kg mass to compare other masses • Learners to estimate mass up to 5kg	How can you make a 1 kilogram mass using a beam balance?

			• Learners to play digital games on measuring length	
Core competencies to be developed: Communication and collaboration, imagination and creativity, Critical thinking and problem solving, self-efficacy				
Link to PCIs **Life skills:** self- awareness- as they measure own mass **Citizenship:** social cohesion- working in group **ESD:**DRR- Safety in selecting appropriate and security, safe materials/items			**Link to Values:** • Integrity • Unity • honesty	
Link to other subjects: • Environmental activities • Language activities • Movement and creative activities			**Suggested Community service learning activities:** Assist the neighbours in measuring length while building chicken houses and rabbit cages.	
Suggested Non-formal activity to support learning: Measure and mark play grounds for games			**Suggested assessment:** Written exercises, oral questions, observations	

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Question(s)**
Measurement	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 capacity in litres c) Subtract capacity in litres d) Estimate capacity up to 5 litres	• Learners in pairs/groups/ measure capacity of different containers in litres • Learners to add and subtract capacity in litres in real life situations • Learners to estimate capacity up to 5 litres and measure to confirm the estimate	What is the unit of measuring capacity?

Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy. Imagination and creativity, citizenship, self- efficacy	
Link to PCIs: ESD-Animal welfare.	**Link to Values:** • Respect • Responsibility • Integrity
Links to other subjects : • Language activities • Nutrition and Hygiene • Environmental activities • Movement and creative activities	**Suggested Community Service Learning activities:** Learners to take part in watering flowers and trees around religious place, Health centre and at home.
Suggested Non formal Activity to support learning: Water flowers and trees in the school compound	**Suggested assessment:** Oral questions, observation, written exercises

ASSESSMENT RUBRICS

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Question(s)
Measurement	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 time involving hours and minutes without conversion g) Subtract time involving hours and minutes without conversion	• Learners to discuss the divisions on a clock face and what each division represents • Learners in pairs/groups to discuss the relationship between hours and minutes using a clock face • Learners in pairs/groups to read, tell and write time using 'past' and 'to' the hour • Learners in pairs/groups to estimate time in hours • Learners in pairs/groups to discuss addition and subtraction involving time in hours and minutes without conversion in real life context	How do we convert hours to minutes?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy. Learning to learn.				
Link to PCIs: Health education: HIV and AIDS- drugs time adherence **citizenship**: governance- law and order in school in keeping time			**Link to Values:** • Respect • Responsibility, • Integrity • social justice.	
Links to other subjects : • Language activities • Nutrition and Hygiene • Environmental activities • Nutrition and hygiene			**Suggested Community Service Learning activities:** Assist in being time keeper in community activities	

Suggested Non formal Activity to support learning: Assist in time keeping during games	**Suggested assessment:** Oral questions, observation, written

ASSESSMENTRUBRICS

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 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 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 in real life situations	Major inconsistencies in: reading, telling, writing time using past and to the hour; estimating time in hours; adding and subtracting time involving hours and minutes in real life situations

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Question(s)**
Measurement	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 ksh.1000 b) Count money in different denominations up to ksh.1000 c) Add and subtract money involving up to ksh.1000 d) Carry out shopping activities involving change and balance e) Relate money to goods and	• Learners in pairs/groups to sort out Kenyan currency notes according to their value and features up to ksh.1000 • Learners in pairs/groups to practise addition and subtraction of money in real life situations up to ksh.1000 • Learners in pairs/groups to practise giving change and balance using imitation money up to ksh.1000 in shopping activities • Learners in pairs/groups to share own experiences in relation to shopping activities	What are needs and wants?

		services up to ksh.1000 f) Differentiate between needs and wants g) Appreciate spending and saving of money in real life situations	• Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without • Learners in pairs/groups to classify needs and wants	

ASSESSMENT RUBRICS

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly identifies Kenya currency notes up to ksh. 1000,counts money in different denominations, adds, subtracts, carries out shopping activities above ksh.1000, differentiates needs and wants, explains meaning of spending and saving in real life situations	Correctly identifies Kenya currency notes up to ksh. 1000,counts money in different denominations, adds, subtracts, carries out shopping activities within ksh.1000, differentiates needs and wants, explains meaning of spending and saving in real life situations	Inconsistently identifies Kenya currency notes up to ksh. 1000,counts money in different denominations, adds, subtracts, carries out shopping activities within ksh.1000, differentiates needs and wants, explains meaning of spending and saving in real life situations	Major inconsistencies in: identifying Kenya currency notes up to ksh. 1000; counting money in different denominations; adding, subtracting, carrying out shopping activities within ksh.1000; 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)
3.0 Geometry	**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	• Learners in pairs /groups to move along a straight line from a given point • Learners in pairs/groups to move straight along the outside of their classroom and then turn to the right or left • Learners in pairs practice moving along a straight line and turning left or right • Learners to play digital games on movement.	What do you do when you get to a road junction?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy, imagination and creativity				
Link to PCIs: **Life skills:** Self – awareness - as they use their body parts in movement **citizenship**; social cohesion- as they work in groups			**Link to Values:** • Respect • Responsibility • unity	
Links to other subjects : • Language activities • Movement and creative activities • Environmental activities			**Suggested Community Service Learning activities:** Learners to assisting in ushering people during community functions	
Suggested Non formal Activity to support learning: Participate in Games, athletics and scouting			**Suggested assessment:** written exercises, Oral questions, observation	

ASSESSMENT RUBRIC

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly demonstrates movement along a straight line to the right to the left and beyond	Correctly demonstrates movement along a straight line to the right and to the left	Inaccurately demonstrates movement along a straight line to the right and to the left	Major inaccuracies in demonstrating movement along a straight line to the right and to the left

Strand	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
Geometry	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	• Learners to sort and group shapes using one attribute • Learners in pairs /groups to discuss the types of lines making various shapes • Learners to identify and name the different shapes found in their environment. • Learners to make patterns using the five shapes • Learners in groups to make patterns, colour them and share with other groups • Learners to play digital games involving shapes	What shapes can you identify in your school?
Core Competences to be developed: Communication and collaboration, creativity and imagination, critical thinking and problem solving, digital literacy.				

Link to PCIs: **Citizenship:** leadership development, Social cohesion- as they work in groups **Life skills**: Self- esteem and awareness	**Link to Values:** • Respect • Responsibility • unity
Links to other subjects : • Languages activities • Movement and creative activities • Environmental activities	**Suggested Community Service Learning activities:** visiting older citizens, children homes and assist in work
Suggested Non formal Activity to support learning: Marking games/ sports fields	**Suggested assessment:** Written exercises Oral questions, observation

ASSESSMENT RUBRIC

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Correctly makes patterns involving rectangles, circles, triangles, ovals, squares and beyond	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

NUMBER CONCEPT	Marbles, sticks, stones, grains of different sizes
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, sticks, stones, sticks, grains multiplication tables
LENGTH	Books, pencils, sticks, bottles, rulers metre rule, metre sticks
MASS	Masses of 1kg, soil, sand ,beam balance
CAPACITY	Containers of different sizes, 1litre containers, water,5 litre containers
TIME	clock face, (analogue and digital)
MONEY	Kenya currency denomination notes/imitations up to ksh 100, classroom shop
POSITION AND DIRECTION	Charts showing a straight line and a turn to the left and a turn to the right
SHAPES	Cut- outs of rectangles, circles, triangles ovals and squares of different sizes

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.

LEARNING OUTCOMES

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.

GRADE1

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 day and night. c) Develop curiosity in observing the sky for enjoyment.	• Learners are observe the sky *(The Sun, moon, stars and clouds)* during the day and share their observations with others • With the help of parents/guardians learners to observe the sky at night and report back • Use stimuli materials to show the sky during the day and at night • Learners to play computer games on the Sun, moon, clouds and stars. • Learners to draw and colour the Sun moon, clouds and stars.	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 the weather conditions of the day.	• Learners to explore weather as an outdoor activity • In groups, learners to observe and work out weather conditions of the day in the	1. What is weather? 2. How is the weather today?

		b) Make reasonable accurate forecast of the day from weather observations. c) Appreciate weather conditions at different times of the day.	immediate environment • Learners to share experiences about daily weather conditions • Learners to identify various weather conditions of a day using age appropriate stimuli materials • Learners to mime various weather conditions for enjoyment • Learners to find out more about the sky during the day and at night from parents or guardians. • Learners to create and colour a poster on weather. **"Weather Today"**	
Core Competences to be developed: Communication, collaboration, imagination and creativity, critical thinking				
Link to PCIs and Values :ESD: Environmental Education			**Link to values:** Communication and collaboration	
Links to other subjects : Religious Education on God's creation Movement and Creative Arts: Colouring Sun, moon, Stars and clouds			**Suggested community Service learning Activities:** learners are guided by parents/guardians to observe the sky at night.	
Suggested Non Formal Activity to support learning: Learners to develop and colour a poster on weather.			**Suggested Assessment:** Observation as they create and colour the poster, Oral question on weather	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
• Consistently and accurately identifies the Sun, moon ,stars and clouds • Appreciates different weather conditions	• Accurately identifies the sun, moon ,stars and clouds • Appreciates different weather conditions	• Occasionally identifies the sun, moon ,stars and clouds • Sometimes appreciates different weather conditions	Rarely identifies and appreciates weather conditions.

Strand	Sub-strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
	1.3 Water (10 lessons) 1.3.1 Sources of water	By the end of the sub-strand, the learner should be able to: a) Identify 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.	• Learners to brainstorm on sources of water • Learners observe a variety of stimuli materials on sources of water. • In groups, learners share ideas on different sources of water in the immediate environment • With the support the teacher, learners model sources of water in the class learning space/corner as a project.	What are the different 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 at home and school. b) Demonstrate careful use of water at home and school. c) Appreciate careful use of water at home and school.	• Learners to identify different uses of water using varied stimuli materials • In groups, learners identify different uses of water at home and school from the stimuli materials • Learners create and share with others a scrapbook on "**How I use water** "either at home or school as part of a personal experience and to bring out the value of careful use of water	How do we use water?

Core-competence to be developed: Communication and collaboration while working in groups; Digital literacy; Creativity: ability to think critically and creatively in making the scrapbook	
Links to PCI's: Personal hygiene	**Links to values:** Moral values of cleanliness
Link to other subjects : Religious Education : Religious values, appreciate water sources as a gift from God; Nutrition and Hygiene cleanliness	**Suggested community Service Learning:** Learners to find out more about sources and uses of water from their parents/guardians.
Non-formal activity to support learning through application Make a display of the scrapbook for other learners to appreciate.	**Suggested Assessment**: 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 uses of water.	Correctly identifies sources and uses of water. Appreciates and demonstrates careful uses of water.	To some extent correctly identifies sources and uses 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
ENVIRONMENT AND ITS RESOURCES	**1.4 Soil (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	• Learners to identify ways of playing with soil • Learners to fill and empty cans with soil for fun • Learner to model different objects using soil • Learners to draw on the soil and make different patterns using the soil paints • Learners to find out more from parents /guardians on the uses of soil and report back.	How could we play with soil?
Core-competence to be development: Creativity and imagination, communication, collaboration as learners make patterns using paints from soil.				
Links to PCI's: ESD: Environment and its resources			**Links to values:** Responsibility	
Links to other subject: Mathematics : Emptying and filling cans Movement and creative activities: Drawing and making patterns			**Suggested community Service Learning Activities:** Learners find out from parents/guardians how soil paint is used in their community	
Suggested Non-formal activity to support learning: Displaying patterns from soil paints for peers to appraise.			**Suggested Assessment**: Oral questions and observation of the soil activities.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Able to play and creatively model objects, make a variety of patterns using soil and shows curiosity in playing with soil.	Able to play, model objects, make patterns using soil and shows curiosity in playing with soil.	Able to play, model objects, make few patterns using soil and shows little e interest in playing with soil.	Unable to play, model objects and make patterns using soil.

Strand	Sub-strand	Learning outcome	Learning experience	Key Inquiry question(s)
ENVIRONMENT AND ITS RESOURCES	**1.5 Plants (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.	• Learners to take a nature walk to observe and record different plants in the immediate environment • Learners to think, pair and share about plants that they saw during the nature walk • Learners to draw and colour plants that they liked during the nature walk • Learners to gather more information from the library, internet sources, parents /guardians about plants and report back.	What plants are found in the immediate environment?
Core Competences to be developed: 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				
Link to PCIs: ESD: Environmental awareness			**Link to Values:** Unity in working with others.	
Links to other subjects: Religious Activities as plants are God's creation. Movement and Creative Activities: Drawing and colouring plants			**Suggested Community Service Learning Activities:** learners to find out names of plants from parents/guardians.	
Suggested Non formal Activity to support learning: Sing songs on plants during the school assembly			**Suggested Assessment:** 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 environment	Correctly identifies plants in the environment	Correctly identifies some plants in the environment	Unable to correctly identify plants in the immediate environment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry Questions
1.0 ENVIRONMENTAL AND ITS RESOURCES	**1.5 Animals (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	Learners to explore safely, animals in the immediate environment*(on trees, rocks , in water, on walls, on the ground, in the soil)* • Using stimuli, learners in groups observe and identify different animals • Learners to take a nature walk to observe diversity in animals. • Learners to share their findings on animals that they observed • Learners read/listen to	What animals are found in the immediate environment?

			case stories on animals for enjoyment • Learners to gather more information on animals from parents/guardians	
Core Competence to be developed: Creativity and imagination, Learning to learn Communication and collaboration				
Link to PCI's: **ESD**: Environmental awareness. **Life skills:** Effective communications as learners identify animals.			**Link to Values:** Respect, kindness, care, safety**:** learners appreciate animals in their natural environment.	
Link to other subjects: Religious Studies: appreciating God's creation. Literacy: Reading /listening to stories on animals			**Suggested Community Service Learning:** Learners to explore animals in the immediate environment	
Non formal activity to support learning through application Present a message on care of animal to other learners			**Suggested Assessment:** Oral questions on identifying animals**.**	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies, observes and appreciates different animals in the immediate environment.	Identifies different animals, observes and appreciates the animals in the immediate environment	Identifies different animals, observes and rarely shows appreciation of the different animals in the immediate environment	Unable to consistently identify and appreciate different animals the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 ENVIRONMENT AND ITS RESOURCES	**1.6 Energy (10 Lessons)** 1.6.1 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.	• Learners take a sound walk in the immediate environment • Learners think, pair and share the sounds they heard • Learners imitate sounds from humans, animals, machines or that which is natural (*thunder*) • Learners identity ways of creating sound using the body, objects (*plucking, hitting, blowing, shaking snapping, tapping and clicking,)* and voice • Learners to listen to and sing or recite poems with opportunity for inserting different environmental sounds.	How is sound produced?

	1.6.2 Sounds that alerts us on risks	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	• Learners to come up with different sounds that alert us to risks • learners to identify sounds used to alert us on dangerous situations • In groups ,learners to match different sound alerts with correct danger/risk • Organize learners to practice appropriate response to sounds that alert us on risks • Learners to ask parents/guardians how to appropriately respond to sounds that alert people on dangers in the community.	1. What sounds alert us that there is danger? 2. What should we do when we hear an alerting sound?
	1.6.3 Dangers 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 protect us	• learners to explore sources of loud sound in the immediate environment • learners to be aware of loud sounds and the on their wellbeing • Learners to recite a poem on	1. What brings about loud sounds? 2. How could loud sound affect us? 3. How could we

		from loud sounds d) Demonstrate care to limit risk from loud sounds to oneself and others.	dangers of loud sounds • learners to identify ways of avoiding loud sound • Organize learners to fill in an Activity sheet/sound grid on dangers of sound and possible ways to avoid loud sounds.	avoid loud sound?
Core-competence to be development: Creativity and imagination when creating sound, dancing and singing Self-efficacy – discussing on how to avoid practices that brings about loud sound				
Links to PCI's: ESD: Environment and its Resources **Life skills:** Effective communication , learners produce sounds in different ways **Citizenship**: Social cohesion ; learners sing and dance to different sounds			**Link to values:** Responsibility	
Links to other subject(s): Language: Reciting poems Nutrition and Health: Loss of hearing Movement and creative Arts: Singing/dancing			**Suggested community Service Learning:** Create and display messages that warn on harmful effects of loud sounds.	
Non-formal activity to support learning through application Communicate messages of avoiding loud sounds through clubs movements and societies.			**Suggested Assessment:** Sound quiz**,** written questions	

Suggested Assessment Rubric

Sub- strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Producing sounds	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
Sounds that alert us on risks	Correctly sounds and identifies sounds that alerts on danger.	Correctly create sounds and identifies sounds that alerts on danger.	correctly create sounds and identifies some sounds that alerts on danger	Unable to create sounds and identifies sounds that alerts on danger
Dangers of loud sounds	Consistently observe practices that protect one from loud sounds and appreciate the need for protecting oneself and others from loud sounds	Observe practices that protect one from loud sounds and appreciate the need for protecting oneself and others from loud sounds	Sometimes observe practices that protect one from loud sounds and appreciate the need for protecting oneself and others from loud sounds	Rarely practices that protect one from loud sounds

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SOCIAL ENVIRONMENT	**Home Environment (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 family property.	• Learners to identify things found in the home • Using key inquiry questions, learners to identify and make a name of things found in the home • Learners to demonstrate ways of caring for things found at home. • Learners to identify ways of caring for tools and equipment found in the home	1. What are some of the things found in the home? 2. How could we care for the 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) Name things that make the home environment dirty. b) Participate in making the home environment clean. c) Demonstrate willingness to keep the home environment clean.	• Learners to use key inquiry questions to generate a list of things that make the home environment dirty • Learners to clean the home environment using demonstrations and relevant cleaning activities. • In groups, learners to participate in keeping home environment clean.	1. What makes our home environment dirty? 2. How could we keep our home environment clean?

			• Learners to visit a nearby home if possible of an elderly person, and clean the home environment.	
	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.	• Learners to read case story on possible risks in the home. • Learners to recognize common risks in the home. • Using supporting stimuli, learners demonstrate ways of keeping safe and secure in the home. • Learners to talk with parents / guardians on keeping safe and secure in the home	• What are some of the possible risks in the home? • How could we keep safe and secure in the home?

	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 rights and responsibilities of children in the family b) Apply their rights and responsibilities in the family c) Develop a sense of responsibility for family social cohesion	Learners to explore their rights and responsibilities of children in the home(*Identity, nutritious ,foods, shelter,schooling, Play)* • Using stimuli materials, learners to identify their rights and responsibilities in the family • In groups, learners to create a post card on rights and responsibilities in the family	What are the rights and responsibilities of children in the family?
	2.1.5 Meeting family needs**.**	By the end of the sub-strand, the learner should be able to: a) Recognize family needs b) Identify the responsibilities of parents/guardians in meeting family needs c) Appreciate the responsibilities of parents/guardians in meeting family needs.	• Learners to explore family needs. • Learners to fill online, printable age appropriate forms on family needs • Using probing questions learners to state some of the family needs and responsibilities. • Using age appropriate stimuli materials, learners to identify responsibilities of parents/guardians in meeting family needs	How could parents/guardians meet family needs?

			• Learners draw and label three things the family needs.	
Core Competence: Citizenship (Child Rights and family values) Self-efficacy:				
PCIs: ESD: Safety and Security **Life skills**: Moral education and self-awareness; **Citizenship:** Family responsibilities.			**Link to values:** Respecting family members, responsibility in meeting family needs, love, care	
Link to other Subjects: Religious Education: Moral values and responsibilities			**Community Service Learning**: Learners to be guided to find out from parents/guardians how they meet family needs	
Non Formal activity to support learning; Learners to sing songs and recite poems/rhymes on how parents/guardians meet family needs during a parents day.			**Suggested Assessment:** Oral questions, observations written questions	

Suggested Assessment Rubric

Sub –strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Caring for things in the home	Consistently and correctly names various things found in the home, cares for things found in the home and has positive attitude towards family property.	Correctly names various things found in the home, cares for things found in the home and has positive attitude towards family property.	Occasionally correctly names some things found in the home, cares for some things found in the home and has positive attitude towards family property.	May names some things found in the home and is not able to care for things found in the home.
Keeping the home environment clean	Consistently and effectively participates in making the home environment clean and	Consistently participates in making the home environment clean and	Occasionally participates in making the home environment clean and	Rarely participates in making the home environment clean

	appreciate keeping the home environment clean.	appreciate keeping the home environment clean.	appreciate keeping the home environment clean.	
Keeping the home safe and secure	Consistently identifies risks and effectively keeps safe and secure	Consistently identifies risks and keeps safe and secure	Occasionally identifies risks and keeps safe and secure	Unable to identify risks and keep safe and secure
Child rights and responsibility in the family	Consistently identifies rights and responsibilities in the family and effectively exercises rights and responsibilities	Consistently identifies rights and responsibilities in the family and exercises rights and responsibilities	Occasionally identifies rights and responsibilities in the family and exercises some rights and responsibilities	Rarely identifies rights and responsibilities in the family and exercises some rights and responsibilities
Meeting Family Needs	Consistently recognizes family needs and responsibilities and always appreciates the role of parents/guardians in meeting family needs.	Recognizes family needs and responsibilities and always appreciates the role of parents/guardians in meeting family needs.	Occasionally recognizes family needs and responsibilities and appreciates the role of parents/guardians in meeting family needs.	Rarely recognizes family needs, responsibilities the role of parents/guardians in meeting family needs.

Strand	Sub –Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SOCIAL ENVIRONMENT	**2.2 Enterprise projects (30 lessons)** 2.2.1 Ways of making Money	By the end of the sub-strand, the learner should be able to: a) Identify ways of making money rightfully b) Demonstrate an understanding of rightful ways of making money to promote good citizenship. c) Appreciate genuine ways of making money as good citizens.	• Learners are guided through probing questions to identify how families make money • learners to put across their opinion on rightful ways of making money • In groups, learners demonstrate an awareness on making money rightfully • Using case stories, learners to identify various ways of earning money rightfully • Learners to find out more from parents, internet sources on rightful ways of earning money	How could we 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 doable income generating activities for the family. c) Demonstrate interest in	• learners to suggest an income generating activity at home • learners to use varied stimuli materials to explore income generating activities that could be carried out at home • Learners to think, pair and share	What activities could generate income for the family?

		establishing income generating activities at home.	on income generating activities that could be undertaken by the family • Learners to share the suggestions with guardians/parents	
Core Competences to be developed: Communication, collaboration, imagination and creativity, critical thinking and problem solving				
Link to PCIs and Values: ESD Environmental Education and its resources. Financial literacy on income generating activities **Life skills :** Effective communication			**Link to values:** Honesty, integrity,	
Links to other subjects: Literacy, Religious Education			**Suggested community Service learning Activities.**	
Suggested Non Formal Activity to support learning Visit an ongoing income generating project for kids			**Suggested Assessment:** Observation as they perform the poem or sing. Oral Question on weather	

Suggested Assessment Rubric

	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Ways of Making money	Consistently and creatively identifies ways of making money, demonstrates and appreciates rightful ways of making money	Creatively identifies ways of making money, demonstrates and appreciates rightful ways of making money	Identifies ways of making money, may demonstrate and appreciates rightful ways of making money	Unable to identify ways of making money.
Exploring the environment for appropriate income generating activities	Creatively and consistently identifies and suggests various viable income generating activities for the family	Creatively identifies and suggests viable income generating activities for the family	May identify viable income generating activities for the family	Unable to identifies and suggests viable income generating activities for the family

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 CARE FOR THE ENVIRONMENT	**3.1 Caring for plants (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.	• Learners to suggest reasons for watering flowers. • Learners are guided to watch age appropriate media on watering of flowers • In groups, learners to identify things used for watering flowers (*watering can, sprinklers, hose pipe, bucket, improvised watering cans*) • Learners to practice correct procedure of watering flowers • Learners to take turns in water flowers.	1. When do we water flowers? 2. How should we water flowers?
Core Competences to be developed: Communication and collaboration taking turns in watering flowers. Imagination and creativity: improvising watering cans.				

Link to PCIs and Values: Environmental Education: Caring for plants **Life skills**: Cooperating while taking turns in watering flowers.	**Link to Values:** Responsibility as learners take turns in watering flowers at school
Links to other subjects: Religious Education Activities: Respect plants as God's creation.	**Suggested Community Service Learning through application:** Participate in watering flowers in school
Non formal Activity to support Beautify the school compound through clubs	**Suggested Assessment :** Observing the procedure of watering flowers

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly points out when flowers 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 flowers should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school	May point out when flowers should be watered at school, waters flower beds appropriately within the school environment and sometimes takes responsibility in watering flowers at school	May point out when flowers should be watered at school, waters flower beds appropriately within the school environment but does not take responsibility in watering flowers at school

Strand	Sub-strand	Specific learning outcome	Suggested Learning Experiences	Key Inquiry Question(s)
CARING FOR THE ENVIRONMENT	**3.2.1 Caring for animals (5 lessons)** 3.2.2 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 domestic animals c) Clean watering and feeding equipment. d) Appreciate the need to feed and water animals.	• Learners to identify common feeds, feeding and watering equipment for animals at home • In groups, learners share experiences on feeding and watering animals. *Poultry Cattle, Pets (cats and dogs)* • Learners to visit a farm/ institution real/virtual to identify animal feeds and watering equipment. • Learners to practice feeding and watering animals.	1. What do animals at home eat? 2. What do we use to give animals water at home? 3. How could we keep watering and feeding equipment clean?
Core-competence to be development: Collaboration and communication – learners working in groups				
Links to PCI's and values: Animal Welfare Education – Freedom for animals			**Links values:** Respect and care for animals	
Links to other subject(s): Nutrition and Hygiene – cleanliness Religious Education – Respect of God's creation			**Suggested Community Service Learning:** Learners are guided to find out from the community/farm/institution the common animal feeds and watering equipment	
Non-Formal activity to support learning through application: Visit a farm or attend agricultural shows to learn more on animals			**Suggested Assessment:** Oral questions, observation as learners practice feeding and watering animals.	
Suggested Resources : Local Environment **,**Video Clip feeding and watering equipment for Kids, Internet Sources , Case stories sample animal feed				

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 watering equipment for domestic animals. Able to feed and water animals appropriately.	Identifies some feeds and watering equipment for domestic animals .To some extent practice feeding and watering animals appropriately.	Rarely identifies animals feeds, watering equipment Unable to feed and animals appropriately.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARE FOR THE ENVIRONMENT	**3.3 Managing waste responsibly (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 of types of waste in the classroom b) Safely sort out waste in the in the classroom for appropriate disposal c) Dispose waste responsibly to limit risks to self, others and environment d) Appreciate a clean class environment for good health	• Learners to brainstorm types of waste from the classroom *(Plastic and non-Plastics*) • Learners to record types of waste on the waste activity sheet (*by writing or drawing)* • Learners to safely sort out waste from the classroom • Learners to make a plan to reduce and effectively dispose waste from the classroom	1. What types of waste are found in our classroom? 2. How could we dispose of classroom waste responsibly?

	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 wastes found in the home b) Sort out waste in the home for safe and effective disposal c) Appreciate the need for safety when handling waste at home to limit risk to self.	• Learners to identify type waste found in the home • Learners to view video clips on safe handling of wastes • In groups, learners to simulate safety in handling of types of waste in the home • Learners identify safe handling of waste in the home • Learners to discuss with parents/guardians about safe ways of handling wastes.	1. What wastes are found at home? 2. How could we safely dispose of waste at home?
	Core Competences to be Developed: Communication and collaboration, critical thinking and problem solving practice safe handling of different types of waste, learning to learn: gathering information on waste disposal.			
	Link to PCIs: ESD: Care of the environment **Life skills**: Cooperating with others while working in groups.		**Link to Values:** Responsibility	
	Links to other subjects: Hygiene and Nutrition: Waste disposal		**Suggested Community Service Learning** Ask parents/guardians about ways of handling waste	
	Non formal Activity to support learning through application: Engage clubs to create signposts of appropriate places to dispose waste/or appropriate slogan		**Suggested Assessment:** Observation, written assignment	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently correctly identifies and disposes the waste in the home and classroom effectively and efficiently	Correctly identifies and disposes waste in the home and classroom effectively	Correctly identifies and disposes some waste in the home and classroom.	Unable to dispose waste in the home and classroom effectively.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 CARE FOR THE ENVIRONMENT	**3.4 Caring for water(5 lessons)** 3.4.1 Using water sparingly	By the end of the sub-strand, the learner should be able to: a) Recognize 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	• Using key questions, learners to identify ways of using water sparingly at home and school • Learners to use multimedia resources showing various ways in which water is used sparingly • In groups, learners to demonstrate the practice of careful use of water • Learners to take water audit at home and school on common practices on water wastage. • In pairs, learners to develop awareness on ways of using water sparingly.	1. How is water wasted at home and school? 2. How could we reduce water wastage at home and school?

Core-competence to be development: Critical thinking and problem solving – learner practicing use of water sparingly, Communication and collaboration – learners in groups carrying out simple activities involving use of water sparingly	
Links to PCI's: ESD: Water conservation	**Links to values:** Using water sparingly
Links to other subject(s): Health and Hygiene: Use of water	**Suggested community Service Learning** Learners to find out from their parents and guardians how water is used sparingly at home.
Non-formal activity to support learning through application: Organize an event on school water day to share careful use of water	**Suggested Assessment:** Oral interviews on water use and direct observation on group work

Suggested Assessment Rubric

Exceeds Expectation	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Consistently and correctly uses, values and innovate sparing use of water	Correctly uses, values and innovate sparing use of water	Identifies some ways of using water carefully and to an extent use water sparingly	May identify some uses of water but unable to use it sparingly.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARE FOR THE ENVIRONMENT	**3.5 Conserving Light Energy at Home and School (5 lessons)**	By the end of the sub-strand, the learner should be able to: a) State ways of using light energy at home and school. b) Demonstrate correct ways of using light energy at home and school c) Use light energy sparingly and responsibly at home and school to conserve energy.	• Learners to discuss ways of saving light energy in the home and school • Using stimuli materials learners to explore ways of saving light energy • Learners to make rules on conserving light energy at home and school. • Learners to design stickers on conserving light n energy at home and school.	How could we save light energy at home and school?
Core Competences to be developed: Communication and collaboration: reciting poems or singing songs. Critical thinking and problem solving: when develop rules on conserving light energy at home and school				
Link to PCIs: ESD: Environmental education; Social environment **Life skills** – Responsibility			**Link to Values**: Responsibility in using light	
Links to other subjects: Movement and creative Arts, designing stickers			**Suggested Community Service Learning/:** Learners to share information with parents/guardians on light saving and report back	
Non formal Activity to support learning through application: Track the use of light at home or school to determine if there is a positive change towards conserving energy.			**Suggested Assessment:** Assessing the design of stickers	

Suggested Assessment Rubric

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

GRADE 2

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 ENVIRONMENT AND ITS RESOURCES	**1.1 Weather (15 Lessons)** 1.1.1 Responding to various weather conditions	By the end of the topic, the learner should be able to: a) Outline ways of responding to various weather conditions. b) Demonstrate knowledge of ways of responding to adverse weather conditions. c) Respond effectively to various weather conditions to limit risks to self, others and the environment	• Learners to think, pair and share experiences on how they could respond to various weather conditions. • Using pictures, video clips, learners demonstrate ways of responding to various weather conditions. • Learners to perform a skit on ways of responding to various weather conditions. • Learners read or listen to stories about responding appropriately to adverse weather conditions. • Learners to find out from parents or community members on how to respond to various weather conditions and report back.	1. How could we respond to different weather conditions? 2. How could we keep safe during different weather conditions?

	1.1.2 Recording weather	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 various weather conditions. c) Create a weather record using symbols for a period of one week d) Develop interest in recording weather conditions	• Learners to observe the weather at different times of the day as an outdoor activity • Learners practice drawing weather symbols. • Learners identify weather symbols from charts and other learning resources. • Learners to observe and record weather conditions of the day using symbols. • Learners to play relevant computer games on weather conditions • In groups, learners observe and record weather conditions over a period of one week. and share with others.	1. What symbols are used to record different weather conditions? 2. How should we record weather conditions?
	1.1.3 Communicating weather messages	By the end of the sub-strand, the learner should be able to: a) Describe weather conditions over a period of one week. b) Demonstrate an understanding of	• Learners to draw a weather chart • Learners to use weather symbols to communicate weather messages. • In pairs, learners practice using weather symbols to communicate weather messages	1. How could we use symbols to communicate weather messages

		communicating weather messages clearly and accurately. c) Communicate weather messages using weather symbols.	• Learners to gather more information on weather from parents/guardians.	2. How could we communicate weather messages to others?
Core Competences to be developed: Communication and collaboration, imagination and creativity, critical thinking and, digital literacy.				
Link to PCIs: ESD: Disaster Risk Reduction on weather calamities		**Links to values:** Responsibility and cooperation		
Links to other subjects: Religious Activities: Creation		**Suggested Community Service Learning activities:** sourcing information on weather from parents/guardians.		
Suggested Non formal Activity to support learning: track and record weather in their diaries./journals		**Suggested Assessment:** Oral questions, observations of the charts or weather messages		

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
Responding to various weather conditions	Appropriately and effectively states and responds to various weather conditions.	Appropriately responds to weather conditions	Occasionally responds to weather conditions.	Unable to responds to weather conditions
Recording weather	Accurately and creatively draws symbols and records weather conditions	Accurately draws symbols and records weather conditions	Draws some symbols and records weather conditions	Unable to draw symbols and records weather conditions.
Communicating weather messages	Clearly communicates weather messages and suggests possible weather conditions for day	Clearly communicates weather messages.	To some extent describes, communicate weather messages.	Unable to communicate weather messages

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 ENVIRONMENT AND ITS RESOURCES	**1.2 Water (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 at home and school. c) Store water appropriately at home and school. d) Appreciate safe water storage to prevent health risks to self and others	• Learners explore and observe various ways of storing water at home and in the school • In groups, learners share their experiences on why and how water is stored in their homes. • .Learners to use video clips, pictures and photographs to identify appropriate ways of storing water at home and school. • Learners to gather more ways of storing water in different communities	1. Why do we store water at home and school? 2. What could we use to store water at home and school?
	1.2.2 Transporting Water	By the end of the sub-strand, the learner should be able to: a) Identify various ways of transporting water at home and school. b) Demonstrate appropriate ways of carrying small quantities of water at home and school.	• Using pictures and video clips, learners to identify ways of transporting water. • In groups, learners discuss various ways in which water is at transported home and school. • Learners read, tell, or listen to stories and experiences about	How is water transported at home and school?

		c) Appreciate the various means used in transporting water to school and home.	transporting water. • Using age-appropriate containers, learners carry and store water for personal use. • Find out more how water is transported and stored.	
Core-competence to be development: Communication and collaboration, critical thinking and problem solving				
Links to PCI's: ESD: Personal safety in transporting water.			**Links values:** Responsibility	
Links to other subject(s): Hygiene and Nutrition: Use of clean water			**Suggested Community Service Learning Activities:** Learners to find out from parents how they transport water.	
Non-Formal activity to support learning: Learners to be guided to carry and store water for their personal use using age-appropriate containers.			**Suggested Assessment**: Oral questions and observations, filling in worksheets on storing and transporting water.	

Suggested Assessment Rubric

Sub- strands	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Storing water	Correctly and consistently states importance and identifies appropriate ways of storing water	Correctly states importance and identifies appropriate ways of storing water	To some extent states importance and identifies appropriate ways of storing water	Rarely states importance or identifies appropriate ways of storing water
Transporting water	Efficiently transports water for personal use and utilizes the water appropriately.	Transports water for personal use and utilizes the water appropriately.	Transports water for personal use and to some extent utilizes the water appropriately.	Rarely transports water for personal use nor utilizes the water appropriately.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
ENVIRONMENTAL AND ITS RESOURCES	**1.3 Soil (15 Lessons)** 1.3.1 Exploring soil	By the end of the sub-strand, the learner should be able to: a) Model balls with different soils to observe how the ball will crumble into small fragments. b) Make ribbons with soil to determine the soil which make long smooth ribbons. c) Grow seeds in different soil samples to appreciate importance of soil.	• In groups, learners model soil balls using the soil samples provided (*clay, sand and loam soil*). The balls should be displayed for to observe how balls from the various soil samples break up. • In groups, learners model soil ribbons using the soil samples provided • Learners observe to find out which soil samples make smooth long ribbons. • Learners to grow seeds in different soil.	1. How do we make 2. What objects can we make out of soil? 3. Which type of soil make good ribbons?
Core-competence to be developed: Creativity and imagination, communication and collaboration.				
Links to PCIs: ESD: Environmental awareness			**Links to values:** Responsibility Unity	
Links to other subject(s): Movement and Creative Activities in making ribbons			**Suggested community Service Learning:** Visiting community to find out different uses of soil.	
Non-formal activity to support learning: Exploring the community for various usage of soil.			**Suggested Assessment:** Oral questions and observations.	

Suggested Assessment Rubric Exceed expectations	**Meet expectations**	**Approaching expectations**	**Below expectations**
Creatively models balls and ribbons using provided soil samples. Grow seeds in the soils, and associates the balls to characteristics to the various soil samples.	Models balls and ribbons using provided samples of soil and grow seeds in the soils.	To some extent, models balls and ribbons using provided samples of soil and grow seeds in the soils with assistance.	Not able to models balls and ribbons using provided samples of soil nor grows seeds in the soils.

Strand	**Sub-strand**	**Specific learning outcomes**	**Suggested learning experiences**	**Key inquiry question(s)**
1.0 ENVIRONMENT AND ITS RESOURCES	**1. 4 Plants (15 Lessons)** 1.4.1 Exploring plants in different habitats	By the end of the sub-strand, the learner should be able to: a) Identify plants found in different habitats. b) Observe and record plants in different habitats. c) Show interest in plants found in different habitats *for learning and enjoyment*	• In a nature walk, learners explore plants in different habitats (*wet, dry*) in the immediate environment. • Using video clip, pictures and photographs learners identify various plants in different habitats.(*soil, water, swamps, and rocks).* • In groups, learners talk about types of plants found in different the habitats.	1. Where do plants grow? 2. What plants are found in different habitats?

			• Learners draw or take photographs of plants in different habitats. • Learners are guided to display their work for further learning and peer- assessment.	
	Core Competences to be developed: Communication and collaboration, imagination and creativity and learning to learn.			
	Link to PCIs: ESD: Environmental awareness.		**Link to Values:** Respect and unity.	
	Link to other subjects: Religious Education: Appreciation of God's creation.		**Suggested Community Service Learning:** Learners learn from peers about plants in different habitats	
	Non formal Activity to support learning: Through nature walk, learners are guided to observe plants in different habitats.		**Suggested Assessments:** Observation ,oral question and portfolio	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly identifies some plants, observes and shows interest in plants in different habitats and also associates plants to their uses.	Correctly identifies some plants, observes and shows interest in plants in different habitats.	Identifies some plants in different habitats.	Unable to identify plants in different habitats.

Strand	Sub- strand	Specific learning outcomes	Learning experiences	Key inquiry questions
1.0 ENVIRONMENT AND ITS RESORCES	**1.5 Animals(10 Lessons)** 1.5.1 Categorizing animals	By the end of the sub-strand, the learner should be able to: a) Observe animals in the environment. b) Categorize animals in the environment based on the provided criteria. c) Appreciate the different categories of animals in our environment.	• In nature walk, learners are observe and identify animals in their environment • In groups, and referring from appropriate references learners categorize animals using the provided criteria *domestic/wild, harmful/non-harmful, large/small* • In groups, learners use papier mache /manipulating material to make models of categories of animals. • Learners sing song/mime creatively related to different categories of animals.	How could we categorize animals in the environment?
	1.6 Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a) Identify possible dangers	• In groups, learners discuss possible dangers that may	1. How could an animal harm us?

		posed by animals. b) Practice safety measures when handling animals. c) Appreciate importance of safety when dealing with animals to limit risk to self others and the animal	occur when handling animals. • Learners are shown video clips, pictures or photographs of safe handling of animals. • Learners share their experiences on handling animals. • Learners demonstrate safety measures to observe when they encounter stray and dangerous animals. • Learners practice /simulate safe ways of handling animals to avoid injuries or harm to self others and the animal.	2. How could we protect ourselves from being harmed by animals?
Core Competence to be developed: Communication and collaboration, critical thinking and problem solving.				
Link to PCIs: ESD: animal welfare, safety and security. Life skills: effective decision making for personal safety.		**Link to Values:** Responsibility. Care for animals		
Link to other subjects: Religious Education: God's creation.		**Suggested Community Service Learning:** Guest speaker to discuss animal welfare.		
Non-non formal activity to support learning: Organize an essay competition on Care for animals		**Suggested Assessment:** Oral, observation and peer assessment on the essays		

Sub-strands	Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
Categorizing animals	Consistently and correctly observes, identifies, and categorizes animals in the environment.	Correctly observes, identifies, and categorizes animals in the environment.	Correctly observes and identifies some animals, and categorizes them.	Unable to identify and categorize animals in the environment.
Safety in animal handling	Consistently Identifies dangers and observes appropriate safety measures when handling animals.	Correctly identifies dangers and observes appropriate safety measures when handling animals.	Correctly identifies some dangers and demonstrates some safety measures when handling animals.	Correctly identifies some dangers and unable to demonstrate appropriate safety measures when handling animals.

Strand	Sub-Strand	Learning Outcomes	Learning Experience	Key Questions
1.0 ENVIRONMENT AND ITS RESOURCES	**1.7 Energy: Light** 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 using light energy appropriately.	• Using relevant pictures and realia of sources of light energy (*sun, stars, oil lamps, candles, fire flies, electricity, and fire).* • learners identify and name sources of light • In groups, learners discuss sources of light use in the home. • Learners produce lights using different sources of light.	What are the sources of light?

			• Learners simulate a given source of light and creatively tell others about the light they produce.	
	1.7.2 Forming shadows	By the end of the sub-strand, the learner should be able to: a) State how objects form shadows in presence of light. b) Manipulate objects to form shadows in presence of lights for enjoyment c) Categorize objects into those that can form shadows and those that cannot in presence of light.	• Learners observe different shadows formed by different objects in the school environment. • In groups, learners play with objects in presence of light to form shadows. • Learners manipulate different objects to identify and categorize them into those that form shadows and those that do not form shadows.	1. How are shadows formed? 2. What objects could form shadows?
	1.7.3 Precautions when using light energy	By the end of the sub-strand, the learner should be able to: a) Point out ways through which light energy could harm us. b) Explain how light energy harmful may be harmful c) Take safety measure against harmful light energy to	• Learners identify practices that use light energy which could harmful. (*itching and aching eyes, sunburns on the skin*). • In groups, learners discuss safe ways of protecting self from harmful light energy. • Learners create advice-giving	1. How could light energy harm us? 2. How could we protect ourselves from

		reduce risk to self and others	messages on awareness of harmful effects of light energy	harmful light energy?
Core Competence to be developed: Communication and collaboration, critical thinking and problem solving.				
Link to PCIs: ESD: Disaster Risk Reduction: safety and security		**Link to Values:** Responsibility		
Link to other subjects: Languages: Creating advice-giving messages on light energy.		**Suggested Community Service Learning:** invite a resource person to discuss about various sources of light energy and applicable safety precaution when using light energy.		
-Non Formal activity to support learning: create and share a safety precaution message on bright light.		**Suggested Assessment:** Oral question and observation.		

Suggested Assessment Rubric

Sub-strand	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Sources of light	Consistently and correctly identifies, names sources of light and is able to use objects to produces light.	Correctly identifies, names sources of light and is able to use objects to produces light,	Correctly identifies, names some sources of light and is able to use some objects to produces light.	Identifies but may be unable to names some sources of light and is able to use some objects to produces light with assistance.
Forming shadows	Consistently states how objects form shadows, manipulates objects to form shadows and categorizes objects to those that form and those that do not form shadows.	States how objects form shadows, manipulates objects to form shadows and categorizes objects to those that form and those that do not form shadows.	Can manipulate objects to form shadows and may categorizes some objects to those that form and those that do not form shadows.	May manipulate some objects to form shadows and may not categorize objects to those that form and those that do not form.

Precautions when using light Energy	Consistently points out harmful effects of light energy, takes precautions against harmful effects of light energy and communicates the precautionary measures to others	Points out harmful effects of light energy, takes precautions against harmful effects of light energy and communicates the precautionary measures to others	May point out some harmful effects of light energy, takes some precautions and outlines some practices that expose us to harmful light energy.	May point out some harmful effects of light energy, rarely takes precautions nor outline practices that expose us to harmful light energy.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 SOCIAL ENVIRONMENT	**2.1 School Environment (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 to create awareness of their surroundings. c) Appreciate the significance of locating places using features found between home and school.	• Using video clips, pictures and photographs showing children walking from home to school, learners identify the main features. • In a nature walk, learners point out the main features between home and school. • Learners locate main features between their homes and school.*(relative location)*	What are the main features between your home and school? How could you locate a place using main features?

			• Learners play a game on locating main features between their home and school. • Learners practice locating place on a simple mapping skills worksheet or teacher made sketch maps.	
Core-competence to be development: Self-efficacy: Show casing and appreciating others drawings; Communication and collaboration as they share in place; Digital literacy: use of video clips as they identify features.				
Links to PCIs: ESD: Environmental Education			**Links to values**: Unity: working in groups.	
Links to other subject(s): Movement and Creative activities and languages in using maps.			**Suggested community Service Learning:** Learners to find out more about features found between home and school other learners	
Non-formal activity to support learning through application: Nature walk to familiarize with the surroundings.			**Suggested Assessment:** oral questions, observation and project work.	

Suggested Assessment Rubric

Exceeds expectations	**Meets expectation**	**Approaches Expectation**	**Below expectation**
Consistently and correctly point out features, locate places using the main features between home and school and is able to give direction using the features.	Correctly point out features, locate places using the main features between home and school.	May correctly point out some features; locate places using some of the main features between home and school.	Variably point out some features, may not clearly locate places using the main features between home and school.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 SOCIAL ENVIRONMENT	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	• Learners discuss what makes the school environment dirty • Using video clips and pictures, learners discuss ways of keeping the school environment clean. • In groups learners discuss importance of keeping the school environment clean. • Learners practice keeping the school clean. • Learners recite poem/sing a song about a clean school environment. • Learners plan for future school clean-up activities.	1. Why should we keep the school environment clean? 2. How could we keep the school environment clean?
	2.1.3 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 activities that could expose us to dangers to in the school. c) Develop habits that will keep you safe and secure in school.	• Learners walk around the school compound to identify what could expose them to danger in the school. • In groups, make a list of possible dangers in the school.(*by drawing or writing)* • Learners share what they could do to keep safe and secure in school. • Using video clips, photographs and	1. What could expose us to danger in the school? 2. How could we do to keep safe and secure in school?

			pictures, learners identify how to keep safe and secure in school. • Learners watch demonstrations and discussions on how to keep safe and secure in school from a resource persons • In groups, learners discuss the importance of keeping safe and secure in school • Learners develop rules on keeping safe and secure in the school. • Learners to find out more on keeping safe and secure in school from parents and guardians.	
Core-competence to be developed: Citizenship, Critical thinking and Problem solving				
Links to PCI's: ESD: Environmental Education, safety and security Citizenship: Participating in school clean ups			**Links to values:** Responsibility, Unity	
Links to other subjects: Hygiene and Nutrition and Religious Education Activities: keeping clean			**Suggested Community Service Learning:** find out from parents/ guardians how to keep safe in school.	
Non-formal activity to support: Learners participate in school environmental audit specifically on cleanliness, safety and security			**Suggested assessment:** oral, observation, aural.	

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Keeping school environment clean	Consistently and correctly outlines importance of keeping school environment clean, keeps the environment clean.	Correctly outlines importance of keeping school environment clean, participates in keeping the environment clean.	Correctly outlines some importance of keeping school environment clean, able to participate in some activities of keeping the environment clean.	May outline some importance of keeping school environment clean, and may participate in some activities of keeping the environment clean.
Keeping safe and secure in school	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.	Correctly identifies some areas of danger, suggest some safety activities and may develop safe habits.	May identify some areas of danger and may suggest some safety activities.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 SOCIAL ENVIRONMENT	2.1.5 Children's Rights and responsibilities	By the end of the sub-strand, the learner should be able to: a) Outline children's rights and responsibilities in the school. b) Apply rights and responsibilities in school for social justice c) Appreciate Children's Rights and responsibilities for attainment of social justice.	Learners identify children's rights and responsibilities using age appropriate story (*parental care, health care, protection from , exploitation and cruelty*) • Learners discuss some of the rights and responsibilities of children in school in relation to the story • In pairs, learners simulate roles and responsibilities of children in school • Learners listen to a resource person talking on Children's Rights and responsibilities.	1. What are the basic rights of children? 2. What are the responsibilities of children in the school?
	2.1.4 School Rules and Regulations	By the end of the sub-strand, the learner should be able to: a) Outline the school rules and limits that guide conduct. b) State the importance of school rules and limits. c) Participate in making school rules	• Using question learners discuss the importance of school rules and setting limits. • Learners set class limits based on the school rules.	1. What are our school rules and regulations? 2. What is the importance of school rules and setting limits?

		and setting class limits. d) Appreciate the importance of obeying school rules and limits for harmonious living.	• Learners think pair and share their experiences on what happen when school rules and limits are not observed.	
Core-competence to be development: Citizenship: developing school rules and class limits				
Links to PCIs: Citizenship: qualities of a good citizen			**Links to values**: Responsibility, Peace and Social justice.	
Links to other subject(s): Religious Education activities, languages. on making and obeying school rules and limits			**Suggested community Service Learning:** Resource person on Children's Rights and responsibilities.	
Non-formal activity to support learning: Displaying Children's Rights, school rules and limits at strategic points in school.			**Suggested Assessment:** Oral questions, observation.	

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Children's Rights and responsibilities	Consistently and correctly outlines and exercises rights, identifies and carries out responsibilities effectively.	Correctly outlines and exercises rights, identifies and carries out responsibilities.	Outlines and exercises some rights, identifies and carries out some responsibilities.	May sometimes outlines and exercises rights, identifies and carries out responsibilities.
School Rules and Regulations	Consistently and correctly outlines and states importance of rules and limits. Participates in making and observing the rules and limits.	Correctly outlines and states importance of rules and limits. Participates in making and observing the rules and limits.	Outlines and states importance of some rules and limits. Observes some rules and limits.	May outline and state importance of some rules and limits. May observes some rules and limits.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 SOCIAL ENVIRONMENT	**2.1.6** Class Leadership	By the end of the sub-strand, the learner should be able to: a) Identify qualities of a good class leader. b) Demonstrate knowledge of good leadership skills. c) Appreciate the role played by the class leader for harmonious living.	• Learners read / narrate/ view a video clip on inspirational stories in the past or present of child leaders/heroes or heroines • Learners discuss children leaders in their school • Learners discuss and list qualities of a good class leader. • Learners develop messages on qualities of a good leader and display them in strategic places in school. • Learners to find out from parents and guardians the good leaders in the community and report back	1. What are the roles of a class leader? 2. What are the qualities of a good class leader?
	2.1.7 Roles of school members	By the end of the sub-strand, the learner should be able to: a) Identify members of the school community. b) Outline the roles of different members of the school community. c) Carry out the role of	• In groups, identify the members of the school community. (*Head teacher, teachers, non-teaching staff and learners*.) • Learners outline the roles played by different members of the school community. • Learners identify and carry out the	1. What are the roles of various members of the school community? 2. How does each member contribute to the smooth running of the school?

		learners as member of the school community. d) Appreciate roles played by different members of the school community for sustainable interactions.	roles as members of the school community. • Learners role play different roles played by different members of the school community. • Using video clips, learners identify roles played by different members of the school community. • Using ***WHO I AM*** statements, Learners are guided to bring out the different roles played by members of the school community.	
Core-competence to be development: Citizenship: Leadership and good governance.				
Links to PCI: Citizenship: Leadership and good governance and inclusivity			**Links to values:** Responsibility, honesty, integrity, decision making	
Links to other subject(s): Language, Religious Education			**Suggested community Service Learning:** Learners find out from parents/guardians about good leaders in the community.	
Non-Formal activity to support learning: Debate on roles played by different members of the school community.			**Suggested Assessment:** Oral, observation and portfolio	

Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Leadership in class	Consistently and correctly identifies qualities, develops leadership skills and shows interest in becoming a good leader.	Correctly identifies qualities, develops leadership skills and shows interest in becoming a good leader.	Correctly identifies some qualities, develops some leadership skills and may shows interest in becoming a good leader.	May sometimes identify some qualities, may develop some leadership skills.
Roles of members of school community	Consistently and correctly identifies the members, their roles and undertakes their roles as learners and members of the school community.	Correctly identifies the members, their roles and undertakes their roles as learners and members of the school community.	Correctly identifies some members, some roles and partially undertakes their roles as learners and members of the school community.	May sometimes identify some members, some roles and may partially undertake their roles as learners and members of the school community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 SOCIAL ENVIRONMENT	2.1.8 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 national symbol for national unity	• Using the Kenya National flag, Learners identify its colours. • Learners to observe and describe the expected behaviour (*Stand at attention and show respect*) when raising and lowering the National Flag • Learners to draw and colour the National Flag. • Learners to find out from parents/guardians on the importance of National flag of Kenya	1. What are the colours of the Kenya National flag? 2. How do we demonstrate respect for the Kenya National flag?
	2.8.9 The National Anthem of Kenya	By the end of the sub-strand, the learner should be able to: a) Identify school occasions when the Kenya National Anthem is sang. b) Practice etiquette when singing the Kenya National Anthem. c) Appreciate the importance of National Anthem as a symbol of national unity.	• In groups learners sing the National Anthem. • Learners demonstrate the expected conduct when singing the Kenya National Anthem. • Using video clips and pictures, learners identify occasions when the Kenya national anthem is sung. • Learners to find out from parents/guardians on the importance of National Anthem of Kenya	On what occasions do we sing/play the Kenya National Anthem?

Core-competence to be development: Citizenship- appreciating the national flag and the National anthem.	
Links to PCIs: Citizenship: patriotism and social cohesion when singing the National Anthem.	**Links to values:** Unity and respect, patriotism.
Links to other subject(s): Movement and creative activities and languages.	**Suggested community Service Learning**: Finding out from parents/guardians on the importance of national flag.
Non-formal activity to support learning: Interacting with members of the scouting movement to find out more about the national flag and the National Anthem.	**Suggested assessment**: observation and oral questions.

Suggested Assessment Rubric

Sub- Strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
The Kenya National flag	Consistently and correctly states colours, show respect and appreciates the flag as national symbol of unity.	Correctly states colours, show respect and appreciates the flag as national symbol of unity.	Correctly states some colours, show respect and appreciates the flag as national symbol of unity.	May sometimes state some colours, show respect and appreciates the flag as national symbol of unity.
The Kenya National Anthem	Consistently and correctly identifies occasions when the National Anthem is sung and sings the national anthem.	Correctly identifies occasions when the national anthem is sung and sings the National Anthem.	Correctly identifies occasions when the national anthem is sung and sings some stanzas the National Anthem.	May sometimes identify some occasions when the national anthem is sung and sings some words of the National Anthem.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 SOCIAL ENVIRONMENT	**2.2 Enterprise projects (30 Lessons)** 2.2.1 Exploring the environment for appropriate income generating activities.	By the end of the sub-strand, the learner should be able to: a) Identify a viable income generating activities that could be carried out by the class within the school environment b) Compare income generating activities within the school environment c) Determine a workable income generating activity for their class d) Develop interest in establishing activities to generating income	• In groups , learners identify income generating activities they could carry out within the school for the class. • Using video clips, pictures, or magazines, learners explore and compare possible income generating activities for the class. • In class discussion, learners select a workable income generating activities that they could undertake at school. • Learners to find out from guardians/parents on income generating activities at home and report back.	What activities could we undertake to generate income for our class?

	2.2.2 income generating activity in the school	By the end of the sub-strand, the learner should be able to: a) Identify a workable income generating activity for the class. b) Participate in initiating an income generating activity for the class. c) Manage the income generating activity for the class.	• In a class discussion, learners to select age-appropriate income generating activity to be carried out in school by the class (*activity identified should promote conservation of the environment*). • Using video clips, pictures, photographs and magazines observe relevant income generating activities. • Learners to initiate and manage the income generating activity.	1. What income generating activity could we carry out as a class in school? 2. How do we manage the income generating activity?
Core-competence to be developed: Critical thinking and problem solving, collaboration and communication				
Links to PCIs: ESD: Financial literacy-income generating projects, Environmental education			**Links to values:** Integrity, teamwork	
Links to other subject(s): Mathematical activities- Money			**Suggested Community Service Learning**: find out from guardians/parents about income generating activities at home.	
Non-formal activity to support learning: Exploring the school and the home environment for a workable income generating activities.			**Suggested assessment:** Oral questions, observation and project.	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Exploring the environment for appropriate income generating activities.	Correctly identifies compares and determines workable income generating activities for the class and justifies the identification.	Correctly identifies compares and determines workable income generating activities for the class.	May correctly identify, compare and determine some workable income generating activity for the class.	May identify, compare and determine some workable income generating activities for the class with assistance.
Undertaking an income generating activity at school	Correctly selects initiates and participates in the management of an income generating activity for the class and justifies the selection.	Correctly selects initiates and participates in the income generating activity for the class.	May correctly select, initiate and manage an income generating activity for the class.	May select, initiate and manage an income generating activity for the class with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARE FOR THE ENVIRONMENT	**3.1 Caring for plants (5 Lessons)** 3.1.1.Communicating plant protection messages in school and community	By the end of the sub-strand, the learner should be able to: a) State appropriate messages on plant protection. b) Create appropriate messages on plant protection to promote conservation c) Appreciate plant protection for environmental sustainability	• In groups learners to outline messages on plant protection. • Learners observe pictures, photographs, and video clips of areas where plants have been destroyed. • In groups, learners create plant protection messages. • Learners display and peers assess the plant protection messages developed. • Learners recite verses and sing songs on plant protection.	What messages could be used to communicate plant protection?
Core Competences to be developed: Communication and collaboration: Creating plant protection messages, singing and reciting poems. Learning to learn: Gathering information on plant protection				
Link to PCIs: service learning: mentorship and peer education		**Links to values:** Unity ,care for the environment		
Links to other subjects: Languages -Imagination and creativity: Creating plant protection messages		**Suggested Community Service Learning:** Communicating plant protection messages to the community in various forums.		
Non formal Activity to support learning: Plan for plant protection week		**Suggested assessments:** oral questions, observation and project		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly states and develops appropriate plant protection messages.	Correctly states and develops appropriate plant protection messages.	States and develops some messages on plant protection.	May state and develop some plant protection messages

Strand	Sub -strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
3.0 CARING FOR RESOURCES	**1.2 Caring for Animals (5 Lessons)** 3.2.1 Keeping animals shelter clean and secure	By the end of the sub-strand, the learner should be able to: a) State ways of keeping animals shelters clean at home and school b) Participate in keeping animals shelters clean at home and school c) Suggest ways of making animals shelter secure at home and school d) Appreciate clean and secure animal's shelters to reduce risk to the animals	• Using video clips, photographs and pictures, learners observe various clean animal shelters. • In groups, learners discuss ways of keeping animals shelters clean. • In groups, learners participate in keeping animal shelters clean at home or in school. • In groups, learners discuss how to make animals shelter secure. • Learners sing or tell stories about clean and secure animal shelters.	1. How could we keep animals' shelters clean? 2. How could we make animal shelters secure?

Core-competence to be development: Communication and collaboration – Sharing experiences in groups	
Links to PCIs: ESD: animal welfare-keeping animals clean and secure Safety for animals, kindness to animals	**Links to values:** Responsibility, keeping animal shelter clean and secure.
Links to other subject(s): Religious education activities – God's creation	**Suggested community Service Learning:** Learners to visit a nearby farm and observe animal's shelters.
Non-formal activity to support learning: Organize inter-class verse completion on clean and secure animal shelters.	**Suggested Assessment:** Observation, oral question

Suggested Assessment Rubric

Exceeds Expectation	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Consistently and correctly states ways and participates in making animal shelters clean and suggests ways of making animal shelters secure.	Correctly states ways and participates in making animal shelters clean and suggests ways of making animal shelters secure.	Sometimes states some ways and may participate in making animal shelters clean and may suggest some ways of making animal shelters secure.	May state some ways, may participate in making animal shelters clean and may suggest some ways of making animal shelters secure.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARE FOR THE ENVIRONMENT	**3. 3 Managing waste (5 Lessons)** 3.3.1 Types of waste in the 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 for safe disposal school waste in the school environment. c) Appreciate a clean school environment for health and safety	• In groups, learners identify different types of waste in school environment • Using videos, pictures and photographs, learners identify different types of waste. • In groups or pairs, learners share their experiences on different types of waste in school. • 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.	What types of waste could be found in our school environment?

	3.3.2 Safety in handling waste in school	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 effectively to others 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.*	• Through probing questions, learners to identify risks when handling wastes in school. • Using video, pictures, photographs, and learners outline safety measures in handling waste in school. • Learners listen to a resource person talking on safety measures when handling wastes in school. • Learners simulate safety measures when handling waste in school. • Learners to participate in activities that promote safe disposal of waste in school.	1. What dangers are we likely to face when handling waste in school? 2. How could when handling waste in school safely?
	Core Competences to be developed: Critical thinking and problem solving			
	Link to PCIs: ESD: Environmental Education-managing waste responsibly, safety and security, practice safety measures in handling waste in school.		**Links to values:** Respect-working in groups and pairs	

	Links to other subjects: Hygiene and nutrition, Languages	**Suggested Community Service Learning:** Inviting a resource person to share on wastes management.
	Non formal Activity to support learning: Participating in safe disposal of waste in school.	**Suggested Assessment:** Oral questions and observation.

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly identifies and safely sorts waste for disposal in school.	Correctly identifies and safely sorts waste for disposal in school.	Correctly identifies and safely sorts waste for disposal in school.	Correctly identifies and safely sorts waste for disposal in school.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
CARING FOR THE ENVIRONMENT	**3.5 Caring for water (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.	• In groups, learners share experiences on what makes water unsafe in their community, home and school. • In groups, learners discuss the importance of keeping water safe. • Using audio visual resources, Learners identify ways of keeping stored water safe. • Learners observe demonstrations on methods of keeping stored water safe at home and in school. • Learners to take In an excursion around the neighbourhood, learners identify safely stored or unsafely stored water.	How could we keep stored water safe?

	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 reused at home and school b) Participate in reusing water to reduce wastage at home and school c) Appreciate reusing of water as way of conserving it.	• In groups, learners give suggestions on how water could be re-used at home and school. • Using video clips, videos, pictures and photographs, learners observe various ways of re-using water. • In groups, learners suggest how they could participate in re-using water to reduce wastage at home and school. • In groups, learners visit the community to find out how water is re-used to reduce wastage.	How could we re-use water at home and at school?
Core-competence to be development: Communication and collaboration: Groups sharing experiences, critical thinking and problem solving: water conservation.				
Links to PCIs: ESD: Environmental conservation, caring for water.			**Links to values:** Responsibility in keeping water safe	
Links to other subject(s): Nutrition and Hygiene on waste management			**Suggested community Service Learning:** Excursion into the school neighbourhood to interact with the community to find out how they store water.	
Non-formal activity to support learning: Organize a clean and safe storage of water week to enrich learners experience			**Suggested assessment:** Oral questions and observation. Filling in the Activity sheet on caring for water	

Suggested Assessment Rubric

Sub-strand	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Keeping stored water safe	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.	May state importance and participate in keeping stored water safe with assistance.
Re-using water to control wastage.	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.	May suggests how water is re-used and participates in re-using water to control wastage with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARE FOR THE ENVIRONMENT	**3.5.3 Conservation of Energy** 3.5.3.1 Communicating energy conservation messages.	By the end of the sub-strand, the learner should be able to: a) State appropriate messages on energy conservation b) Create energy conservation messages. c) Display energy conservation messages to create awareness in school. d) Show interest in energy conservation *for conservation, improvement and protection of the environment.*	• Through probing questions, learners discuss reasons for conserving energy. • Using video clips, newspaper cuttings and brochures, learners identify simple messages on conserving energy. • In groups or pairs, learners create simple but persuasive energy conservation message. • Learners display and peer assesses the energy	What messages could be used to communicate conservation of energy?

			conservation messages. • In groups or pairs, learners are guided to recite verses and sing songs on energy conservation.	

Core Competences to be developed: Communication and collaboration: Creating energy conservation messages, singing and reciting poems.

- Imagination and creativity: Creating energy conservation messages. Learning to learn: When gathering information on energy conservation messages.
- Self efficacy: Show casing their messages.

Link to PCIs: ESD: Life skills- cooperating in creating energy conservation messages, Environmental Education-passing information on conservation.	**Links to values:** Responsibility.
Links to other subjects: Languages; Movement and Creative activities. Creating energy conservation messages and reciting a poem	**Suggested Community Service Learning:** Communicating energy conservation messages to the community.

Non formal Activity to support learning: Hold inter-class display on energy conservation messages

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly states, develops and displays appropriate energy conservation messages.	Correctly states, develops and displays appropriate energy conservation messages.	Sometimes states, develops and displays appropriate energy conservation messages.	With assistance states, develops and displays appropriate energy conservation messages.

GRADE 3

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 ENVIRONMENT AND ITS RESOURCES	**1.1 Weather(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 and identify the effects of unfavourable weather conditions for safety c) Show concern on the effects of unfavourable weather conditions in the environment	• Using key questions and relevant stimuli materials such as video clips , learners discuss the meaning of unfavourable weather conditions *(floods and drought)* • Learners play the game on stormy weather conditions and what they should do to stay safe • In groups learners to share their experiences on effects of unfavourable weather conditions. • Learners to demonstrate an understanding of unfavourable weather conditions and the effects. • Learners to find out more from the library internet the community on unfavourable weather condition and the effects and report back.	1. What makes unfavourable weather conditions? 2. What are the effects of unfavourable weather conditions?

	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) Demonstrate knowledge of keeping safe from unfavourable weather condition c) Keep safe from unfavourable weather conditions.	• Using key questions, learners should be guided on the meaning of unfavourable weather conditions (*(floods, drought)* using age appropriate stimuli, learners could be guided to identify ways of keeping safe from unfavourable weather conditions • In groups, learners share experiences on how to keep safe from unfavourable weather conditions. • Learners to simulate keeping safe from unfavourable weather conditions. • Learners to gather from more information on how to keep safe during unfavourable weather conditions and report back.	How could we keep safe from unfavourable weather conditions?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Link to PCIs: ESD; Environmental Education; effects of bad weather; Disaster Risk Reduction concern on effects of weather Citizenship :Social Cohesion : Learners share experiences			**Links to values:** Responsibility; respect-learners share experiences in groups	

Links to other subjects: Languages,	**Suggested Community Service Learning:** Learners to interact and find out from their parents/guardians on how to keep safe during unfavourable weather conditions.
Suggested Non formal Activity to support learning through application: Learners to develop keep safe messages for the school	**Suggested Assessment:** Written work, oral questioning, and project work on keeping safe during unfavourable weather conditions.

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently demonstrate the ability to observe and identify effects of unfavourable weather and keep safe from unfavourable weather conditions.	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

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
1.0ENVIRONMENT AND ITS RESOURCES	**1.2 Water** 1.2.1 Making water safe for use	By the end of the sub-strand, the learner should be able to: a) Identify methods of making water clean and safe for use b) Make water clean and safe using different methods. c) Construct a simple water filter d) Appreciate clean and safe water for use to reduce health risks	• Learners to share experiences on how they make water clean and safe for use at home. • Learners to observe a sample of dirty water and brainstorm how the water could be made clean and safe for use. (*Decantation, filtering, boiling*) • Learners to decant, filter and boil water to make it clean and safe for use • Learners to make a simple water filter using locally available materials • Learners to listen and respond to a case story on the need to use clean and safe water. • Learners to synthesise understanding of methods of keeping water clean and safe for use.	How could we make water clean and safe for use?

Core-competence to be developed: Critical thinking, problem solving, communication and collaboration	
Links to PCI's: Effective communication–learners name methods of making water clean and safe for use ESD-Environmental Education : Environment and water	**Links to values**: Responsibility and unity
Links to other subject(s): Hygiene and Nutrition, movement and creative activities; Literacy	**Suggested Community Service Learning:** Make water clean and safe using different methods.
Suggested Non-formal activity to support learning through application: Giving a message at the school assembly on clean and safe water for use.	**Suggested assessment:** Oral questions, Observe as they work in groups, Written questions, project work.

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Consistently demonstrates ability to make water clean and safe using different methods • Creatively constructs a water, filter in the right proportion and shape.	• Demonstrates ability to make water clean and safe using two of methods learnt • Able to construct a water filter in the right proportion and shape.	• Demonstrates ability to make water clean and safe using two methods • Able to construct a water filter but not in the right proportion and shape.	• Demonstrates ability to make water clean and safe using one methods • Unable to construct a water filter

Strand	Sub –strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
1.0 ENVIRONMENT AND ITS RESOURCES	**1.3 Soil (10 Lessons)** 1.3.1 Exploring characteristics of soil	By the end of the sub-strand, the learner should be able to: a) Describe the texture of different soils to make comparisons b) Classify different soils according to texture c) Develop interest and curiosity in characteristics of soils as an environmental resource	• Learners to explore the environment and collect different soil samples and bring them to class*(feeling the soil: coarse, fine*) • In groups, learners to feel different soils and classify them into course or fine. • Learners to share their experiences on how different samples of soils feel • Learners to harmonize their understanding of coarse and fine soils	How could we differentiate types of soils?
	1.3.2 Types of Soils	By the end of the sub-strand, the learner should be able to: a) Identify types of soils according to texture b) Classify soils according to texture c) Work collaboratively with others to classify soils	• Learners observe soil samples provided by the teacher. (*According to texture*) • Learners share their experiences on their observations of different soil samples. • Learners classify soil into sandy, loamy and clay. • Learners share experiences in	• How could we classify soils according to texture?

			pairs about types of soils in the locality. • In groups, learners to collect a handful of soil from the immediate environment, explore its texture and classify it. • Learners to creatively display types of soil in their learning spaces/corners. • Learners to find out and report back from parents/guardians on the types of soils found in their locality.	
Core-competence to be development: Communication and collaboration, problem solving, learning to learn				
Links to PCI's: Effective communication–learners name types of soil ;ESD-Environmental Education : Environment and soil			**Links to values:** Unity –in groups learners discuss characteristics of soil.	
Links to other subject(s): Movement and Creative Arts activities – displaying types of soils.			**Suggested community Service Learning:** Find out and report back from parents/guardians on the types of soils found in their locality	
Suggested Non-formal activity to support learning through application: Recite a poem on soil.			**Suggested assessment:** Oral questions, observation as they work in groups, written questions.	

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently demonstrates ability to classify soils according to texture	Demonstrates ability to classify soils according to texture	To some extent demonstrates ability to classify soils according to texture	Unable classify soils according to texture

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 ENVIRONMENT AND ITS RESOURCES	**1.4 Plants (10 Lessons)** 1.4.1 Categorizing plants.	By the end of the sub-strand, the learner should be able to: a) Identify different plants in the immediate environment. b) Categorize plants according to features and uses. c) Work cooperatively with others in categorizing plants. d) Respect the rich diversity that in plants	• Learners to carry out a nature walk to observe and identify the plants. • Learners to take photographs of different plants during the nature walk. • Using relevant stimuli materials, learners to categorize plants according to features and uses. • Learners sing a song or recite a poem about different types of plants.	How could we categorize plants?
	1.4.2 Safety when Handling plants	a) State safe ways of handling different categories of plants. b) Handle different categories of plants safely	• Learners to brainstorm on how to handle different categories of plants. *Poisonous /non poisonous /thorny/non thorny* • Learners to watch videos/pictures/posters	How could we handle plants safely?

		c) Handle different categories of plants responsibly to reduce health risks.	on safety when handling plants • Learners listen to a resource person on safety when handling plants. • Learners to simulate safety on handling plants • Learners to fill in an activity worksheet on safety when handling plants.	
Core Competences to be developed: Critical thinking and problem solving; creativity and imagination.				
Link to PCIs: Disaster reduction; safety when handling plants. ESD –Environmental Education; Plants; ESD- safety in handling plants.			**Link to Values:** Responsibility, care for plants, respect the rich diversity in plants.	
Links to other subjects: Nutrition and Health.			**Suggested Community Service Learning through application:** Learners listen to a guest speaker on plant safety.	
Suggested Non formal Activity to support learning			**Suggested assessment:** Oral questions, written questions, e-assessment	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
• Accurately categorize plants according to a specified criterion • Consistently complies with safety when handling plants.	• Correctly categorize plants according to to a specified criterion • Complies with safety when handling plants.	• Occasionally categorizes plants according to a specified criterion • Occasionally complies to safety measures when handling plants	• Unable to categorize plants according to a specified criterion • Does not comply with safety when handling plants.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key question
1.0 ENVIRONMENT AND ITS RESOURCES	**1.5 Animals (10 Lessons)** **1.5.**1 Importance of Animals	By the end of the sub-strand, the learner should be able to: a) Recognize the importance of animals to human beings b) Identify the importance of animals in the community. c) Demonstrate an awareness of importance of animals to the community.	• Learners brainstorm on animals they know of in the community and their importance. • Learners to use stimuli materials to identify the importance of animals. (*source of food, security, companionship, manure, animal power, sports, tourist attraction*) • Learners use guiding question to find out the importance of animals in the community	In which way are animals important humans?

			• in groups learners make a journal on importance of animals as a class project (*consider one importance per group*) • Learners discuss the suggested Assessment rubric of the project and timeframe.	
Core Competence to be developed: Learning to learn ,Critical thinking, communication and collaboration and digital literacy				
Link to PCI's: ESD–Animal welfare Education: Environment and its resources. **Life skills**: Effective communication; learners state the importance of animals to humans.			**Link to core values:** Responsibility, care, love; learners appreciate the usefulness of animals to humans.	
Link to other subjects: Religious Education: Caring for God's creation.			**Suggested community service learning:** Finding out on the importance of animals.	
Non formal Activity to Support Learning Write messages on importance of animals. Identify practical opportunities in clubs and societies to pass the message.			**Suggested Assessments** Oral questions, Observe as they work in groups, written questions.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaching expectations	Below expectation
Consistently shows ability to identify the importance of animals to the community and appreciates their usefulness to the environment.	Demonstrates ability to identify the importance of animals to the community and appreciates their usefulness in the environment.	To some extent, shows ability to identify importance of animals to the community and appreciates some of the usefulness of animals to the environment.	Unable to identify of animals to the community and occasionally appreciates some usefulness of animals to the environment.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 ENVIRONMENT AND ITS RESOURCES	**1.6 Energy (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) Observe sources of heat. c) Demonstrate an understanding of sources of heat in the community d) Appreciate the various sources of heat	• Learners to think, pair and share their experiences on sources of heat at home and community • Learners to identify sources of accurate, age-appropriate information that show sources of heat (*firewood, charcoal, electricity, cooking gas, kerosene*) • Learners interact with parents/guardians on traditional sources of heat. • Learners to explore sources of heat energy in their immediate environment and report back.	What are the sources of heat?
	1.6.2 Uses of heat in daily life	By the end of the sub-strand, the learner should be able to: a) Identify uses of heat energy in daily life b) Demonstrate appropriate use of heat in daily life c) Use heat energy responsibly for	Learners to brainstorm on uses of heat energy *(warming, cooking , ironing, boiling)* • learners to share experiences in groups how heat energy is used • Learners to use internet sources to find out more on uses of heat	How is heat energy used in daily life?

		conservation and safety	energy in daily life • Learners to role play various uses of heat in daily life • Learners to fill in activity worksheet on uses of heat in daily life	
	1.6.3 Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) Identify harmful materials that can start a fire in the house b) Develop awareness of the effect of fire c) Demonstrate the appropriate way of evacuating people in event of fire outbreak to minimize risks .	Learners are guided to identify common causes fire at home (-Fire(*Hazardous materials that can start a fire*,*-evacuating people from a house on fire)* • Learners identify materials that could start a fire • Learners model ways of safely evacuating a person from a house on fire • Learners to mockup evacuation from a house on fire • Learners to visit a fire station or listen to a resource person for more information on fires and safe evacuation procedures • Learners to develop "Dos" and "Don'ts "list during fire. The list	1. Which materials cause fire? 2. How should we safely evacuate a person from a fire?

			should be shared at school and at home.	
Core-competence to be development: Collaboration, communication, learning to learn; problem solving and critical thinking				
Links to PCI's :ESD**;** Disaster risk reduction; Environmental Education–Environment and its resources :Energy **Life skills**; Effective communication ;learners discuss in groups dangers of heat at home and at school,, Self-awareness			**Links to values:** Cooperation, responsibility	
Links to other subject(s): Language, Nutrition and hygiene,			**Suggested community Service Learning/**: visit to a fire station	
Suggested Non-formal activity to support learning through application: Sharing the DOs and DONT's during fire outbreak in a school assembly			**Suggested Assessment: O**bservation, oral questions, written exercises,	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently demonstrates ability to identify sources, uses and dangers of heat. Shows ability to evacuate safely during a fire outbreak. Is able to find more information about fire hazards from other sources.	Demonstrate ability to identify sources, uses of heat and dangers of heat. Shows ability to evacuate safely during a fire outbreak.	To some extent demonstrate ability to identify sources, uses and dangers of heat. To some extent shows ability to evacuate safely during a fire outbreak.	Unable to demonstrate ability to identify sources, uses and dangers of heat. Unable to simulate an evacuation.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 SOCIAL ENVIRONMENT	**2.1 Harmonious Living in the Community (25 Lessons)** 2.1.1 Sanitation in the community (market place)	a) Describe ways of keeping the market place clean b) Participate in keeping the market place clean to promote patriotism and social cohesion c) Appreciate a clean market place for good health	• Learners to visit a market place, explore the sanitation • Learners to reflect, think and share their experiences on the sanitation situation in the market place. • Learners to discuss on keeping the market can clean. • Learners to observe cleaning activities at a market place from a video clip or photograph. • Learners to display posters with persuasive messages during market cleaning days. • Learners to discuss the role their parents/guardians play during a market cleaning day	How could we keep our market place clean?

	2.1.2 Keeping safe and secure in the community 2.1.2.1 Responding to strangers	By the end of the sub-strand, the learner should be able to: a) Identify appropriate ways of responding to strangers. b) Respond appropriately to strangers in the community. c) Take personal responsibility in keeping safe to minimize risks.	• Learners to listen actively to a relevant age appropriate case story on responding to strangers. • Learners to watch a video clip on to respond appropriately to strangers • In groups, learners to reflect, share and report back their experiences about responding to strangers • Learners to simulate ways of responding appropriately to strangers.	How could we respond appropriately to strangers?
	2.1.3 Safe and unsafe places in the community	By the end of the sub-strand, the learner should be able to: a) Identify safe and unsafe places in the community b) Maintain personal safety in the community c) Respond appropriately to security threats in the community	• Learners to brainstorm and identify unsafe places in the community • Learners to do age appropriate community mapping to identify and mark the unsafe places. • Learners to recognize signs of unsafe places and situations using the mapping.	What are the safe and unsafe places in the community?

			• Learners to respond appropriately to threats to safety • Learners to role play responding appropriately to strangers • Learners to discuss with their parents/guardians about unsafe places in the community and report back.	
	2.1.4 Safe Travel 2.1.4.1 Basic Road Signs	a) Recognize basic road signs. b) Use basic road signs appropriately to enable safe travel c) Appreciate the use of basic road signs in enabling safe travel	• Learners to play a game on basic road signs. • Learners to observe stimuli materials to recognize basic road signs • Learners to visit a nearby road /children's Park for a demonstration on appropriate use of the basic road signs • Learners to ask their parents/guardian to take them on a safety walk around their neighborhood and report back.	How do basic road enable safe travel?
	2.1.5 Environmental and cultural events in the community	By the end of the sub-strand, the learner should be able to: a) State how cultural events promote	• Learners to brainstorm on environmental and cultural events that promote social	1. How could environmental and cultural events

		environmental and social wellbeing in the community b) Participate in cultural events that promote environmental and social wellbeing in the community c) Develop interest in participating in environmental and cultural events that promote social wellbeing in the community	wellbeing. • Learners to observe stimuli on cultural events in the community for social wellbeing during environmental and cultural events. • Learners to design posters on messages that promote cultural and environ mental events to promote social well being • Learners to inquire from elders, parents /guardians about environmental and cultural events that promote social wellbeing and report back.	promote social wellbeing in the community? 2. How can we participate in cultural events that promote environmental and social wellbeing in the community?
	2.1.6 Seeking for help against harmful cultural practices	By the end of the sub-strand, the learner should be able to: a) Identify harmful cultural practices in the community b) Respond appropriately harmful cultural practices in the community' c) Demonstrate willingness to seek help against harmful	• Learners should be guided to identify harmful cultural practices in the community *(FGM, Cattle rustling, Forced and Early marriages)* • Learners to listen to and talk about stories or other stimulus materials on seeking help against harmful cultural practice	1. Which are the harmful cultural practices 2. How could we get help against harmful cultural practices?

		cultural practices	• Learners to identify safe places *(youth clubs, voluntary organizations and relevant contacts).* • Learners to play a skit on how to seek help against a harmful cultural practice • Learners to make a "safety booklet" containing simple safety rules and where to seek help.	
	2.1.7 Caring for Community Environmental Resources	By the end of the sub-strand, the learner should be able to: a) Identify ways of caring for community environmental resources b) Participate in the care for the environmental resources in the community. c) Appreciate the need for community to care for environmental resources.	• Learners to map out and record resources in the community. • Learners to discuss in groups how the resources should be cared for by the community. • Learners to use a variety of stimuli to show how the community could care for resources. • Learners to design messages to communicate how the community could care for resources. • ;learners to gather information	How can the community care for environmental resources?

			from guardians and parents on care of community resources • Learners to share the messages with the community.	
Core Competences to be developed: Creativity and imagination, communication and collaboration, learning to learn: gathering information from parents/guardians				
Link to PCIs: Citizenship **;**social cohesion; learners discuss roles of community in caring for environmental resources ESD: Environmental Education, harmonious living in the community			**Link to Values:** Responsibility, peace, social justice	
Links to other subjects: Movement and creative activities, Languages on listening to case stories			**Suggested Community Service Learning:** Learners gathering information from parents/guardians.	
Suggested Non formal Activity to support learning through application: sharing messages during community events			**Suggested assessment:** Observation ,oral questions and written work	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently participates in keeping the market place clean and appreciates a clean market.	Participates in keeping the market place clean and appreciates a clean market.	Occasionally participates in keeping the market place clean.	Rarely participates in keeping the market place clean.
Creatively and appropriately responds to strangers in order to keep safe	Responds appropriately to strangers in order to keep safe	Occasionally responds appropriately to strangers in order to keep safe	Rarely responds appropriately to strangers in order to keep safe
Consistently and correctly recognizes signs of unsafe places in the community	Correctly recognizes signs of unsafe places in the community	Irregularly recognizes signs of unsafe places in the community	Unable to recognize signs of unsafe places in the community
Innovatively participates in environmental and cultural events that promote social wellbeing in the community	Participates in environmental and cultural events that promote social wellbeing in the community	Sometimes participates in environmental and cultural events that promote social wellbeing in the community	Infrequently participates in environmental and cultural events that promote social wellbeing in the community
Effectively communicate the importance of caring for environmental resources	Communicate the importance of caring for environmental resources	Sometimes communicate the importance of caring for environmental resources.	Unable to communicate the importance of caring for environmental resources.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 SOCIAL ENVIRONMENT	**2.2 Enterprise projects** **(30 Lessons)** 2.2.1 Exploring the environment for appropriate income generating activities. ,	By the end of the sub-strand, the learner should be able to: a) Determine viable activities to generate income at school b) Participate in income generating activities at school c) Develop interest in undertaking income generating activities.	• Learners to observe varied stimuli materials that be undertaken as income generating activities • Learners to brainstorm and build consensus and build consensus on a suitable income generating activities that could be undertaken by the class (*age appropriate*) • Learners to discuss with parents / guardians on income generating activities that can be carried out at home	Which activities could learners undertake to generate income?

	2.2.2 Using waste responsibly to generate income	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income b) Use waste responsibly to generate income. c) Develop interest in using waste responsibly to generate income and reduce waste.	• Learners to identify different kinds of waste in the school environment that can be used to generate income. • Learners to use stimuli materials to identify ways through which waste are used to generate income. *(Reducing Reusing, recycling*) • Learners to brainstorm and agree on a plan to undertake income generating activities that will use waste from the immediate environment • Learners to implement a project managing waste to generate income.	How could we use waste responsibly to generate income?
Core-competence to be developed Critical thinking and problem solving; reusing and recycling wastes.				
Link to PCI's ESD; Environmental Education; social environments Financial literacy; Enterprise projects **Citizenship;** Social cohesion ;learners share ideas on income generating activities **Education for sustainable development**: Environmental Education			**Link to values:** Responsibility; learners find out from parents income generating activities	
Non-formal activity: Debate on importance of managing waste to generate income			**Suggested community Service Learning/**	

	Find more from parents/guardians on how to sell products
Links to other subject(s): Mathematics; Money	**Suggested Assessment :**Oral questions ,Project work

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Identify and creatively undertake income generating activities and use waste more responsibly to generate income.	Identify and undertake income generating activities and use waste more responsibly to generate income.	Identify and irregularly undertake income generating activities and use waste to generate income.	Unable to identify and undertake income generating activities and use waste to generate income.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARING FOR THE ENVIRONMENT	**3.1 Caring for Plants (5 Lessons)** 3.1.1 Communicating plant protection messages in the school and community.	By the end of the sub-strand, the learner should be able to: a) State why plants need to be protected b) Create persuasive messages on plants protection c) Communicate messages that protect plants in school and community d) Work cooperatively when designing plant protection messages.	• Learners to explore and identify areas where plants have been destroyed in the school or immediate environment. • Learners to brainstorm and create plant protection messages. • Learners to design plant protection messages using print and electronic media. • Learners to display and peer	How could we communicate plant protection messages in school and community?

			asses the plant protection messages. • Learners to recite and sing songs on plant protection messages during the school assembly. • Learners to deliver the plant protection messages to the community through print and electronic media	
Core Competences to be developed: Communication and collaboration, Imagination and creativity and Learning to learn				
Link to PCIs: ESD: Environmental Education ;Care for the environment; caring for plants **ESD:** Safety and security ;learners brainstorm on how to protect plants **Citizenship** ;Protection ;learners recite poems and sing songs on plant protection Life skills, cooperating while creating plant protection messages and peer assessment of messages			**Link to Values:** Responsibility learners deliver plant protection messages through poems songs and posters	
Links to other subjects: Language, Music and Art in reciting poems, singing songs and creating posters			**Suggested Community Service Learning Activities:** communicating plant protection messages to the community in various fora	
Suggested Non Formal Activity to support learning: Share plant protection messages at school assembly ,clubs and societies			**Suggested Assessment:** written and oral work; observation	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly communicates plant protection messages	Correctly communicates plant protection messages	Sometimes communicates plant protection messages	Rarely communicates plant protection messages

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 CARING FOR THE ENVIRONMENT	**3.2 Caring for Animals (5 Lessons)** 3.2.1 Responding to 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.	• In groups. learners to discuss their experiences on how animals are handled in their community. • Learners to use of stimuli to develop understanding of various signs of distress in animals • Learners to visit a nearby farm to learn and practice some care activities for animals • Learners to be addressed by a guest speaker on animal rights, freedoms and appropriate caring activities to alleviate animal distresses	1. What indicates that an animal is in distress? 2. How could we respond to animal in distress?
Core-competence to be developed: Communication and collaboration in group activities				
Links to PCI's: ESD**;** Animal Welfare Education; caring for animals			**Links to values:** Unity; in groups learners discuss how animals are	

Life skills: Effective communication ;learners identify signs of distress in animals	handled in their respective communities
Links to other subject(s): Religious Studies: Animals as God's creation	**Suggested community Service Learning activities:** Learners could be organized to visit the community's points of animal cruelty and pass the developed messages of animal protection from cruelty administered by their handlers
Suggested Non-formal activity to support learning: Debate on animal rights	**Suggested Assessment:** Oral and written work

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently demonstrate knowledge of animals in distress, recognize signs of distressed animals and appreciates the need to carry out activities to alleviate distress animals.	Demonstrate knowledge of animals in distress, recognize signs of distressed animals and appreciates the need to carry out activities to alleviate distress animals.	Sometimes demonstrate knowledge of animals in distress and to some extents recognize signs of distressed animals.	Unable to demonstrate knowledge of animals in distress and recognize signs of distressed animals.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 CARE FOR THE ENVIRONMENT	**3.3 Managing waste (10 Lessons)** 3.3.1 Collecting, sorting and disposing waste in the community.	By the end of the sub-strand, the learner should be able to: a) State ways of managing waste b) Manage waste in the community c) Dispose waste responsibly limit risks to self, others and the environment	• Learners to discuss various types of waste in the community. • Learners to watch a clip on a waste dump site and identify the various types of waste, how they are sorted and disposed. • Learners to reflect think and share their ideas about types of waste and how they could be sorted and disposed. • Learners to demonstrate how to sort and dispose waste in the community. • Learners to carryout simple projects on collecting, sorting and disposing waste.	How could we manage waste in the community?

3.0CARE FOR THE ENVIRONMENT	**3.3.2** Communicating messages on managing waste	a) Create persuasive messages on how to manage waste b) Design media to communicate messages on how to manage waste in the community c) Work cooperatively in designing messages that communicate how to manage wastes in the community.	• Learners to brainstorm on ways of communicating messages on managing waste. • Learners to observe messages on managing waste from appropriate media • learners in groups to create persuasive messages on waste management • Learners to display to the community the created waste management messages.	How could we communicate messages on waste management?
	3.3.3 Engaging parents/guardians in waste management**.**	a) Identify ways of involving parents/guardians in waste management b) Involve Parents/guardians in waste management c) Appreciate the participation of parents/guardians in waste management	• Learners to brainstorm on ways of involving parents in waste management. • Learners to discuss with parents on various ways of managing waste. • Learners to show case ways of managing waste to parents/guardians during school	How could we involve parents/guardians in waste management?

			events day(s)/workshops • Learners to involve parents/guardians in establishing simple waste management projects. • Learners to involve parents/guardians in creating messages on waste management	
Core Competences to be developed: Critical thinking and problem solving, Creativity and imagination, Communication and collaboration				
Link to PCIs: ESD: Environmental education; care for environment; managing waste responsibly **Life skills**; Effective communication ;learners discuss on waste management			**Link to Values:** Responsibility; learners are guided to manage waste	
Links to other subjects: Nutrition and Health, Movement and creative activities in creating messages for waste management			**Suggested Community Service Learning to support learning through application:**design messages to communicate messages on how to manage wastes in the community and involve parents/guardians in waste management	
Suggested Non formal Activity to support learning through application: Organize interclass completion to show case ways of managing waste during school events day(s)/workshops			**Suggested Assessment:** written ,oral questions, project work	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently demonstrates ability to manage waste in the community, creatively design messages to communicate messages on how to manage waste in the community and effectively involve parents/guardians in waste management	Demonstrate ability to manage waste in the community, design messages to communicate messages on how to manage waste in the community and involve parents/guardians in waste management	To some extent demonstrate ability to manage waste in the community, design messages to communicate messages on how to manage waste in the community and involve parents/guardians in waste management	Unable to demonstrate ability to manage waste in the community, design messages to communicate messages on how to manage waste in the community and involve parents/guardians in waste management

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
CARE FOR THE ENVIRONMENT	**3.4 Caring for Soil (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 for soil protection b) Plant trees for soil protection c) Demonstrate willingness to plant trees to protect soil for environmental suitability	• Learners to actively listen to a talk by resource person on the importance of trees in protecting soil • Learners to use varied stimuli material to observe how trees are used to protect soil • Learners to observe demonstration by a resource person on how to establish	How could we protect the soil?

			tree nurseries. • Learners to establish tree nursery and care for the seedlings • Learners to observe a demonstration on how to transplant and plant tree seedlings. • Learners transplant and plant tree to protect soil • Learners to share with parents/guardians on planting tree seedlings.	
	3.4.2. Improving soil	By the end of the sub-strand, the learner should be able to: a) State the importance of applying mulch and manure to the soil b) Use manure and mulch appropriately to improve soil in the community c) Develop interest in caring for the soil for environmental	• Learners o discuss the use of mulch and manure in caring for soil.*(applying manure and mulching)* • Learners to use varied stimuli materials to observe how mulch and manure are used to care for soil. • Learners to observe a demonstration on how to mulch and apply manure to a	

		sustainability	farm. • Learners to mulch and apply manure to a farm. • Learners to share with parents or guardians on the use of mulch and manure in caring for soil.	
Core-competence to be development: Creativity and imagination, Communication and collaboration				
Links to PCI's: ESD-Environmental Education ;care for the environment **Citizenship** –social cohesion ;learners in groups add manure to improve soil		**Links to values:** 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		
Links to other subject(s): Mathematics, Movement and creative activities		**Suggested community Service Learning/Activities:** Learners share with parents or guardians on the use of mulch and manure in caring for soil.		
Suggested Non-formal activity to support learning: mulch and apply manure to the school farm.		**Suggested Assessment:** project work ,written questions and observation		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently demonstrate ability to plant and care for trees to protect soil and show competency in using manure and applying mulch to improve soil in the community.	Demonstrate ability to plant and care for trees to protect soil and show competency in using manure and applying mulch to improve soil in the community.	To some extent demonstrate ability to plant and care for trees to protect soil and show competency in using manure and applying mulch to improve soil in the community.	Unable demonstrate ability to plant and care for trees to protect soil and show competency in using manure and applying mulch to improve soil in the community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
3.0 CARING FOR THE ENVIRONMENT	**3.4.3** Exploring ways of collecting rain water **(10 Lessons)**	By the end of the sub-strand, the learner should be able to: a) Explore ways of collecting rain water in school and the community b) Collect rain water at school and the community c) Appreciate the need of collecting rain water	• Learners to share their experiences on ways of collecting rain water. • Learners to observe a stimuli on ways of collecting rain water in school and community • Learners to explore ways of collecting rain water in school and the community • Learners to improvise means of collecting rain water for use • Learners to enquire from parents or guardians on ways of collecting rain water and report back.	How could we collect rain water in school and community?

	3.4.4 Protecting water sources and reservoirs	By the end of the sub-strand, the learner should be able to: a) Identify ways of protecting water sources and reservoirs from contamination. b) Protect water sources and reservoirs in the community. c) Appreciate the need to protect and care for water sources and reservoirs in the community.	• Learners to observe appropriate stimuli on learners various ways of protecting water sources and reservoirs*(River, lakes, wells spring)* • Learners to identify ways of protecting water sources and the reservoirs • Learners to visit the community and participate in appropriate activities towards protection of water sources and reservoirs • Learners to sing songs / recite poems related to protecting water sources and reservoirs	• How could we protect the water sources and reservoirs from contamination?
Core-competence to be development: Critical thinking and problem solving (protecting water sources and reservoirs)				
Links to PCI's: ESD; Environmental Education; caring for environment **Citizenship;** social cohesion**;** learners work in groups to identify ways of protecting water sources			**Links to values:** respect; sing songs and recite poems related to water sources and reservoirs Responsibility-learners participate in community activities to protect water sources	
Links to other subject(s):, Nutrition and hygiene on care of water.			**Suggested community Service Learning Activities:** Learners are guided to actively participate in community activities that involves protection of water sources and reservoirs	

Suggested Non-formal activity to support learning:	**Suggested Assessment Activities:**
Learners are guided by the teacher to actively participate in community activities that involves protection of water sources and reservoirs	Written work, project work ,oral questions

Suggested Assessment Rubric

Exceeds Expectation	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Creatively display ability to collect rain water and protect water sources and reservoirs in the community.	Display ability to collect rain water and protect water sources and reservoirs in the community.	To some degree display ability to collect rain water and protect water sources and reservoirs in the community.	Unable to display ability to collect rain water and protect water sources and reservoirs in the community.

Strand	**Sub-strand**	**Specific learning outcomes**	**Suggested learning experiences**	**Key inquiry question(s)**
3.0 CARE FOR THE ENVIRONMENT	**3.5 Caring For Energy (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) Engage the community in energy conservation campaigns c) Appreciate the need of working together to	• Learners to observe ways of promoting energy conservation in the community with appropriate media. *(light and heat energy)* • Learners to reflect, think and share their ideas on promoting energy conservation in the community. • Learners to gather information	How could we promote energy conservation?

		promote energy conservation in the community.	about energy conservation in the community from parents/guardians and report back • Learners to compose songs/poems /design posters on energy conservation community. • Learners to use scheduled community events to engage the community in energy conservation activities.	
Core Competences to be developed: Imagination and creativity and Communication and collaboration				
Link to PCIs: ESD; Environmental Education ;care for the environment **Citizenship**; social cohesion learners in groups share ideas on energy conservation			**Link to Values:** Responsibility and unity **;**Collective responsibility in the needs of learners, families and school to work together to promote energy conservation in the community; Effective communication	
Links to other subjects: Languages, movement and creative activities			**Suggested Community Service learning Activities:** Gathering information about energy conservation in the community from parents/guardians and reporting back. Use community events to engage the community in energy conservation activities.	
Suggested Non formal Activity to support learning: share ideas on how they can promote energy conservation in the community during school assembly, in clubs and societies			**Suggested Assessments:** written questions, oral questions, observation	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Innovatively display ability to engage the community in energy conservation campaigns.	Display ability to engage the community in energy conservation campaigns.	To some extent, display ability to engage the community in energy conservation campaigns.	Unable to display ability to engage the community in energy conservation campaigns.

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
- Internet sources
- TV/video/films/slides
- Live Radio Broadcasts
- Digital resources, computer games
- Approved textbooks and other printed resources
- Workbook, Worksheets, Activity sheets
- Resource persons
- Weather instruments
- Artefacts
- 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 minimised by making sure that healthy habits are introduced as the children start their education. Other topics to be covered will include oral and dental health and de-worming.

Learning outcomes for hygiene and nutrition

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 1

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Personal hygiene	**1.1 Care of different parts of the body (14 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify materials used to clean different parts of the body. b) Mention the procedures used to clean different parts of the body. c) Observe a demonstration on cleaning different parts of the body for hygiene purposes d) Use appropriate materials to clean different parts of the body e) Appreciate the importance of a clean body for personal hygiene.	• Learners identify cleaning materials used to clean parts of the body. • Learners observe a demonstration on cleaning parts of their body. • Learners practice how to clean parts of the body using dolls. • Learners clean parts of their body. • Learners maintain a simple daily record on cleaning the body.	1. Why do we clean our bodies? 2. What materials do we use to clean our bodies? 3. How often do we clean various parts of the body?
Core competence to be developed: communication and collaboration, creativity and imagination and Self-efficacy				
Links to PCIs: Life skills – self-awareness, self-esteem,			**Link to values**: responsibility	
Links to other subjects: English – rhymes, role playing Movement and creative activities – songs Mathematics activity – keeping a daily record in cleaning body parts Environmental activity – alternative cleaning materials			**Suggested community service learning activities:** Parental programme on personal hygiene	
Suggested non formal activity to support learning: Present songs and poems during parade/ parents meetings/ public forums and events Participate in charity activities targeting personal hygiene.			**Suggested assessment**: observation, oral questions, written exercises	

Resources: 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**
• able to identify and use the cleaning materials • accurately states the procedures for cleaning body parts • demonstrates ability to care for the various body parts • forms a habit of cleaning the body daily • can teach others how to clean various body parts	• able to identify and use the cleaning materials • able to tell the procedures for cleaning body parts • care for various body parts • develops a habit of cleaning the body daily	• can identify and use some of the cleaning materials • can state some of the procedures for cleaning body parts • demonstrates ability to care for some of the body parts • cleans some parts of the body daily	• not able to identify most of the cleaning materials; not able to use the correct cleaning materials for different body parts • not able to state most of the procedures for cleaning body parts • not able to demonstrate ability to care for most of the body parts • do not clean most of the body parts daily

<table>
<tr><th>Strand</th><th>Sub-Strand</th><th>Specific Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Key Inquiry Question(s)</th></tr>
<tr><td>1.0 Personal Hygiene</td><td>1.2 Toileting

(3 lessons)</td><td>By the end of the sub-strand, the learner should be able to:
a) Identify a toilet/latrine and urinal in the school.
b) Use a toilet/latrine and urinal in their locality
c) Dispose off soiled materials used in the toileting.
d) Practise etiquette in using the toilet in their environment.
e) Appreciate the importance of using the toilet correctly within their environment.</td><td>• Learners locate the ablution block for them to identify a toilet/latrine and urinal.
• Learners identify a toilet/ latrine in various media
• Learnersare guided on how to use the toilet/latrine and urinal and disposing off soiled materials.
• Learners observe simple toileting etiquette such as knocking the door before accessing, flushing the toilet, disposing off used materials appropriately, not eating in the toilet, not talking while using the toilet</td><td>1. Where do we go when we need to relieve ourselves?
2. Where are the toilets located in the school?
3. What materials do we use for toileting purposes?
4. How can I practise good manners when using the toilet?</td></tr>
<tr><td colspan="5">Core competence to be developed: Self efficacy in using the toilet</td></tr>
<tr><td colspan="3">Links to PCIs and Values: self-awareness, self-esteem,</td><td colspan="2">Link to values: responsibility</td></tr>
<tr><td colspan="3">Links to other subjects:
English – rhymes, role playing
Movement and creative activities – songs
Environmental activity – alternative materials for use in toilet, waste disposal
Literacy – vocabulary on the toilet and toilet material</td><td colspan="2">Suggested Community Service Learning activities:Guide others on proper use of the toilet in their environment</td></tr>
<tr><td colspan="3">Non- Formal activity to support learning through application: songs and poems during forums like parents day</td><td colspan="2">Suggested assessment: observation, oral questions, oral reports</td></tr>
<tr><td colspan="5">Resources:pictures, videos on using the toilets, latrines, urinal and toileting materials</td></tr>
</table>

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• can be able to use the toilet/latrine or urinal correctly • identifies and uses the correct toileting material and disposes them off appropriately • confident in using the toilet • observes etiquette when using the toilet • can be able to assist another student use the toilet/latrine or urinal correctly	• can be able to use the toilet/latrine or urinal correctly • identifies and uses the correct toileting material and disposes them off appropriately • confident in using the toilet • observes etiquette when using the toilet	• can be able to use the toilet/latrine or urinal most of the time • needs assistance in using the toilet some of the time • observes etiquette most of the time	• not able to use the toilet or latrine most of the time • not able to use the toilet without assistance most of the time • does not observe etiquette most of the time

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practices	**2.1 Health habits (2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Name health habits that keep away illnesses. b) Demonstrate some of the health habits c) Practise health habits that promote their wellbeing	• Learners identify health habits like handwashing, drinking safe water, adequate sleep and rest from posters, pictures and other multi-media elements. • Learners observe demonstration of some healthy habits such as hand washing and drinking safe water	1. Which are the things that we do to ensure good health? 2. Why do we practise these health habits? 3. When do we practise the health

		d) Appreciate the importance of practising health habits to promote wellbeing	• Learners state how the habits help them to be healthy. • Learners engage in matching activities or story-telling on health habits that promote their wellbeing. • Learners keep a simplified journal on health habits observed.	habits?
Core competence to be developed: Communication and collaboration, Imagination and creativity, learning to learn, self-efficacy				
Links to PCIs: Health education, self-awareness			**Link to values:** Respect	
Links to other subjects; Mathematics: recording hours slept, number of times they wash hands Languages: use of polite language, example, requesting to visit the toilet Environmental activities: correct use of toilet, cycle of diseases Movement and creative activities: singing			**Suggested Community Service Learning:** Guide others to practice good habits for healthy living.	
Suggested non- formal activity to support learning through application Participate in activities held during hand washing day, water day, toilet day. Participate in planting /watering plants used as toileting materials. Present songs, poems, rhymes on hygiene practices during public forums. Visit a prospective sponsor to facilitate provision of sanitation facilities in school e.g tippy taps, water tanks, toilets etc			**Suggested assessment:** observation, oral questions, checking the journal	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• name health habits that promote their well being • keeps an updated journal on health habits practised • sensitizes other learners to practice health habits	• name health habits that promote their well being • keeps an updated journal on health habits practised	• can name some of the health habits that promote well being • keeps a journal on health habits but it is not updated	• cannot name most of the health habits • not able to keep a journal on health habits

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practices	**2.2 Oral hygiene (2 lessons)**	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 teeth c) Appreciate shedding of teeth as a natural process d) Observe hygienic practices during shedding of teeth	• Learners are guided to identify the appearance of teeth during the different stages of development (an infant, a toddler, a school age pupil with all their milk teeth, a school age pupil who has shed some teeth and an adult) through pictures, video clips. • Learners share experiences or story tell about shedding milk teeth during childhood. • Learners are guided to tell the hygienic practices to observe during shedding of teeth such as washing hands, gurgling salty water,	1. What causes teeth to come out? 2. How are lose teeth removed? 3. How do you care for a gum where the tooth has been removed?

			disposal of shed tooth, disposal of soiled materials like cotton wool. • Learners observe hygienic practices during shedding of teeth. • Learners colour or model a tooth.	
Core competence to be developed: communication and collaboration, imagination and creativity, self-efficacy				
Links to PCIs and Values: oral hygiene, self-awareness,empathy			**Link to values:**	
Links to other subjects: Environmental activities – disposal of tooth and soiled materials Mathematic – counting teeth Movement and creativity – drawing a tooth, singing Literacy and languages– tongue twister			**Suggested Community Service Learning:** Learners listen to old people talk about shedding of teeth during childhood	
Non- Formal activity to support learning through application Participate in oral health campaigns through songs, poems, posters			**Suggested assessment:** oral questions, observation	
Resources:				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify milk teeth • tell the hygienic practices during shedding of teeth	• identify milk teeth • tell the hygienic practices during sheddingof teeth	• identify milk teeth • can tell some of the hygienic practices during	• not able to identify milk teeth • not able to tell most of the

• empathize with learners who are shedding teeth		shedding of teeth	hygienic practices during shedding of teeth

Strand	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Health practices	**2.3 Care of the classroom** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Mention reasons for having a clean class for comfort. b) Identify materials used in cleaning aclassroom. c) clean the classroom to ensure their comfort d) Develop responsibility in cleaning the class for their comfort	• Learners are provided with contrasting pictures of a clean and dirty rooms for them to compare and tell the difference. • Learners mention why it is good to have a clean classroom • Learners are guided to identify materials for cleaning the classroom. • Learners explore their classroom and identify areas that need to be cleaned. • Learners clean their classroom. (Activities to be carried out are limited to dusting surfaces, opening windows, collecting litter and disposing in a bin in the classroom, removing cobwebs that are within their reach and arranging furniture in the class). • Learners are guided to develop a simple duty rota to ensure that class cleanliness is maintained. • Learners draw, colour and	1. Why do we keep our classroom clean? 2. What do we need for cleaning the classroom? 3. How do we clean the classroom? 4. How can we continue to keep the classroom clean?

			model cleaning equipment and materials	
Core competence to be developed: learning to learn				
Link to PCIs and values :DRR- correct arrangement of furniture to prevent injury citizenship **-** responsibility			**Link to values:** responsibility	
Link to other subjects: **Environmental studies – caring for the environment** Movement and creativity – drawing, colouring, singing Mathematics – shapes of equipment in the rooms; size , measurement, sorting and grouping Indigenous language - vocabulary			**Suggested Community Service Learning:** Apply skills in cleaning the classroom to the home environment	
Suggested non- formal activity to support learning through application Peer teach others in school or at home on importance of caring for the classroom. Participate in class cleanliness competitions			**Suggested assessment :**observation, oral questions, practical	
Resources:				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• able to tell reasons for having a clean classroom for their comfort • correctly identifies materials and uses them appropriately when cleaning the classroom	• able to tell reasons for having a clean classroom for their comfort • correctly identifies materials and uses them appropriately when cleaning the classroom	• able to tell some reasons for having a clean classroom • Identifies most materials and uses them appropriately when cleaning the classroom • shows some teamwork in	• not able to tell most of the reasons for having a clean classroom • Not able to identify most material; not able to use them appropriately when cleaning the classroom

• shows team work in cleaning the classroom • demonstrates responsibility in cleaning the classroom • able to teach others on how to care for the classroom	• shows team work in cleaning the classroom • demonstrates responsibility in cleaning the classroom	cleaning the class. • demonstrate some responsibility in cleaning the classroom	• not a team player in cleaning the classroom. • not responsible in cleaning the classroom

Strand	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Health practice	**2.4Medicine and other drugs (2 lessons)**	By the end of the sub-strand, the learner should be able to: a) learners are guided to define what is medicine in simple terms b) mention common medicines used in our homes c) explain precautions when handling medicine and other drugs found in the home. d) state reasons for cleanliness when taking medicine e) appreciate cleanliness when taking medicine at home and school	• learners are guided in defining medicine in simple terms • Learners are guided to identify some common forms of medicine (over-the-counter and prescription medicine) • Learners discuss the precautions to take when dealing with medicine and other drugs at home. • Learnersdemonstrate cleanliness when taking medicines.	1. Why do we take medicine? 2. What precautions are needed when handling medicine and other drugs at home 3. Why should we practise cleanliness when taking medicine?
Core competence to be developed: self-efficacy, communication and collaboration				
Link to PCIs : Health education			**Link to values:** responsibility	
Link to other subjects: Mathematics – counting, shapes			**Suggested Community Service Learning activities:**	

Languages – role play	
Suggested non- formal activity to support learning Visit a chemist to see various types of medicine and storage	**Suggested assessment:** observation, oral questions
Resources:	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**below expectation**
• Correctly identifies different forms of medicine used at home • Can tell how to practice cleanliness when taking medicine • Guide other learners in practising cleanliness when taking medicine	• Correctly identifies different forms of medicine used at home • Can tell how to practice cleanliness when taking medicine	• Correctly identifies most forms of medicine used at home • Can tell some of the cleanliness practices when taking medicine	• Not able to identify most forms of medicine used at home • Not able to state most of the cleanliness practices when taking medicine.

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health practice	**2.5 Water (2 lesson)**	By the end of the sub-strand, the learner should be able to: a) name sources of water in their locality b) explain why it is important to drink clean water regularly. c) Appreciate the importance of using clean water for drinking	• Learners name sources of waterin their locality. • Learners explain why it is important to drink clean water regularly. • Learners take an environmental walk to the existing water source in the school or community. • Learnersmention if the sources identified have clean or unclean water.	1. Which are the sources of drinking water at school and home? 2. Do you know where to get drinking water in school and at home? 3. Why is it important to drink clean water? 4. What would make water not good for drinking?
Core competence to be developed: Critical thinking and problem solving, communication and collaboration; creativity and imagination				
Link to PCIs: Health education - communicable diseases: by drinking clean water			**Link to values:**	
Link to other subjects: Environmental subjects – water Movement and creativity – songs Language – expressing ideas Mathematics - counting			**Suggested Community Service Learning activities:**accompany parent/guardian to get clean water for the family, good for drinking	
Suggested non- formal activity to support learning Participate in World water day activities			**Suggested assessment:**oral questions, observation	
Resources:				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• correctly identify sources of water in the locality • can differentiate between clean and unclean sources of water • can correctly identify clean water, good for drinking • able to assist others identify clean water, good for drinking	correctly identify sources of water in the locality can differentiate between clean and unclean sources of water can correctly identify clean water, good for drinking	• can identify most sources of water in the locality • can differentiate between clean and unclean water from most sources in the locality • can identify most sources of clean water, good for drinking	• not able to identify most sources of water in the locality • not able to differentiate between clean and unclean water from sources in the locality • not able to identify clean water, good for drinking

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practices	**2.6Cleaning materials at home** **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) do some simple cleaning activities at home. b) Give reasons for using cleaning materials at home. c) Mention why we need to use cleaning materials without much	• Organize learners to carry out the following activities in groups: -Clean a handkerchief -Brushing teeth • Learners mention the materials they used for cleaning(water,soap,toothpaste) • Learners carry out a simple experiment of putting a bottle under a leaking tap	1. How much toothpaste do you use when brushing teeth? 2. Why should you close taps after use? 3. What happens when you leave soap in water? 4. What have I done today to conserve

		waste. **d)** Appreciate the need for using cleaning material at home without wastage.	and observing how much water is collected after a given period of time. • Learners leave a piece of soap in water overnight and report findings the following day.	a resource?
Core competence to be developed: critical thinking and problem solving; communication and collaboration)				
Link to PCIs and values: Education for sustainable development – financial literacy where learners can be trained to save money by not wasting resources			**Link to values:** responsibility – learners taking personal initiative to reduce wastage of resources	
Link to other subjects: Environmental activities – water Movement and creativity – songs Mathematics – measurement, counting Languages – public speaking			**Suggested Community Service Learning:** participate in making good use of cleaning things at home without wasting	
Non- Formal activity to support learning through application Participate in world water day through presenting poems and songs			**Suggested assessment:** observation, oral questions	
Suggested resources: toothpaste, soap, soap dish, water, tumblers, buckets, basins, pieces of cloth, toothbrush, plastic bottles				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• uses things for cleaning without wasting • can tell reasons for using things without wasting • actively engages in conserving resources and advocates for the same among other learners	• uses things for cleaning without wasting • can tell reasons for using things for cleaning without wasting	• uses most of the cleaning things without wasting • can give some of the reasons why things for cleaning without wasting	• not able to use most of the cleaning things without wasting • cannot give reasons for using cleaning things without wasting

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Foods and Nutrition	**3.1 Food and our senses 1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Mention different foods that they eat at home and at school. b) Identify common foods in the locality. c) Group foods in the locality according to colour, taste, and smell d) Appreciate different foods in the locality.	• Learners mention foods that they eat at home and at school • In groups, learners are provided with an assortment of food items from the locality to identify through sight and taste and smell • learners classify food items according to colour, taste and smell • Learners draw and colour food items found in the locality.	1. Which foods are available in the locality? 2. How do these food items, look, smell, feel or taste like? 3. Which foods have the similar look, feel and taste?

Core-Competence to be developed (*indicate the core competence and how it will be achieved***)** Critical thinking, creativity and imagination				
Link to PCIs: Citizenship – appreciating foods available in the locality			**Link to values:**Patience, cooperation	
Links to other subject(s): Mathematics – shapes Movement and creativity – drawing, colouring, singing Environmental studies – senses, plants/foods in the environment			**Suggested Community Service Learning activities:** attend a wedding or other ceremony or participate during food harvesting season to appreciate diversity of food in terms of texture, colour, shape	
Suggested non-formal activity to support learning through application Visit the market during market day or a nearby farm.			**Suggested assessment:**written, oral questions and observation	
Suggested Resources : An assortment of foods available in the environment				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Exceeding expectation • correctly identifies common foods in their locality using their senses • correctly classify foods according to the way the perceive them • able to classify other foods not	**Meeting expectation** • correctly identifies common foods in their locality using their senses • correctly classify foods according to the way they	**Approaching expectation** • identifies most of the common foods in their locality using their senses • classifies most of the foods according to the way they	**Below expectation** • not able to identify most of the common foods in their locality using their senses • not able to classify most of the foods according to the way

within their locality using their senses	perceive them	perceive them	they perceive them

Strand	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.0 Foods and Nutrition	**3.2 Eating habits (2 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) Mentiontheir likes and dislikes of food and drinks. c) Choose healthy food for strong teeth. d) Appreciate healthy food and unhealthy food for teeth.	• Learners name the foods and drinks they consume on daily basis. • In pairs, learners share experiences on the foods and drinks likes and dislikes. • Learners mention foods that are good and bad for their teeth. • Learners draw and colour, model, foods that are good for their teeth. • Learners are guided to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth.	1. Are the foods I like to eat and drink healthy for my teeth? 2. Are the foods I dislike good for my teeth?
Core-Competence to be developed Self-efficacy, critical thinking, communication and collaboration				
Link to PCIs: Oral health education,			**Link to values:** responsibility, integrity	
Links to other subject(s): Movement and creativity – songs and poems Literacy – types of foods and drinks			**SuggestedCommunity Service Learning**	
Suggested non-formal activity to support learning through application			**Suggested assessment:**keeping a daily log, observation, oral questions	

Participate in oral health campaigns in the community.	
Suggested Resources : a dentist or oral health practitioner, charts, pictures on effects of sugar on teeth	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• name foods and drinks they consume daily • mention their food likes and dislikes • choose good foods for healthy teeth • keep an updated daily log on foods and drinks they choose to eat that are healthy • guide other learners to choose good food for healthy teeth	• name foods and drinks they consume daily • mention their food likes and dislikes • choose good foods for healthy teeth • keep an updated daily log on foods and drinks they choose to eat that are healthy	• names most of the foods and drinks they consume daily • mentions some food likes and dislikes • some foods chosen are not suitable for healthy teeth • keeps a daily log on foods and drinks they choose to eat irregularly	• not able to name most of the foods and drinks they consume daily • not able to mention their likes and dislikes • not able to choose foods that are healthy for their teeth • not able to keep a daily log on food and drinks they choose to eat

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry Question(s)
3.0 Foods and Nutrition	**3.3 Food sources** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Name the different sources of food in their locality. b) Mention plant and animal sources of food. c) Embrace the different sources of food in their locality.	• Organise learners in groups and guide them to identify different sources of food in the locality • Learners classify the foods into plant and animal source. • Learners draw and colour pictures, on sources of food.	1. Which foods do we get from animals? 2. Which foods do we get from plants?
Core-Competence to be developed Critical thinking, creativity and imagination				
Link to PCIs and Values: ESD – appreciating animals as a source of food Parental empowerment and engagement – guiding learners make good food choices for their teeth.			**Link to values** responsibility	
Links to other subject(s): Environmental activities – plants and animals Movement and creative activities – songs and poems Literacy – names of plants and animals			**SuggestedCommunity Service Learning activities:**taking care of animals and plants in their environment	
Suggested non-formal activity to support learning Visit a neighbouring farm to see plants and animals kept and grown as food sources			**Suggested assessment:**oral questions	
Suggested Resources				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• identify different sources of food from their environment • classify foods according to plant or animal source • peer teach others on classification of food sources	• identify different sources of food from their environment • classify foods according to plant or animal source	• can identify most sources of food in their environment • can classify most foods according to plant or animal source	• not able to identify most sources of food in their environment • not able to classify most foods according to plant or animal source

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Foods and Nutrition	**3.4 Dietary needs** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Say how many times they eat in a day. b) Name the food items eaten at the different times of the day. c) Explain that they eat in order to get energy to carry out daily activities. d) Appreciate the importance of eating to provide energy for daily	• Learners tellhow many times they eat in a day; what they eat and drink during those times. Learners name the food items eaten at different times of the day • In groups, learners share experiences on activities that they do during the day. • Learners draw charts showing foods eaten at different times of the day. • Learners are guided to explain that they eat in order to get energy to do daily	1. How many times do you eat in a day? 2. What do you eat during the different times of the day? 3. Why do you need to eat at different times of the day?

		activities	activities	
Core-Competence to be developed Critical thinking				
Link to PCIs: Citizenship – child right and protection: right to eat			**Link to values:**honesty	
Links to other subject(s): Mathematics – circle, sorting, counting, time			**Suggested Community Service Learning activities** 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.	
suggested non-formal activity to support learning participating in the school feeding programme			**Suggested assessment:** oral questions	
Suggested Resources : pictures of food items and activities carried out by learners in a day				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• tell how many times they eat in a day • name the foods eaten at different times of the day • guide others to identify when to eat during the day	• tell how many times they eat in a day • name the foods eaten at different times of the day	• can tell most of the time when they eat in a day • can name most of the foods eaten during different times of the day	• not able to tell the time when they eat during the day • not able to name the foods eaten during the different times of the day

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry Question(s)
3.0 Foods and Nutrition	**3.5 Good behaviour during mealtimes** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Name some good eating habits they have observed during mealtimes. **b)** State why it is important to have good behaviour during mealtimes. **c)** Practices good behaviour during mealtimes	• Learners name some good eating habits they have observed during mealtimes such as chewing food properly, eating food with the mouth closed and using the utensils properly • Learners are guided to explain why it is important to observe good eating behaviour during meal times.	1. Why is it important to observe good behaviour during mealtimes?
Core-Competence to be developed Critical thinking, communication and collaboration				
Link to PCIs and Values: life skills - decision making			**link to values:**	
Suggested non-formal activity to support learning through application			**Suggested assessment:**oral questions	
Suggested Resources: assorted pictures of soft and hard foods.				

Suggested Assessment Rubric

• Consistently identifies 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)**
3.0 Foods and Nutrition	**3.6 Places we buy food** **(2 lessons)**	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 c) Appreciate the different places where they can buy food	• Organise learners in groups and guide them to share experiences on places where food is sold in the community • Learners name the foods bought from the different places • learners role play buying food from different outlets	1. Where do we buy food? 2. What type of food do we buy at the different places?
Core-Competence to be developed Creativity and imagination, communication and collaboration				
Link to PCIs and Values: Financial literacy – food is bought and has a cost which varies with type of food Parental engagement – taking learner for shopping			**Links to values:**	
Links to other subject(s): Environmental studies – our neighbourhood (the market)			**SuggestedCommunity Service Learning activities:**	
Suggested non-formal activity to support learning through application Visit a shopping centre to see the different types of outlets food where food is sold			**Suggested assessment:** observation, oral questions	

Accompany their parents/guardians for shopping	
Suggested Resources : pictures of different food outlets	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify places in the community where food is bought • name foods bought from different places • peer teach on different places to buy food	• identify places in the community where food is bought • name foods bought from different places	• can identify most places where food is bough • can name most of the foods bought from different places	• not able to identify different places where food is bought • not able to name most of the foods bought from different places

Strand	**Sub- strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Questions**
4.0Safety Education	**4.1 Disposal of waste products at home** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) name types of waste at home b) mentions some containers used for putting waste at home c) Sort out the various types of waste at home d) Appreciate the importance of proper	• In groups, learners name some types of waste at home • Learners mention containers used for putting waste at home • In groups, learners share experiences on how they dispose waste at home. • Learners are guided to sort waste appropriately • Learners tell why it is important to dispose waste appropriately.	1. What are some of the waste found at home? 2. Where do we put the waste at home? 3. Why should we dispose waste appropriately?

		disposal of waste at home		
Core Competencies – Critical thinking and problem solving, communication and collaboration				
Link to PCIs: ESD (environmental Education)			**Link to values:**	
Link to Subjects • Environmental activities • Literacy (new words) • Movement and creative activities			**Suggested community service learning activities:**	
Suggested non-formal activity to support learning Participate in the world and environmental day and do songs and poems on waste disposal • Follow up activity on observing and identifying different types of waste on their way to and from school at home and in the neighbourhood and share this in class			**Suggested assessment:** oral questions, observation	
Resources:				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify types of waste at home • identify containers used to put waste at home • sort out different waste at home • peer teach other learners on disposing waste in their environment	• identify types of waste at home • identify containers used to put waste at home • sort out different waste at home	• can identify most of the waste found at home • can identify most of the containers used to put waste at home.	• cannot identify most of the waste found at home • cannot identify most of the containers used to put waste at home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	**4.2 Dangers in the Home** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Explainsome dangers at home and school. b) State the causes of some dangers at home and school. c) Name ways of preventing dangers at home and at school.	• Learners could be guided to identify dangers at home like falls, drowning, suffocation, electrocution, burns. • Learners are guided to state the causes of dangers at home and school e.gsharp edges, slippery floors, broken glass, uncovered pits, rough floors, poorly arranged furniture, electricity sockets and the naked flame • Learners tell stories of their experiences about some of the dangers • Learners' role play on safety measures to avoid these dangers.	1. What are some of the dangers at home? 2. What causes these dangers at home? 3. How do we prevent these dangers at home?
Core Competencies – self-efficacy				
Link to PCIs:		**Link to values:**		
Link to subjects • Environmental activities • Literary – communication skills • Movement and creative activities – role playing		**Suggested community service learning** – in their homes, church and other social places, identify and share some of the dangers and how to prevent them		

Suggested non-formal activity to support learning:	**Suggested assessment:** oral questions
Resources: pictures, realia	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify dangers at home and school • tell causes of dangers at home and school • name ways of preventing dangers at home and school • report any danger cited.	• identify dangers at home and school • tell causes of dangers at home and school • name ways of preventing dangers at home and school .	• identifies most of the dangers at home and school • can tell most of the causes of dangers at home and school • can name ways of preventing dangers at home and school	• not able to identify most of the dangers at home and school • not able to tell most of the causes of dangers at home and school • not able to name ways of preventing dangers at home and school.

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Questions**
4.0 Safety Education	**4.3 Proper handling of raw food** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) name foods eaten raw within their locality b) State how to choose food to be eaten raw. c) Wash raw foods before	• Learners to be provided with an assortment of various foods and guided to identify those eaten raw • Learners are guided to state factors to consider when choosing raw • In groups, learners are guided to	1. Which foods can be eaten raw? 2. How do we choose foods to be eaten raw? 3. How do we wash foods to be eaten

		eating d) Appreciate the importance of washing raw foods before eating.	wash foods to be eaten raw • Learners could peer teach on how to wash raw foods before eating.	raw?
Core competencies • Communication and collaboration • Digital literacy • Critical thinking and problem solving				
Link to PCIs • Health education • Personal hygiene and communicable diseases			**Link to values:** responsibility	
Link to other subjects • Environmental activities – plants • Literacy – new words			**Suggested community service learning activities** A visit to the nearest market to find out the conditions under which foods to be eaten raw are handled and share the experiences with their parents and friends	
Suggested non formal activities to support learning			**Suggested assessment:** observation, oral questions	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify foods that can be eaten raw • tell how to choose foods to be eaten raw • wash foods to be eaten	identify foods that can be eaten raw tell how to choose foods to be eaten raw wash foods to be eaten raw	• identifies most foods that can be eaten raw • can tell most of the factors to consider when choosing foods to be eaten raw	• not able to identify most of the foods that can be eaten raw • not able to tell most of the factors in choice of foods to

raw • peer teach how to wash foods to be eaten raw		• can wash food to be eaten raw with minimal assistance	be eaten raw • cannot wash food to be eaten raw without assistance

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Questions**
4.0 Safety Education	**4.4 Dangerous household chemicals (1 lesson)**	By the end of the sub-strand, the learner should be able to: a. Mention some dangerous chemicals used at home b. State the dangers caused by some chemicals used at the home c. Embrace the need to avoid handling dangerous chemicals at home	• Learners are guided to identify some dangerous chemicals used at home • Learners listen to stories or watch a video on dangers caused by dangerous chemicals used at home. • Learners draw and colour pictures of dangerous chemicals used at home.	1. Which are some of the dangerous chemicals used at home? 2. What are some of dangers caused by these household chemicals?
Core competencies – self-efficacy				
Link to PCIs – ESD – DRR		**Link to values:** – responsibility		
Link to other subjects • Environmental activities • Language (listening skills)		**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:	**Suggested assessment:** oral questions
Resources:	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify dangerous chemicals used at home • tell the dangers caused by dangerous chemicals used at home • peer teach others of the dangers posed by dangerous chemicals used at home	• identify dangerous chemicals used at home • tell the dangers caused by dangerous chemicals used at home	• identifies most of the dangerous chemicals used at home • can tell most of the dangers caused by dangerous chemicals used at home	• not able to identify most of the dangerous chemicals used at home • not able to tell most of the dangers caused by dangerous chemicals used at home

GRADE 2

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Personal Hygiene	**1.1 Use and care of personal items** **(8 lessons)**	By the end of the sub-strand, the learner should be able to: a) Name items that are used to clean their bodies b) State the procedure used when cleaning personal items. c) Clean personal items to promote cleanliness for self and others d) Give reasons why we should not share personal items. e) Identify materials that can be used to improvise personal items f) Appreciate the importance of caring for personal items to promote cleanliness for self and others	• In groups, provide learners with an assortment of materials used in personal hygiene. • Learners sort and name the materials according to those they use personally and those that they share with others. • Learners mention how they can clean their personal items • Learners clean their personal items like toothbrush, comb, face towel, handkerchief. • Learnersstate why they should not share personal items. • Learnersidentify materials that can be improvised for personal care. • In groups, learners peer teach on how to clean personal items.	1. What are personal items? 2. How do we clean personal items? 3. Why should we not share personal items? 4. What other materials can we use to improvise for personal items?
Core-Competence to be developed Self-efficacy				
Link to PCIs: Health education – communicable diseases; personal hygiene – by not sharing personal			**Link to values**: responsibility	

items Service learning and parental engagement- programme to ensure that learners have personal items that are properly cared for and replaced when worn out.	
Links to other subject(s): Movement and creativity – drawing, colouring, singing Literacy – items for personal hygiene	**Suggested Community Service Learning** Songs and poems on safe use of personal items to be presented in church, parents meeting
Suggested non formal activity to support learning: cleaning activities in science club	**Suggested assessment**: observation, oral questions
Suggested Resources : doll, cleaning materials, water, soap,	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• correctly identifies personal items • name materials that can be used to improvise for personal item • tell the procedure for caring for personal items • care for personal items • tell why we shouldnot share personal items to promote good health • can peer teach the correct procedures of taking care of personal items	• correctly identifies personal items • name materials that can be used to improvise for personal item • tell the procedure for caring for personal items • care for personal items • tell why we shouldnot share personal items to promote good health	• correctly identifies most personal items • name most materials that can be used to improvise for personal items • can tell most of the procedures for caring for personal items • can tell most of the reasons for not sharing personal items to promote good health	• not able to identify most of the personal items • not able to name most of the materials that are used to improvise for personal items • not able to tell most of the procedures for caring for personal items • not able to tell reasons for not sharing personal items to promote good health

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practices	**2.1 Healthy habits** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Name food items taken during breakfast. b) State the importance of eating breakfast as a healthy habit. c) Appreciate the importance of taking breakfast in the morning.	• Learnersidentify breakfast as a meal taken after a long period of not having eaten (at night). • Learners name items they ate and drank in the morning. • In groups, learners discuss why they need to eat breakfast. • Learners keep a daily record of foods eaten for breakfast. • Learners draw foods eaten for breakfast and colour them.	1. What is breakfast? 2. What did you eat and drink in the morning? 3. Why is it important to eat and drink something in the morning?
Core-Competence to be developed Self-efficacy				
Link to PCIs: Parental empowerment – provide learners with something to eat in the morning.			**Link to values**: responsibility, communication	
Links to other subject(s): Movement and creativity – drawing, colouring, singing songs Mathematics – counting number of times they take water			**SuggestedCommunity Service Learning:**	
Non-Formal Activity to support learning			**Suggested assessment**: observation, oral questions	

Sing songs and recite poems during parents meeting	
Suggested Resources :chart, colours, crayons	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identifies breakfast as a time of eating after a long period of not eating • names food items that are eaten for breakfast • tell why it is important to eat breakfast • keeps an updated record on items eaten for breakfast	• identifies breakfast as a time of eating after a long period of not eating • names food items that are eaten for breakfast • tell why it is important to eat breakfast • keeps a record on items eaten for breakfast	• identifies breakfast as a time of taking meals but not after a long period of not eating • names most food items that are eaten for breakfast • can give some reasons why it is important to eat breakfast • keeps a record of items eaten for breakfast but irregularly	• not able to identify what period of eating breakfast is • not able to name most food items taken for breakfast • not able to give reasons why it is important to eat breakfast • not able to keep a record of items eaten for breakfast

<table>
<tr><th>Strand</th><th>Sub-strand</th><th>Specific Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Key Inquiry Question(s)</th></tr>
<tr><td>2.0 Health Practices</td><td>2.2 Oral hygiene (1 lesson)</td><td>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 well-being.
d) Appreciate good oral habits to promote their well being</td><td>• In groups learners share experiences on things that they do with their teeth.
• Learners are guided to identify good oral habits like brushing teeth at least twice a day and bad oral habits like nail biting, pencil chewing, tongue thrusting and lip biting using pictures, video clips and illustrations.
• Learners are guided to keep a simple record on the number of times they brush teeth in a day.
• learners sing songs and recite poems on good and harmful oral habits</td><td>1. What things do I do that are good for my teeth?
2. What things do I do that are harmful for my teeth?
3. How many times do I brush my teeth in a day?</td></tr>
<tr><td colspan="5">Core-Competence to be developed
Self-efficacy</td></tr>
<tr><td colspan="3">Link to PCIs
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</td><td colspan="2">Link to values: responsibility</td></tr>
<tr><td colspan="3">Links to other subject(s):
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</td><td colspan="2">Suggested Community Service Learning activities:</td></tr>
<tr><td colspan="3">Non-Formal Activity to support learning through application:</td><td colspan="2">Suggested assessment: observation</td></tr>
<tr><td colspan="5">Suggested Resources : Oral dental hygiene practitioner, pictures of teeth showing effects of good oral habits and poor oral habits</td></tr>
</table>

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• identify good oral habits that promote development of health teeth • identify harmful oral habits that damage teeth • keep an updated record on the number of times they brush their teeth	• identify good oral habits that promote development of health teeth • identify harmful oral habits that damage teeth • keep a record on the number of times they brush their teeth	• identify some oral habits that promote development of healthy teeth • identify some oral habits that damage teeth • keeps an irregular record on the number of times they brush their teeth	• not able to identify most of the oral habits that promote development of healthy teeth • not able to identify most of the oral habits that damage teeth • not able to keep a record on the number of times they brush their teeth

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning	Key Inquiry Question(s)
2.0 Health practices	**2.3 Care of the home** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Identify the various rooms in a house b) Mention the use of the various rooms in a house c) Name equipment and furniture used in the various rooms in a house d) Appreciate the use of different rooms in a house	• Learners describe their house to each other and are guided to identify common areas/rooms in their houses. • learners statethe use of different rooms in a house • Learners are guided to sort out equipment for different rooms in a house based on the activities that are carried out in those rooms • Learners draw and colour pictures of equipment used in different rooms in a house; role play the use of different rooms in a house	1. Does your home have different rooms or areas? 2. Which are these different rooms/areas in your home? 3. What are the main activities carried out in these rooms/ areas? 4. Which are some of the equipment found in these rooms/areas?

Core competence to be developed: Critical thinking and problem solving	
Link to PCIs: DRR- Everything in a house is supposed to be used in the appropriate place to avoid hazards	**Links to values:** Responsibility
Link to other subjects: Languages – role playing, matching Movement and creativity – drawing, colouring, modelling, singing Mathematics – shapes of equipment in the rooms; size , measurement	**Suggested Community Service Learning**
Suggested non- Formal activity to support learning Compose and present poems and songs on correct use of rooms in a house to avoid hazards	**Suggested assessment:** observation, oral questions
Suggested resources: pictures of equipment used in various rooms in a house	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identifies various rooms in a house • mention the use of various rooms in a house • list equipment used in various rooms in a house • draw a picture showing the equipment used in various rooms in a house	• identifies various rooms in a house • mention the use of various rooms in a house • list equipment used in various rooms in a house	• identifies most rooms in a house • mentions the use of most of the rooms in a house • list most equipment used in various rooms in a house	• not able to identify most rooms in a house • not able to mention the use of most rooms in a house • not able to list most of the equipment found in various rooms in a house

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health practices	**2.4 Cleaning of utensils (3 lesson)**	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 usedat home and school d) Appreciate the importance of cleaning the utensils at home	• Learners mention reasons for clean utensils at home. • Learners identify materials for cleaning the utensils in the house. • In groups learners practise cleaning, drying and storing the utensils. • Learners peer teach on how to clean, dry and store utensils.	1. Why do we clean utensils? 2. What do we use to clean the utensils? 3. How do we clean the utensils? 4. How do we dry and store the utensils?
Core-Competence to be developed Self efficacy				
Link to PCIs and Values: Life skills			**Link to values**: responsibility	
Links to other subject(s): Environment (disposal of cleaning water, Literacy (acquisition of vocabulary			**Suggested Community Service Learning:**	
Suggested non-Formal Activity to support learning:			**suggested assessment:** observation, oral questions	
Suggested Resources: realia (utensils) and cleaning materials				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• state reasons for cleaning utensils • identify materials for cleaning utensils • clean, dry and store utensils • peer teach on how to clean, dry and store utensils	• state reasons for cleaning utensils • identify materials for cleaning utensils • clean, dry and store utensils	• state most reasons for cleaning utensils • identify most of the materials used for cleaning utensils • can clean, dry and store most of the utensils	• not able to state most of the reasons for cleaning utensils • not able to identify most of the materials used for cleaning utensils • not able to clean, dry and store most of the utensils

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health practices	**2.5 Effects of second hand smoke (2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Name some harmful drugs and substances in the community b) Mention some drugs that produce smoke c) State the effects of second hand smoke on health d) Develop efficacy in avoiding second hand smoke	• learners are guided to identify the harmful drugs common in their community (tobacco, alcohol and other harmful drugs in the community) using pictures, video clips and illustrations • learners identify drugs that produce smoke • Learnersstate the effects of second hand smoke from the harmful drugs.	1. Which are some of the harmful drugs in the community? 2. Which are some of the drugs that produce smoke? 3. Why is it important to keep off second hand smoke?

Core-Competence to be developed Self-efficacy	
Link to PCIs: Life skills, Effective communication - morality	**Link to values:** effective communication
Links to other subject(s): Language- use of polite language in stopping second hand smoking, Literacy – names of drugs	**Suggested Community Service Learning:**
Suggested non-formal activity to support learning through application Putting posters on' No smoking' in and around the school compound	**Suggested assessment:** assess journals kept, oral questions, reports, written exercise
Suggested Resources : Flash cards, posters, pictures	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• name harmful drugs available in the community • identify drugs that are smoked • tell of the effects of second hand smoke • keeps an updated journal on action taken to prevent second hand smoke	• name harmful drugs available in the community • identify drugs that are smoked • tell of the effects of hand smoke • keeps a journal on action taken to prevent second hand smoke	• name most of the harmful drugs available in the community • identify most drugs that are smoked • tell most effects of second hand smoke • keeps a journal, though does not record regularly, on action taken to prevent second hand smoke	• not able to name most of the harmful drugs available in the community • not able to identify most drugs that are smoked • not able to keep a journal on action taken to prevent second hand smoke

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Health Practice	**2.6 Water contamination (2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Mention how water is contaminated in the environment b) Identify ways in which water in their locality is contaminated c) Observe changes on water that is contaminated	• Learners are guided to carry out a simple experiment to illustrate how water is contaminated. • Learners identify ways in which water is contaminated in the environment. • Learners carry out an experiment that will enable them observe physical changes that occur in contaminated water. • In groups, learners conduct an experiment where water is put in two containers, one is covered while the other container is left uncovered for some days and then observe what happens to the water.	1. What is water contamination? 2. How is water contaminated? 3. What happens when water is contaminated?
Core-Competence to be developed Critical thinking and problem solving				
Link to PCIs: Citizenship – rights and responsibilities to take care of water sources for the benefit of all			Link to values: responsibility	
Links to other subject(s): Environmental activities - water			**SuggestedCommunity Service Learning:**	
Non-Formal Activity to support learning: Participate in world water day activities e.g charity walks, reciting poems, singing songs			Suggested assessment: oral questions, observation, oral reports	
Suggested Resources :charts, pictures, water, soil, ink, leaves, grass, water containers for experiment				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• tell how water is contamination • identify ways in which water is contaminated • identify and record changes in water left uncovered • takes initiative to prevent water contamination in their environment	• tell how water is contamination • identify ways in which water is contaminated • identify and record changes in water left uncovered	• has a fairly good idea how water is contaminated • identify most of the ways in which water is contaminated • identifies and records most of the changes in water left uncovered	• not able to tell how water is contaminated • not able to identify most of the ways in which water is contaminated • not able to identify and record changes in water left uncovered

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Health practices	**2.7 Re-using things at home (2 lessons)**	By the end of the sub-strand, the learner should be able to: a) mention ways of re-using water and soap in the home b) Make a soap gel from left over soap c) Appreciate re-using water and soap to minimize wastage in the home.	• Learners are guided to identify activities at home that use water or soap in the home like washing clothes, washing dishes, washing hands, washing fruits and vegetables. • Learners are guided to state how else the water from those activities can be re-used • Learners are observe a demonstration on how to make a soap gel using left over soap from home. • Learners practice how to make the soap gel and use it for hand	1. What do we use water and soap for? 2. How can we re-use water and soap? 3. how do we make a soap gel? 4. Why do we re-use water and soap?

			washing	
Core-Competence to be developed Critical thinking and problem solving				
Link to PCIs and Values: ESD- environmental education on resource management, citizenship- social cohesion			**Link to values:** responsibility	
Links to other subject(s): Environmental studies			**Suggested Community Service Learning:**	
Suggested non-formal activity to support learning through application: Participate in the world water day celebrations.			**Suggested assessment:** observation, oral questions	
Suggested Resources ; bottles, soap flakes from left over soap				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify ways of reusing soap and water at home • tell the procedure of making a soap gel • make a soap gel using left over soap use soap gel made from left over soap	• identify ways of reusing soap and water at home • tell the procedure of making a soap gel • make a soap gel using left over soap	• identifies most ways of reusing soap and water at home • tells most of the steps in the procedure of making a soap gel • make a soap gel that is fairly good	• not able to identify most of the ways of reusing soap and water at home • not able to tell most of the steps in the procedure of making a soap gel • not able to make a good soap gel

<table>
<tr><th>Strand</th><th>Sub-Strand</th><th>Specific Learning Outcomes</th><th>Suggested learning experiences</th><th>Key Inquiry Questions</th></tr>
<tr><td>3.0 Foods and nutrition</td><td>3.1 Food and Our Senses
(2 lessons)</td><td>By the end of the sub-strand, the learner should be able to:
a) Identify the four basic tastes (sour, bitter, sweet and salty) in a variety of foods
b) Classify foods according to their tastes
c) Appreciate the different tastes of different foods</td><td>• In groups,guide learners to share experiences on taste of varied food by providing with them with pictures of food items that have varied tastes.
• Learners sort out food items according to taste using pictures or realia.
• Learns draw some foods and indicate their taste
.</td><td>1. Which are the four basic tastes of food?</td></tr>
<tr><td colspan="5">Core competence
Critical thinking and problem solving</td></tr>
<tr><td colspan="3">Link to PCIs
Health education- lifestyle diseases</td><td colspan="2">Link to values: responsibility</td></tr>
<tr><td colspan="3">Link to other subjects
• Movement and creative – matching of foods and tastes
• Environment – plants and animals
• Language – communication skills and vocabulary</td><td colspan="2">Suggested community service learning activities:
Learners to identify other foods in their locality and identify their tastes</td></tr>
<tr><td colspan="3">Suggested non formal activity to support learning: report on food eaten at home,</td><td colspan="2">Suggested assessment:
oral reports, oral questions, observation, score card on tastes</td></tr>
<tr><td colspan="5">Resources: realia, pictures, photos and videos of food items</td></tr>
</table>

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• identify the four basic tastes of food • classify food into the four basic tastes • identify taste of other food other than those presented in class	• identify the four basic tastes of food • classify food into the four basic tastes	• identify three of the basic tastes correctly • classify most of the foods according to taste	• identifies less than two of the basic tastes correctly • not able to classify most foods according to taste

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	**3.2 Eating habits** **(2 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.	• In groups, the learners could be guided to share experiences on the foods their family members and friends eat and drink. • In groups the learners identify the likes and dislikes of food of their family members and friends. • Learners are guided to tell why different people like different foods. • Role play food selection for their friends and family members. • Draw and colour foods that	1. What foods and drinks are taken in our families? 2. What foods are liked or disliked by our family members and friends? 3. Why do different families and people like different foods?

			their friends and family members like and dislike.	
Core competences to be developed: Critical thinking and problem solving				
Link to PCIs: Health education (lifestyle diseases)			**link to values** :communication, acceptance	
link to other subjects: • Environmental activities (plants and animals) • Literacy (vocabulary on locally available foods) • Language activities (communication skills)			**Suggested community service learning activities**: Sing songs and recite poems in school forums in relation to eating habits and values	
suggested non formal activity to support learning: eating together with friends during break and lunch time and getting to see what friends eat;			**suggested assessment** : oral reports	
resources: pictures, charts and realia of foods eaten				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify foods eaten by friends and family members • identify food likes and dislikes of family and friends • tell why different families and people like different foods • encourages others to take different kind of foods	• identify foods eaten by friends and family members • identify food likes and dislikes of family and friends • tell why different families and people like different foods	• identifies most of the foods eaten by friends and family members • identifies most food likes and dislikes of family and friends • can tell why different families and people like different foods	• not able to identify most of the foods eaten by friends and family • not able to identify most food likes and dislikes of family and friends • not able to tell why different families and people like different foods

<table>
<tr><th>Strand</th><th>Sub strand</th><th>Specific Learning Outcomes</th><th>Suggested learning experiences</th><th>Key Inquiry Questions</th></tr>
<tr><td>3.0 Foods and Nutrition</td><td>3.3 Meals and Snacks

(1 lesson)</td><td>By the end of the sub-strand, the learner should be able to:
a) state the number of meals taken in a day.
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.</td><td>• Learnersare guided to identify the number of meals taken in a day.
• Learners are guided to differentiate between meals and snacks using realia and pictures.
• Learnersare guided to tell when they should take meals and snacks.</td><td>1. How many meals do we take in a day?
2. What is the difference between a meal and a snack?
3. Why should we take meals and snacks at the right time?</td></tr>
<tr><td colspan="5">Core competence: Self efficacy</td></tr>
<tr><td colspan="3">Link to PCIs: Health education (lifestyle diseases)</td><td colspan="2">Links to values: responsibility</td></tr>
<tr><td colspan="3">links to other subjects:
• Environmental activities (plants and animals as sources of food)
• Literacy (locally available foods)
• Language activities (new words)
• Mathematics – no meals in a day</td><td colspan="2">Suggested community service learning activities:
Inquire more from their family members about healthy snacks available in the local community</td></tr>
<tr><td colspan="3">Suggested non formal activities to support learning: meal times in school</td><td colspan="2">Suggested assessment: oral questions</td></tr>
<tr><td colspan="5">Resources: pictures of meals and snacks available in the locality, videos of people taking meals and snacks</td></tr>
</table>

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Exceeds expectations • identify the number of meals taken in a day • differentiate between a meal and a snack • guide other learners on when to take a meal or a snack	**Meets expectations** • identify the number of meals taken in a day • differentiate between a meal and a snack	**Approaches expectations** • identify the number of the meals taken in a day but cannot differentiate between a meal and a snack	**Below expectations** • cannot identify the number of meals in a day and cannot differentiate between a meal and a snack

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	**3.4 Classification of food (2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Mention foods we get from plants within our locality b) Group foods according to the different parts of the plants we get them from c) Mentionfoods we get from animals within our locality d) Appreciate the importance of animals and plants as sources of food	• Learners are guided to identify foods they get from plants within their locality. • learners group foods from plant sources according to the parts of the plant they are derived from such as leaves, roots, seeds, flowers, stem • Learners are guided to identify animals and the kind of food we get from those animals. • Learners draw and colour food sources.	1. What foods do we get from plants? 2. Which foods do we get from the different parts of the plant? 3. What foods do we get from animals?

Competencies to be developed: Critical thinking and problem solving	
Links to PCIs: ESD – environmental education and animal welfare	Link to values:
links to other subjects: • Environmental activities (plants and animals) • Language activities (vocabulary) • Indigenous language (foods in the local language)	**Suggested community service learning activities:** Visit a nearby farm to observe animals and plants that serve as sources of food
suggested non formal activities to support learning: visit to school farm or neighbouring farm; nature walk	**suggested assessment**: observation, written exam, oral questions
Resources: realia, photos, pictures, videos, drawings of plant and animal sources of food	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• identify foods from plants within their locality • classify foods according to the parts of the plant they come from • identify food from animal and animal sources • peer teach on plant and animal source from their locality	• identify foods from plants within their locality • classify foods according to the parts of the plant they come from • identify food from animal and animal sources	• identifies most foods from plants within the locality • classifies most of the foods according to the parts of the plant they come from • identifies most of the food from animal and animal sources	• not able to identify most foods from plants within the locality • not able to classify most of the foods according to parts of the plants they come from • not able to identify most of the food from animal and animal sources

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	**3.5 Dietary needs for school going children**	By the end of the sub-strand, the learner should be able to: a) Name foods eaten by school going children in	• Learners name different types of food they eat. • Learnersare guided to share experiences on the amount of	1. What type of food do you eat? 2. How much food do you eat?

	(2 lessons)	their locality b) Mention dangers of eating too much or too little food for their well-being c) State the importance of eating enough food for good health.	food they eat. • Learners listen to stories and experiences on dangers of eating too much and too little. • Learners are guided to tell the importance of eating enough food for good health.	3. What happens if you eat too much or too little food? 4. Why is it important to eat food that is enough?
Core competences to be developed: Critical thinking and problem solving				
Links to PCIs: Citizenship – child care and protection			**Link to values**: Decision making, self-awareness	
Links to other subjects: • Religious activities (minding others welfare) • Mathematics (size and amount of food) • Movement and creativity (texture of food)			**Suggested community services learning activities**:	
Suggested non formal activity to support learning: school feeding programme			**Suggested assessment**: oral report, oral questions	
Resources: pictures showing effects of too much or too little eating (obesity, wasted and stunted children), pictures on types of food children eat				

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identify foods eaten by school going children in their locality • mention dangers of eating too little or too much food • tell the importance of eating	• identify foods eaten by school going children in their locality • mention dangers of eating too little or too much food • tell the importance of eating	• identifies most foods eaten by school going children in their locality • mention most dangers associated with eating too much or too little food	• not able to identify most foods eaten by school going children in their locality • not able to mention most dangers associated with eating too much or too little

enough food • peer teach on dangers of eating too much or too little	enough food	• tell most of the factors on importance of eating enough food	food • not able to tell most of the factors on importance of eating enough food

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Questions**
3.0 Foods and Nutrition	**3.6 Good eating habits** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) explain how food is apportioned in a plate. b) Identify suitable foods that promote good health when apportioning. c) appreciate variety of foods on a plate	• Learners draw a plate and indicate how food can be apportioned on the plate. • Learners are guided to apportion food on a plate using realia, demonstration, illustration, pictures, video clips, and simulations. • Learners are guided to show correct quantity, variety and colour in food selection.	1. How do I apportion food on a plate?
Core competences to be developed: self-efficacy				
Links to PCIs: Health education – lifestyle diseases			**Links to values**: responsibility	
Links to other subjects: • Language activities (vocabulary) • Environmental activities (plants and animals) • Mathematics (counting on daily log)			**Suggested community service learning activities**: Sing songs and recite poems on the importance of breakfast in school forums	
Suggested non formal activity to support learning: wedding ceremonies and get together; school lunch programmes			**Suggested assessment**: oral reports	
Resources: plates, manilla paper, drawing paper, colours, crayons, pictures of food items, videos				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• tell how food is apportioned in a plate • identify suitable foods on a plate to promote good health • guide other learners on how to apportion food on a plate	• tell how food is apportioned in a plate • identify suitable foods on a plate to promote good health	• tells how to apportion food on a plate but not able to identify suitable foods	• not able to tell how food is apportioned nor identify suitable foods

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	**3.7 Advertisement of food** **(1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Identify an advertisement on food b) tell the effects of food advertisements on their feelings. c) Tell how advertisement can influence their choice of food	• learners are guided to identify an advertisement on food from media (print and audio visual). • learners share experiences on how advertisements makes them feel. • learners are guided to tell how advertisement can influence choice of foods.	1. how do advertisements on food make you feel? 2. do advertisements influence your choice of food?
Core competences to be achieved: critical thinking				
Link to PCIs: Life skills and value education			**Link to values**: responsibility	
Link to other subjects:			**Suggested community service learning**	

• Language activities self expression on choice of food advertisements)	**activities:** Collect posters and newspapers cuttings on informative food advertisements and put them on the school noticeboard for others to see
Suggested non formal activity to support learning:	**Suggested assessment**: oral questions
Resources:	

Suggested Assessment Rubric

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
• identifies an advertisement • tells the effect of advertisement on their feelings • tells how advertisement affects choice of food • can choose healthy foods not influenced by advertisements and guide others to do the same	• identifies an advertisement • tells the effect of advertisement on their feelings • tells how advertisement affects choice of food • can choose healthy foods not influenced by advertisements	• can identify an advertisement on food with some assistance • can tell effect of advertisement on feelings but not able to make healthy food choices	• not able to identify advertisements on food. • not able to tell effect of advertisement on feelings. • not able to make healthy food choices

Strand	**Sub-Strand**	**Suggested Learning Outcomes**	**Suggested learning experiences**	**Key Inquiry Questions**
4.0 Safety Education	**4.1 Types of waste in the classroom and its disposal.** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify types of waste found in the classroom b) Identify containers used for putting waste in the classroom	• learners are guided to identify the various types of waste in the classrooms using realia • Learners are guided to identify containers	1. What waste is found in the classroom? 2. Where do we put waste in the classroom? 3. How do we dispose waste in the

		c) Practice waste collection and proper disposal of the waste found in the classroom d) Mention the importance of waste disposal in the classroom e) Appreciate the importance of proper disposal of waste in the classroom	used to put waste in the classroom using pictures, illustration or video clips • learners are guided to dispose waste from the classroom appropriately using demonstration • Learners practise waste disposal in their classroom. • learners are guided to tell the importance of proper waste disposal in the classroom • Learners sing songs and recite poems on the importance of disposal of waste	classroom? 4. Why should we dispose waste appropriately in the classroom?
Core competences to be developed: critical thinking and problem solving				
Link to PCIs: ESC (Environmental education)			**Link to values**: responsibility	
Link to other subjects: • Environmental activities • Movement and creative activities			**Suggested community service learning activities:** Participate in world environmental day through poems and songs on proper disposal of waste	
Suggested non formal activity to support learning: class cleanliness competition, talking walls			**Suggested assessment**: observation	
Resources: dustbin, talking wall, notice sign to show location of dustbin				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• identify types of waste found in the classroom • identify container where waste is put • mention the importance of waste disposal in the classroom • disposes off waste appropriately in the classroom and advocates for the same.	• identify types of waste found in the classroom • identify container where waste is put • mention the importance of waste disposal in the classroom • practise waste collection and proper disposal of waste in the classroom	• identifies most types of waste found in the classroom • identifies the container where waste is put but irregularly disposes off waste appropriately in the classroom	• not able to identify most types of waste • not able to identify where the waste container in the classroom • rarely disposes off waste appropriately in the classroom

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	**4.2 Dangers in the classroom (1 lesson)**	By the end of the sub-strand, the learner should be able to: a) Identify dangers in the classroom b) Name the causes of dangers in classroom c) Tell how to prevent dangers in the classroom d) Develop responsibility in preventing dangers in the classroom	• Learners are guided to identify dangers in the classroom using pictures or video • In groups learners listen to stories and share experiences of the dangers they have encountered or witnessed in the classroom. • learners are guided to name the causes of dangers in the	1. what kind of dangers are there in the classroom? 2. what causes these dangers in the classroom? 3. how can these dangers in the classroom be prevented?

			classroom • learners are guided to tell how they can prevent dangers in the classroom using demonstration, pictures and illustrations. • learners are guided to develop a duty rota to arrange the class and report any dangers in the classroom	

Core competences to be developed: self-efficacy	
Link to PCIs: ESD – DRR, safety and security	**link to values**: responsibility
Links to other subjects: • Environmental activities • Language activities (vocabulary)	**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
Resources:charts on well-arranged classroom	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
• identify dangers of the classroom • name causes of dangers in the classroom • mention safety precautions to observe to prevent accidents in the classroom • attends to duties allocated in ensuring the classroom is safe and reports any dangers • makes effort to attend to some of the things that pose danger in class	• identify dangers of the classroom • name causes of dangers in the classroom • mention safety precautions to observe to prevent accidents in the classroom • attends to duties allocated in ensuring the classroom is safe and reports any dangers observed	• identifies most dangers in the classroom • names most of the causes of dangers in the classroom • mentions most safety precautions to observe to prevent accidents in the classroom • attends to duties allocated irregularly in the classroom and occasionally reports dangers observed	• not able to identify most dangers in the classroom • not able to name most of the causes of dangers in the classroom • not able to mention most of the safety precautions to observe to prevent accidents in the classroom • rarely attends to duties allocated; does not report dangers observed

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	**4.3 Food Safety - Handling of cooked food and food vendors** **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify foods that should be cooked before eating b) tell hygiene practices while handling cooked food c) Mention factors to observe when buying food from a food vendor	• learners are guided to identify foods that should be cooked before eating using pictures, illustrations, video clips and realia. • learners are guided to tell the hygiene practices to observe when handling cooked food using	1. What food should be cooked before eating? 2. How should we handle cooked food? 3. What should we look for when buying food from food vendors? 4. Why should we observe hygiene

		d) Appreciate the importance of observing hygiene when handling cooked food	demonstration, pictures, video clips and illustrations • learners role play hygienic practices to observe when handling cooked food. • learners watch a video on food vendors and are guided to mention factors to observe when buying food from food vendors. • learners role play practising hygiene as food vendors	practices when handling cooked food?
Core competences to be developed: critical thinking and problem solving				
Link to PCIs: Health education - personal hygiene and communicable diseases			**Link to values**: responsibility	
Link to other subjects: • Environmental activities – plants and animals • Literacy – new words			**Suggested community service learning activities**: Visit food vendors near the school and observe how they handle food and share the experiences in class and with their parents	
Suggested non formal activity to support learning: sports day, games and festival can provide an opportunity to observe learners make wise choices in buying from food vendors			**Suggested assessment**: oral reports, oral questions, observation of role play, observation when eating their own cooked food.	
Resources: realia, pictures and photos of food vendors; videos on food vendoring;				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Exceeds expectations • identify foods that should be cooked before eating • tell hygiene practices when handling cooked food • mention factors to observe when buying food from vendors • reports cases of food vendors who handle food without observing hygienic practices	**Meets expectations** • identify foods that should be cooked before eating • tell hygiene practices when handling cooked food • mention factors to observe when buying food from vendors	**approaching expectations** • identifies most foods that should be cooked before eating • tells most of the hygienic practices observed when handling cooked food • mentions most factors to observe when buying food from vendors	**Below expectations** • not able to identify most foods that should be cooked before eating • not able totell most of the hygienic practices observed when handling cooked food. • not able to mention most of the factors to observe when buying food from vendors

GRADE 3

Strand	3.1 Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0Personal hygiene	Care of the Body-Prevention of parasites in the body **(3 lessons)**	By the end of the sub-strand, the learner should be able to: a) Name some of the common external parasites found on the body. b) Name some of the common internal parasites found in the body. c) Mention the causes of parasitesfound externallyand internally in the body. d) Mention the effects of parasite infestation to the body. e) State the importance of personal hygiene in preventing internal and external parasites. f) Practice personal hygiene to prevent parasite infestation. g) Appreciate the importance of personal hygiene in preventing parasites infestation.	• Learners identify external body parasites like lice and jiggers and where they are to be found in the body • Learners name some common internal body parasites such as intestinal worms • Learners are guided in mentioning the causes of parasites in and on the body using pictures or video clips • In groups, learners are guided to tell the effects of parasite infestation.. • Learners areguided totell how personal hygiene can help prevent parasite infestation in and out of the body • Learners watch demonstration on some practises of personal hygiene to prevent parasite infestation.	1. How do external and internal parasites look like? 2. Which parts of the body do they infest? 3. What leads to infestation of parasites on or in the body? 4. What are the effects of parasite infestation on and in the body? 5. What can I do to ensure that I do not get infested by parasites?

Core-Competence to be developed Critical thinking	
Link to PCIs: health education: personal hygiene; communicable diseases-prevention of external and internal	**Link to Values:** Self-efficacy, responsibility, respect
Link to other subjects: Environmental education-cleanliness in the environment Literacy-vocabulary	**Suggested Community Service:** Participate in deworming and Jigger campaigns
Non-Formal Activity to support learning through application Listening to a resource person	**Suggested assessment:** oral questions, students record on personal journal
SuggestedResources Assorted pictures	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Correctly identifies the parasites found in and on the body. • Correctly states the causes of parasites in and on the body • Correctly state effects of parasite infestation to the body. • Recognises the importance of personal hygiene in preventing parasite infestation. • Maintains personal hygiene practices to prevent parasite infestation • Identifies individuals infested	• Identifies the parasites found in and on the body. • Correctly states of the causes of parasites in and on the body • Correctly states the effects of parasite infestation to the body. • Recognises the importance of personal hygiene in preventing parasite infestation.	• Identifies most of the parasites found in and on the body. • States most of the causes of parasites in and on the body • states most of the effects of parasite infestation to the body. • Inconsistently recognises the importance of personal hygiene in preventing parasite infestation. • Irregularly practiceshygiene	• Identifies a few of the parasites found in and on the body. • States a few ofthe causes of parasites in and on the body • states a few of the effects of parasite infestation to the body. • Has difficulty in recognising the importance of personal hygiene in preventing parasite infestation.

with specific parasites • Encourages others to maintain personal hygiene practices that prevent parasite infestation.	• Maintains personalhygiene practices to prevent parasite infestation	to prevent parasite infestation.	• Rarely practiceshygiene to prevent parasite infestation.

Strand **Personal hygiene**	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
	TOILETING: care of toilets/ latrines and urinals **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify the materials used in cleaning a toilet, latrine or urinal. b) Mention reasons for cleaning a toilet, latrine or urinal. c) Tell the procedure of cleaning a toilet, latrine or urinal. d) Appreciate the need for a clean toilet, latrine or urinal.	• learners identify materials used for cleaning the toilet, latrine or urinal using pictures or realia. • Learners are guided to mention the importance of cleaning toilets, latrines or urinal. • learners are guided on how a toilet, latrine or urinal using demonstration and video clips. • in pairs, learners role play or peer teach on how to clean a toilet, latrine or urinal. • learners visit the school ablution block and assess the level of cleanliness. They report to their teacher for action.	1. What materials do we use to clean the toilet, latrine or urinal? 2. Why do we clean the toilet or urinal? 3. How should we clean the toilet/latrine and urinal?
Core-Competence to be developed Critical thinking, problem solving				
Link to PCIs: Health education: personal hygiene-toileting, cleaning the toilet,		**Link to Values:** Responsibility, self efficacy, respect		

latrine and urinal to promote hygiene	
Link to other subjects: Environmental education- cleanliness in the environment	**Suggested Community Service:** Through the school health Cabinet Secretary, initiate and monitor toilet, latrine and urinal weekly cleaning duty rota involving all learners in grade 3 upwards in the school.
Non-Formal Activity to support learning through application Learners to create posters advocating for the importance of maintaining clean toilets,latrines and urinals.	**Suggested assessment:** Oral questions, observation,
SuggestedResources Toilet cleaning equipment and materials	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identifies the materials used in cleaning the toilet, latrine and urinal. • States reasons for cleaning a toilet, latrine and urinal. • Can peer teach on how to clean a toilet, latrine or urinal. • observes cleanliness in the toilet, latrine or urinal • actively participates	• Identifies the materials used in cleaning the toilet, latrine and urinal. • States reasons for cleaning a toilet, latrine and urinal. • Can peer teach on how to clean a toilet, latrine or urinal. • observes cleanliness in the toilet, latrine or urinal.	• Identifies most of the materials used in cleaning the toilet, latrine and urinal. • States most of the reasons for cleaning a toilet, latrine and urinal. • Can peer teach with minimal assistance how to clean a toilet, latrine or urinal. • Inconsistently observes cleanliness in the toilet, latrine or urinal	• Identifies most of the materials used in cleaning the toilet, latrine and urinal. • States most of the reasons for cleaning a toilet, latrine and urinal. • Has difficulty peer teaching how to clean a toilet, latrine or urinal. • Rarely observes cleanliness in the toilet, latrine or urinal

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

Personal hygiene	Personal hygiene during bed wetting **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Listen to stories on bed wetting. b) Mention causes of bed wetting. c) State the effects of bed wetting. d) state hygienic practices to observe during bed wetting. e) Appreciate the importance of personal hygiene during bed wetting (a)	• The learners will listen to stories and share experiences on bed wetting. • learners will be guided to mention causes of bed wetting like drinking too much liquids before sleeping, dreaming, not able to control the bladder, feeling unwell. • learners will be guided to tell the effects of bed wetting e.g bad smell, bed sores, low self-esteem, beddings infested with maggots through pictures and experience sharing • Learners are guided to state the hygienic practices to observe during bed wetting. • learners sing songs and recite poems on bed wetting e.g to empathize with those who bed wet, observe hygiene during bed wetting etc	1. What are the reasons for bed wetting? 2. What are the effects of bed wetting? 3. How do we relate with those who bed wet? 4. What should one do when they wet their bed?
Core-Competence to be developed Communication and collaboration				
Link to PCIs Health education: Personal hygiene- hygiene during bed wetting		**Link to values** empathy, self awareness, self esteem		
Links to other subject(s): Environmental studies –		**Suggested Community Service Learning** Visit to a children's home to make presentations (songs, poems, skits) that		

Literacy – vocabulary related to bed wetting	normalise bed wetting and promote hygiene practices during bed wetting
Non-Formal Activity to support learning through application Watch animations and tell stories that normalise bed wetting and promote hygiene practices during bed wetting	**Suggested assessment :**Oral, observation
Suggested resources:	

Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expecting**	**Below expectation**
• Mentions reasons for bedding wetting • State the effects of bed wetting • states hygienic practices to be observed during bed wetting. • Consistently observes hygiene practices during bed wetting • Empathises with those bed wetting. • Assisting those who bed wetting to overcome this stage.	• mentions reasons for bedding wetting • States the effects of bed wetting • states hygiene practices to be observed during bed wetting • observes hygiene practices during bed wetting.	• mentions most of the reasons for bedding wetting • states the effects of bed wetting • statesmost hygiene • practices to be observed during bed wetting. • Occasionally observes hygiene practices during bed wetting.	• mentions a few reasons for bedding wetting • states a few of the effects of bed wetting • states a few hygiene • practices to be observed during bed wetting. • e). Rarely observes hygiene practices during bed wetting.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Personalhygiene	Bed making **(2 lessons)**	By the end of the sub-strand, the learner should be able to: a) Identify materials used as bedding b) State the uses of different bedding materials c) make a bed using available bedding. d) Appreciate the need for a well-made bed.	• In groups, learners are guided to identify the different bedding materials available at home using realia, pictures and experience sharing. • learners are guided to state the use of different bedding materials available at home using pictures and realia. • Learners are guided to make a bed using available material through a demonstration and video clips. • Learners practice how to make a bed • Learners peer teach each other on how to make a bed. • 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 • Learners to sing songs and recite poems on making the bed	1. What materials do we use as bedding? 2. What are the uses of the different bedding materials? 3. How do we make a bed? 4. Why is it important to make a bed?
Core-Competence to be developed Self efficacy				

Link to PCIs: Life skills: values-independence in bed making	**Link to values:** Responsibility, independence
Links to other subject(s): Movement and creativity – sing songs, recite poems Literacy – vocabulary on beddings	**Suggested Community Service Learning** Visit to a childrens' home and assist in making beds
Non-Formal Activity to support learning through application Watch children's' animations that demonstrate proper bed making procedures	**Suggested assessment**: oral questions, observation
Suggested Resources: bed, beddings, pictures of beddings or alternative bedding materials	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identifies materials used as bedding. • States the uses of different bedding materials. • make a bed using available bedding daily. • Volunteers to assist in making beds for younger children or the elderly at home. • Encourages others to make their beds daily.	• Identifies materials used as bedding. • States the uses of different bedding materials. • make a bed using available bedding daily. .	• Identifies most of the materials used as bedding. • States most of the uses of different bedding materials. • Demonstratesmost of the steps of the procedure for making a bed using available bedding.	• Identifies a few of the materials used as bedding. • States a few of the uses of different bedding materials. • Demonstrates a few steps of the procedure for making a bed using available bedding.

Strand	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
Health practices	Health habits **Suggested time:1 lesson**	By the end of the sub-strand, the learner should be able to: a) Identify health habits that promote our well-being b) state the importance of practising health habits for our well-being c) Practice health habits that promote their wellbeing d) Appreciate the importance of observing health habits for their well-being	• In groups learners are guided to identify health habits that promote well being (sleeping, rest, wearing clean clothes, eating regular meals and drinking sufficient clean water) using charts, pictures, illustrations, animations, videoclips • Learners listen to stories and share experiences that bring out the importance of practising health habits. • Learners are guided to keep a record of the health habits they practise on a daily basis.	1. Which health habits promote our well being? 2. Why is it important to practice these health habits? 3. Which health habits do you practise daily?
Core-Competence to be developed Critical thinking				
Link to PCI's:			**Link to values**: responsibility; self-awareness	
Links to other subject(s): Movement and creativity – physical education			**SuggestedCommunity Service Learning/**	

	Participate in games or sports in the community
Non-Formal Activity to support learning through application Make posters that carry messages on heath habits that promote well being	**Suggested Assessments :** Oral questions, observations
Suggested Resources : equipment and materials for exercise;	

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expecting**	**Below expectation**
• Identifies health habits that promote our well being. • states the importance of practising health habits for our well being • Maintains an updated record of health habits practiced daily • Encourages others to practice health habits that promote their well being.	• Identifies health habits that promote our well-being. • states the importance of practising health habits for our well being • Maintains an updated record of health habits practiced daily	• Identifies most of the health habits that promote our well being. • states most of reasons for practising health habits for our well being • Inconsistently updates their records of health habits practiced.	• Identifies a few of the health habits that promote our well being. • states a few of the reasons practising health habits for our well being • Does not maintain a record of health habits practiced.

Strand **Health practices**	**Sub-strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
	Oral hygiene **Suggested time:2 lessons**	By the end of the sub-strand, the learner should be able to: a) Identify common problems related to teeth	• In pairs, learners share experiences on some of the problems they have experienced with their teeth.	1. What are some of the common problems related to teeth?

		b) mention the management of common problems related to teeth	• learners are guided to identify some of 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 • learners are guided to tell ways in which common problems relating to teeth can be managed using pictures, video clips. • Learners listen to a talk by a resource person (dentist/community health worker) on oral hygiene	2. How do we manage common problems with teeth?

Core-Competence to be developed Critical thinking.	
Link to PCIs: Health education: Personal hygiene–Oral hygiene- ensuring parents take their children for frequent visit to the dentist through parental empowerment	**Links to Values:** – Responsibility, self awareness
Links to other subject(s): Literacy – vocabulary on common problems with teeth	**Suggested Community Service Learning:** Visit a childrens home/school in their locality and participate in oral hygiene activities together with other children
Non-Formal Activity to support learning through application Compose and recite poems, sing songs on the management of common problems related to oral hygiene. Then presentto the school community during school functions.	**Suggested assessment:** Observations, oral questions and written questions
Suggested Resources : pictures of common problems with the teeth, model of the teeth, toothbrush, resource person	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identifies common problems related to teeth • mentions the management of common problems related to teeth • Actively participates in sensitizing others on the management of common problems related to teeth.	• Identifies common problems related to teeth • mentions the management of common problems related to teeth.	• Identifies most of the common problems related to teeth • Mentions most of ways of managing common problems related to teeth •	• Identifies a few of the common problems related to teeth • Mentions a few of the ways of managing common problems related to teeth

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Health practices	Cleaning the classroom **Topic Suggested time:2 lessons**	By the end of the sub-strand, the learner should be able to: a) Identify materials used to clean the classroom b) give reasons for cleaning the classroom c) Care for the classroom d) Appreciate the importance of having clean classroom	• learners identify the materials and equipment used for cleaning classroom using realia and pictures. • In groups, learners are guided to give the reasons for cleaning the classroom. • Learners are guided to clean the classroom through demonstration • Learners assess their own classroom and identify areas that need to be cleaned	1. What materials do we use to clean the classroom? 2. Why do we clean our classroom? 3. How do we clean the classroom? 4. How can we ensure that we maintain class cleanliness?

			• Learners practise how to clean the classroom • Learners are guided to develop a duty rota on cleaning their classroom • Learners are guided to develop a checklist which they will use to assess cleanliness of their classroom • Learners sing songs and recite poems on cleaning the classroom	
Core-Competence to be developed Problem solving				
Link to PCIs and Values: Education for sustainable development: environmental education-learning environment-cleaning the classroom			**Link to values:** responsibility	
Links to other subject(s): Movement and creativity – songs and poems Environmental activities – class cleanliness Literacy – vocabulary in cleaning materials Mathematics – grading the classes and coming up with the cleanest.			**Suggested Community Service Learning** Learners will initiate and monitor the 'cleanest class campaign' program through the school Cabinet Secretary for health.	
Non-Formal Activity to support learning through application Learners will compose songs and poems with messages on the importance of maintaining a clean classroom then present these during school assemblies**.**			**Suggested Assessment:** Written and Oral questions; observation	
Suggested Resources :cleaning materials and equipment				

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identify materials used to clean the classroom. • State reasons for cleaning the classroom. • Clean for the classroom. • Voluntarily participates in cleaning the classroom even when not on duty to do so. • Sensitizes and encourages other learners to participate in the 'cleanest class campaign' program	• Identifies materials used to clean the classroom. • States the reasons for cleaning the classroom. • Clean the classroom. • Consistently participates in cleaning the classroom according to their duty.	• Identifies most of the materials used to clean the classroom. • States most of the reasons for cleaning the classroom. • Demonstrates some of the steps of the cleaning the classroom. • May avoid participating in cleaning the classroom when on duty to do so.	• Identifies a few of the materials used to clean the classroom. • States a few of the reasons for cleaning the classroom. • Demonstrates a few of the steps of the cleaning the classroom. • Participates, reluctantly in cleaning the classroom when on duty to do so.

Strand	Sub-strand	Specific Learning	Suggested Learning Experiences (	Key Inquiry

Health practices		**Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)**	**align to the level competency descriptors)**	**Question(s)**
	Use of improvised materials; cleaning utensils **Suggested time:2 lessons**	By the end of the sub-strand, the learner should be able to: a) Identify types of dirt found on utensils b) Identify materials that can be improvised for cleaning utensils c) Prepare improvised cleaning materials for cleaning utensils. d) Demonstrate how to clean utensils using the improvised cleaning materials. e) Cleaning of the utensils using improvised cleaning material for cleaning f) Appreciate the use of improvised cleaning materials in cleaning utensils	• learners are guided to identify types of dirt found in utensils (greasy, starchy, milky dirt)using realia, pictures. • Learners are guided to identify cleaning materials using pictures, realia. • learners are guided to sort out which of the cleaning materials can be improvised. • Learners are guided in preparing the improvised materials for cleaning e.g sieving ash, crush charcoal, crush egg shells through demonstration. • In groups, learners are guided to clean the utensils using the prepared improvised cleaning materials.	1. What type of dirt do we find on utensils? 2. Which materials can be improvised to clean utensils? 3. How can we prepare improvised materials for cleaning utensils? 4. How do we clean utensils using improvised cleaning materials?
	Core-Competence to be developed			

	Creativity and imagination	
	Link to PCIs: Life skill-improvising materials for cleaning utensils	**Link to Values:** critical and creative thinking, problem solving
	Links to other subject(s): Environmental activities – things in the environment, recycling Movement and creativity – creativity in preparing improvised cleaning materials	**SuggestedCommunity Service Learning** Visit an elderly person and assist in cleaning utensils using improvised cleaning materials.
	Non-Formal Activity to support learning through application Make posters with messages on how to improvise and use improvised cleaning utensils	**Suggested assessment:** Observation and oral questions
	Suggested Resources : ash, sand, charcoal, leaves, sisal fibre, maize cob, egg shells	

Assessment Rubrics			
Exceeding expectation	**Meeting expectation**	**Approaching expecting**	**Below expectation**
• Identifies types of dirt found on utensils • Identifies materials that can be improvised for cleaning utensils	• Identifies types of dirt found on utensils • Identifies materials that can be improvised for cleaning utensils	• Identifies most types of dirt found on utensils • Identifies most materials that can be improvised for cleaning utensils	• Identifies a few types of dirt found on utensils • Identifies a few materials that can be improvised for cleaning utensils

• Prepares improvised cleaning materials for cleaning utensils. • clean utensils using the improvised cleaning materials. • Clean of the utensils using improvised cleaning material for cleaning.	• Prepares improvised cleaning materials for cleaning utensils. • clean utensils using the improvised cleaning materials. • Cleans the utensils using improvised cleaning material for cleaning.	• Preparesmost improvised cleaning materials for cleaning utensils. • clean utensils using some of the improvised cleaning materials. • Cleans utensils using some of the improvised cleaning material for cleaning.	• Prepares a few improvised cleaning materials for cleaning utensils. • Has difficulties cleaning utensils using the improvised cleaning materials. • Has difficulties cleaning utensils using improvised cleaning material for cleaning

Strand **Health practices**	**Sub-strand**	**Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)**	**Suggested Learning Experiences (align to the level competency descriptors)**	**Key Inquiry Question(s)**
	Proper use and storage of medicine at home **Suggested time: 1 lesson**	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	• learners are guided to identify internal and external medicines (those to be swallowed and those to be applied) used at home using empty packets and containers. • In groups, learners are guided to interpret simple instructions on dosage using empty packets and containers of medicine. • Learners are guided on how to	1. Which are the internal and external medicines used at home? 2. How will I know how and when to take medicine? 3. How do we

		c) Practice proper storage of medicine at home and school	store medicine through demonstration. • learners role play on interpreting instructions on use and storage of medicine.	store medicine?
	Core-Competence to be developed Critical thinking			
	Link to PCIs: Health education – drug abuse prevention; observing instructions when taking medine		**Link to Values:** Responsibility, self-efficacy	
	Links to other subject(s): Mathematics – multiplication/repeated addition		**Suggested Community Service Learning:** visit a local dispensary or chemist on how instructions on use and storage of medicineat home are given	
	Non-Formal Activity to support learning through application: Make posters on the need to follow instructions when taking medicine		**Suggested Assessment:** oral questions, observation	
	Suggested Resources: empty packets and containers of syrups, tablets, capsules, ointments, eye and ear drops, inhalers			

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Identifies medicines for internal and external use at home • Interprets simple instructions on dosage of medicine for various ailments • Assists others in interpreting instructions when taking medicine	• Identifies medicines for internal and external use at home • Interprets simple instructions on dosage of medicine for various ailments	• Identifies most medicines for internal and external use at home • Interprets most of the simple instructions on dosage of medicine for various ailments	• Identifies a few of the medicines for internal and external use at home • Interprets a few of the simple instructions on dosage of medicine for various ailments

Strand Health practices	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Making water safe for drinking **Suggested time:1 lesson**	By the end of the sub-strand, the learner should be able to: a) Recognize that clean water is not always safe water to drink. b) make water safe by boiling. c) store boiled water meant for drinking. d) state the importance of drinking safe water. e) Appreciate the need for safe water for drinking.	• Learners are guided to carry out an experiment to investigate if clean water is safe water to drink. • Learners to be guided on how to boil water for drinking through a demonstration • Learners to be guided on how to store boiled for drinking through a demonstration • learners to be guided to carry out an experiment to investigate how water can be contaminated in their environment • Learners to be guided in group discussions on reasons why we need to drink safe water • Learners to sing songs and recite poems on the importance of drinking safe water	1. Is clean looking water safe for drinking? 2. How can we make water safe for drinking? 3. How can we store water safe for drinking?

	Core-Competence to be developed **Critical thinking and problem solving**			
	Link to PCIs: Education for sustainable development: Environmental education-Water-making water safe for drinking. Health education: communicable diseases- safe water for drinking		**Link toValues:** Responsibility, Self efficacy	
	Links to other subject(s): Environmental activities – water Movement and creativity: sing songs, dance		**SuggestedCommunity Service Learning** Sensitizing the school, family and local community members on the need to always drinking safe water.	
	Non-Formal Activity to support learning through application Compose, sing and recite songs and poems carrying messages on the importance of drinking safe water. develop posters with messages on water contamination.		**Suggested Assessment:** Oral questions and observation	

	Suggested Resource: clean water, containers of water, equipment and materials for boiling and storing water.

Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expecting**	**Below expectation**
• tells how to make water safe by boiling. • tells how to store boiled water for drinking. • Recognizes that clean water is not necessarily safe water for drinking • Mentions the reasons for the always drinking safe water. • Drinks safe water	• tells how to make water safe by boiling. • tells how to store boiled water for drinking. • Recognizes that clean water is not necessarily safe water for drinking • Mentions the reasons for the always drinking safe water.	• tells some of the steps of how to make water safe by boiling. • tells some of the steps of storing boiled water for drinking. • Has difficulty recognizing that clean water is not necessarily safe water for drinking • Mentions most of the reasons for the always drinking safe water.	• Has difficulty telling the steps of making water safe by boiling. • Has difficulty telling the steps of storing boiled water for drinking. • Hardly recognizing that clean water is not necessarily safe water for drinking • Mentions a few of the reasons for the always drinking safe water.

Strand HEALTH PRACTICES	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Kitchen garden **Suggested time: 1 lesson**	By the end of the sub-strand, the learner should be able to: a) Identify forms of kitchen gardens b) Name different plants grown in a kitchen garden c) State the importance of a kitchen garden d) Create a kitchen garden e) Appreciate the importance of a kitchen garden	• Using pictures, learners are guided to identify forms of kitchen gardens • In groups, learners are guided to discuss the plants grown the kitchen garden • In pairs, learners discuss the importance of having a kitchen garden and share findings in plenary • Learners are guided in creating a kitchen garden within the school compound • Learners maintain the kitchen garden in school and at home with the help of a teacher/parent/guardian	1. What forms of kitchen gardens do we have? 2. Which plants can we grow in kitchen gardens? 3. Why do we need a kitchen garden? 4. How can I make and maintain my kitchen garden?
	Core-Competence to be developed (self-efficacy			
	Link to PCIs: Education for sustainable development; food security; creating and maintaining a kitchen garden		**Link to Values:** responsibility, self-reliance	
	Links to other subject(s): environmental activities – plants as a source of food; Mathematics – counting, sorting, measurement		**Suggested Community Service Learning:** participate in creating a kitchen garden at home and in their neigbourhood	

	Non-Formal Activity to support learning: recite poems, present skits and sing songs with messages on the importance of kitchen gardens	**Suggested Assessment:** oral questions, observation
	Suggested Resources: relevant farm tools, seeds, seedlings,buckets, bags and sacks	

Assessment Rubrics:

Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Identifies forms of kitchen gardens • Names different plants grown in a kitchen garden • States the importance of a kitchen garden • Creates a kitchen garden • Assist in maintaining the school kitchen garden • Encourages others to create and maintain a kitchen garden	• Identifies forms of kitchen gardens • Names different plants grown in a kitchen garden • States the importance of a kitchen garden • Creates a kitchen garden • Assist in maintaining the school kitchen garden	• Identifies most forms of kitchen gardens • Names most of the different plants grown in a kitchen garden • Statesmost the reasons for having a kitchen garden • Reluctantly participates in creating a kitchen garden • Shows some level of commitment in maintaining the school kitchen garden	• Identifies a few forms of kitchen gardens • Names a few plants grown in a kitchen garden • Statesa few reasons on the importance of a kitchen garden • Avoids participating in creating a kitchen garden • Shows low level of commitment in maintaining the school kitchen garden

Strand **Health practices**	**Sub-strand**	**Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)**	**Suggested Learning Experiences (align to the level competency descriptors)**	**Key Inquiry Question(s)**
	Minimizing food wastage **Suggested time:1 lesson**	By the end of the sub-strand, the learner should be able to: a) Name ways in which food is wasted b) Give reasons for not wasting	• learners mention ways in which food is wasted. • In pairs, learners share their experiences in food wastage. report findings in plenary	1. How can food be wasted? 2. Why should we not waste

		food c) Identify ways of minimizing food wastage d) Develop a simple checklist for monitoring ways of minimizing food wastage **e)** Appreciate the need to minimize food wastage	• In groups, learners to discuss reason for not wasting food • learners are guided to identify ways in which food wastage can be minimized • learnersare guided to develop and use a simple checklist for monitoring ways of minimizing food wastage.	food? 3. How can we reduce food wastage?
	Core-Competence to be developed (*indicate the core competence and how it will be achieved***)** Problem solving			
	Link to PCIs: education for sustainable development: food security; minimizing food wastage		**Link to Values:** responsibility	
	Links to other subject(s): environmental activities - food conservation		**Suggested Community Service Learning:** sensitize other children in the community (school, neibourhood, religious gatherings, and other public forums) on the need to minimize food wastage	
	Non-Formal Activity to support learning through application: watch videos, animations and pictures on the effects of food wastage		**Suggested Assessment:** oral questions, observation	
	Suggested Resources : videos, school kitchen			

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Names ways in which food is wasted • Gives reasons for not wasting food • Identifies ways of minimizing food wastage • Develops simple checklist for monitoring ways of minimizing food wastage • Consistently uses the developed checklist to monitor ways of minimizing food wastage • Actively participates in sensitizing others in the community to minimize food wastage	• Names ways in which food is wasted • Gives reasons for not wasting food • Identifies ways of minimizing food wastage • Develops simple checklist for monitoring ways of minimizing food wastage • Consistently uses the developed checklist to monitor ways of minimizing food wastage	• Namesmost of the ways in which food is wasted • Gives most of the reasons for not wasting food • Identifies most of the ways of minimizing food wastage • Develops most of the simple checklist for monitoring ways of minimizing food wastage • Occasionally uses the developed checklist to monitor ways of minimizing food wastage	• Namesa few ways in which food is wasted • Gives a few reasons for not wasting food • Identifies a few ways of minimizing food wastage • Has difficulty developing a simple checklist for monitoring ways of minimizing food wastage • Rarely uses the developed checklist to monitor ways of minimizing food wastage

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Food and Nutrition	**Food and Our Senses (Sugar and salt)** **Suggested time:1 lesson**	By the end of the sub-strand, the learner should be able to: a) Name foods that require addition of sugar or salt before eating	• Learners are guided to identify foods that require addition of sugar and salt before eating through pictures, class discussion, experience sharing, realia. • learnersare guided to identify	1. Which foods require addition of sugar or salt before eating? 2. Which foods do not require addition of

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)	Suggested learning experiences (align them to the level competency descriptors)	Key Inquiry Questions
		b) Name foods that do not require addition of sugar or salt before eating c) Identify bad habits when using sugar and salt in foods d) Identify the dangers of taking excess sugar and salt e) Appreciate the importance of using sugar and salt appropriately	foods that do not require addition of sugar or salt before eating through group work using pictures, realia, discussion. • learners are guided to identify bad habits when using sugar or salt • Learners read stories, listen to a resource person on dangers of using excess sugar and salt. • In groups, learners are guided to come up with ways of reducing usage of excess sugar and salt. Present suggestions in class	sugar or salt before eating? 3. Which are the bad habits when using sugar or salt? 4. How does excess sugar or salt affect our health?

Core-Competence to be developed Problem solving	
Link to PCIs: Health education; lifestyle diseases-dangers of using excess sugar and salt	**Link to Values:** responsibility
Links to other subject(s): environmental activities – diseases, senses Language activities – vocabulary related to sugar and salt Mathematics – measurements	**Suggested Community Service Learning:** sensitize other children in the community (school, neibourhood, religious gatherings, and other public forums) on the importance of not using excess sugar and salt
Non-Formal Activity to support learning through application: Sing songs and recite poems on dangers of using excess sugar and salt in school or public forums	**Suggested Assessment:** oral questions, observation
Suggested Resources: food samples,food packets, videos, school kitchen, resource person	

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)	Suggested learning experiences (align them to the level competency descriptors)	Key Inquiry Questions
Assessment Rubrics:				
Exceeding expectations		**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Names foods that require addition of sugar or salt before eating • Names foods that do not require addition of sugar or salt before eating • Identifies bad habits when using sugar and salt in foods • Identifies the dangers of taking excess sugar and salt • Uses sugar and salt appropriately • Sensitizes others to reduce intake of excess sugar and salt		• Names foods that require addition of sugar or salt before eating • Names foods that do not require addition of sugar or salt before eating • Identifies bad habits when using sugar and salt in foods • Identifies the dangers of taking excess sugar and salt • Uses sugar and salt appropriately	• Names most of the foods that require addition of sugar or salt before eating • Names most of the foods that do not require addition of sugar or salt before eating • Identifies most of the bad habits when using sugar and salt in foods • Identifies most of the dangers of taking excess sugar and salt • Occasionally uses excess sugar and salt	• Names a few of the foods that require addition of sugar or salt before eating • Names a few of the foods that do not require addition of sugar or salt before eating • Identifies a few of the bad habits when using sugar and salt in foods • Identifies a few of the dangers of taking excess sugar and salt • Uses excess sugar and salt most of the times

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)	Suggested learning experiences (align them to the level competency descriptors)	Key Inquiry Questions
Food and Nutrition	Eating Habits and Values **Suggested time: 1 lesson**	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. d) accommodate people who do not eat certain foods	• learnersare guided to identify foods available in their community through brainstorming, pictures, buzz groups. • Learners are guided tomentionreasons why some members of the community do not eat certain foods through experience sharing, discussion, buzz groups • Learners role play on how to handle a person/visitor in their homes who does not eat certain food	1. Which foods are available in our community? 2. Why do some members of the community avoid eating certain foods? 3. How should we handle members of the community who do not eat certain foods?

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, tolerance
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 don't 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: food samples,food packets, videos, school kitchen, pictures			
Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Names foods available in our community • Gives reasons for not eating certain foods available in the community • Recognizes that people in a community have reasons for not eating certain types of foods • Accommodates people who do not eat certain foods • Makes an effort to eat some of the foods that do not contravene their religious or cultural values	• Names foods available in our community • Gives reasons for not eating certain foods available in the community • Recognizes that people in a community have reasons for not eating certain types of foods • Accommodates people who do not eat certain foods	• Names most of the foods available in our community • Gives most of the reasons for not eating certain foods available in the community • Has some difficulty recognizing that people in a community have reasons for not eating certain types of foods • Has some difficulty accommodating people who do not eat certain foods	• Names a few of the foods available in our community • Gives a few of the reasons for not eating certain foods available in the community • Has difficulty recognizing that people in a community have reasons for not eating certain types of foods • Has difficulty accommodating people who do not eat certain foods

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Food and Nutrition	**Food Etiquette - Table manners** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) Identify the good table manners to observe when taking meals	• In learners are guided to identify the goodtable manners they should practice when taking mealsthrough discussion, pictures, video clips and story telling	1. Which are the good table manners we should observe when taking meals? 2. Which are the bad

		b) Identify the bad table manners to be avoided when taking meals c) Practice good table manners when taking meals d) Appreciate the importance of practicing good table manners when taking meals	• learnersare guided to identify the bad table manners to avoid when taking meals through pictures, video clips, news reporting. • Learners role play good table manners while taking meals • In pairs, learners are guided to assess each other's table manners during snack and meal times in school	table manners to be avoided when taking meals? 3. How should we behave when taking meals?

Core-Competence to be developed Self-efficacy	
Link to PCIs: life skills; values – good table manners when taking meals	**Link to Values:** responsibility, respect, self esteem
Links to other subject(s): Language activities – mannerism, vocabulary on food etiquette Environmental activities – maintaining a clean eating area	**Suggested Community Service Learning:** Recite poems and sing songs during school and public forums carrying messages on food etiquette
Non-Formal Activity to support learning through application: Make posters carrying messages on good table manners and mount them in class and around eating area Watch children animations showing good and bad table manners	**Suggested Assessment:** oral questions, observation
Suggested Resources: realia of food, relevantpictures, manila papers, pencils, crayons, videos	

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• 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 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 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 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 table manners during meals

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Food and Nutrition	**Food groups** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) mention reasons for eating food b) Group the foods into energy giving, body building and protective foods c) Appreciate the importance of eating food	• learners are guided to mention reasons for eating food • learnersare guided to classify foods into energy giving, body building and protective foods using pictures, realia. • In groups, learners are guided to identify energy giving, body building and protective foods from their environment.	1. Why do we eat food? 2. Which foods give us energy? 3. Which foods protects our bodies? 4. Which foods build our bodies?

		from all the three food groups in a meal	• Learners are guided to discuss the importance of eating foods from all the three food groups in a meal	5. Why should we eat food from the three groups in all our meals?
Core-Competence to be developed Self-efficacy				
Link to PCIs: Health education; lifestyle diseases – eating foods from all the three groups		**Link to Values:** responsibility, self-awareness		
Links to other subject(s): Environmental activities: Plants and animals as sources of food Language activities : vocaburaly		**Suggested Community Service Learning:** Learners participate in planning family meals to include all the three food groups		
Non-Formal Activity to support learning through application: Using a diary,learners to monitor their intake of the three food groups daily		**Suggested Assessment:** oral questions, observation		
Suggested Resources: realia and pictures of food				

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• mentions the reasons for eating food • identifies different types of foods in their locality • Groups the foods into energy giving, body building and protective foods • Keeps an updated diary	• mentions the reasons for eating food • identifies of different types of foods in their locality • Groups the foods into energy giving, body building and protective foods	• mentions most of the reasons for eating food • identifies most of the different types of foods in their locality • Groups most of the foods into energy giving, body building and protective	• mentions a few of the reasons for eating food • Identifies a few of different types of foods in their locality • Groups a few of the foods into energy giving, body building and protective

showing their daily intake of the three food groups • Actively participates in planning family meals and encourages others to do the same	• Keeps an updated diary showing their daily intake of the three food groups	foods • Occasionally updates their diary showing their daily intake of the three food groups	foods • Has difficulty in updating their diary showing their daily intake of the three food groups

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Dietary Needs	**Food pyramid** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) Identify the active and less active age groups in a family b) Tell which groups requires food with more energy c) Give reasons why active people require more water than the less active people d) Select suitable foods for active and less active people e) Appreciate that different people have different dietary needs for a healthy living	• learnersare guided to identify the active and less active age groups in a family through discussions. • Learners are guided to identify the age group they belong through experience sharing, pictures of activities they do. • learners are guided to tell the energy needs of the active and the less active people • learners are guided to give reasons why active people need more water than the less active people	a) Which are the most active and less active age groups in the family? b) What foods are suitable for the active people? c) What food are suitable for the less active people? d) Why do the most active people need more water than the less active people?

			• learners are guided to select the suitable foods for the active and the less active people using realia, pictures	
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, tolerance	
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 don't 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: food samples,food packets, videos, school kitchen, pictures				

Assessment Rubrics:			
Exceeding expectations • identifies active and less active age groups in the family • tell which group has more energy needs • choose suitable foods for more energy and less	**Meeting expectations** • identifies active and less active age groups in the family • tell which group has more energy needs • choose suitable foods for more energy and	**Approaching expectations** • can identify active and less active age groups with assistance • can tell which groups has more energy needs with assistance • can choose foods	**Below expectations** • not able to identify active and less active age groups • not able to tell which group has more energy needs • not able to choose

energy • give reasons why active people need more water • assist in choosing foods for more active and less active people	less energy • give reasons why active people need more water	suitable for active and less active age groups with assistance • can give most reasons why active people need more water	foods for the active and less active age groups • not able to give reasons why active people need more water

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Good Eating Habits	**Food and fitness** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) Give reasons why some people eat too much or too little food b) mention the risks of eating too much or too little food c) Give reasons why exercising is important in physical fitness d) Appreciate the importance of eating the right amounts of food at the right time and doing adequate physical	• learners could be guided to give reasons why some people eat too much or too little food through discussions, stories • In groups, learners are guided to mention the risks of eating too much or too little food using pictures or videos • Learners are guided to identify the importance of engaging in physical exercises through experience sharing, videos, doing exercises. • Learners are guided in	1. Why do some people eat too much or too little food? 2. What are some of the problems of eating too much or too little food? 3. Why should we eat adequate food at the right time? 4. Why is it important to do physical exercises regularly?

		exercises	keeping a record of their participation in physical exercise	
Core-Competence to be developed Learning to learn				
Link to PCIs: Learners support programs – sports and games Health education: lifestyle diseases ; importance of adequate food and physical exercise for fitness		**Link to Values:** responsibility, self-control - food, self-discipline – physical exercise		
Links to other subject(s): Movement and creative activities Mathematics – counting, right portions Languages - new words		**Suggested Community Service Learning:** participating in sports, clubs and activities in school and community		
Non-Formal Activity to support learning through application: learners keep a record of their food intake and their participation in physical exercise		**Suggested Assessment:** oral questions, observation		
Suggested Resources: balls, skipping ropes, tires, sacks ; Realia and pictures of food portions ; videos and pictures showing effects of over and under feeding				

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Gives reasons why some people eat too much or too little food • Identifies the risks of eating too much or too little food • Gives reasons why exercising is important in physical	• Gives reasons why some people eat too much or too little food • Identifies the risks of eating too much or too little food • Gives reasons why	• Gives most of the reasons why some people eat too much or too little food • Identifies most of the risks of eating too much or too little food • Gives most of the reasons	• Gives a few reasons why some people eat too much or too little food • Identifies a few risks of eating too much or too little food • Gives a few reasons why

fitness • Keeps a record of their food intake and participation physical exercises • Actively participates in games and sports activities in school and the community • Encourages others to eat adequate food at the right time and to participate in physical exercise	exercising is important in physical fitness • Keeps a record of their food intake and participation in physical exercises	why exercising is important in physical fitness • Inconsistently keeps a record of their food intake and participation in physical exercises	exercising is important in physical fitness • Rarely keeps a record of their food intake and participation in physical exercises

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Consumer Education	**Consumer Awareness – Packaged food** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) Name the various packaged foods sold in the locality b) Give the basic information on packets or containers used for packaging food c) Identify the most important information on packets or containers used for packaging food d) Appreciate the importance	• learners are guided to name the various packed foods sold in their locality through realia, pictures, empty packages, videos • learnersare guided to give the basic information provided on packaged food using empty package materials or realia. • learners identify the most important information on packets or containers used for packaging food. • learners are guided to tell the importance of the basic	1. What are sold in packages in our locality? 2. What information is found on food packets and containers? 3. What is the most important information found on food packets and containers? 4. Why is this information found on food packets and

		of the basic information found on food packets and containers	information found on food packets and containers	containers important?

Core-Competence to be developed Self-efficacy	
Link to PCIs: Life skills; life skills – importance of basic information on packets and containers of food	**Link to Values:** responsibility, self-efficacy
Links to other subject(s): Languages activities - new words Mathematics activities - expiry dates, measurements	**Suggested Community Service Learning:** Recite poems and sing songs during school and public forums on the importance of basic information found on food packets and containers
Non-Formal Activity to support learning through application: make posters carrying messages on importance of reading the information found on food packets and containers	**Suggested Assessment:** oral questions, observation
Suggested Resources: food packets and containers, videos,	

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Name the various packaged foods sold in the locality • Gives the basic information on packets or containers used for packaging food • Identifies the most important information on packets or	• Name the various packaged foods sold in the locality • Gives the basic information on packets or containers used for packaging food	• Names most of the various packaged foods sold in the locality • Gives most of the basic information on packets or containers used for packaging food	• Names a few of the various packaged foods sold in the locality • Gives a few of the basic information on packets or containers used for packaging food

containers used for packaging food • Sensitizes others on the importance of reading basic information found on food packets and containers • Actively participates in making posters, reciting poems and singing songs on the importance of reading basic information on food packets and containers	• Identifies the most important information on packets or containers used for packaging food • Sensitizes others on theimportance of reading basic information found on food packets and containers	• Identifies most of the most important information on packets or containers used for packaging food • Has difficulty sensitizing others on the importance of reading basic information found on food packets and containers	• Identifies a few of the most important information on packets or containers used for packaging food • Rarely sensitizes others on the importance of reading basic information found on food packets and containers

Strand	**Sub-strand**	**Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)**	**Suggested learning experiences (align them to the level competency descriptors)**	**Key Inquiry Questions**
Safety Education	**Disposal of waste in school** **Suggested time:2 lessons**	By the end of the sub-strand, the learner should be able to: a) Name the types of waste found in school b) Identify materials and containers used to put or keep waste in school c) Dispose off waste in the school compound appropriately. d) Appreciate the importance of disposal of waste in the school	• learners name the types of waste found in the school • Learners are guided to identify materials and containers used to put or keep waste in the school • Learners take a walk in the school compound, collecting and disposing waste appropriately • Learners are guided to discuss the importance of proper waste disposal in the school	1. What are some of the waste found in school? 2. Which materials or containers do we use to put or keep waste in school? 3. How do we dispose waste in the school? 4. Why should we dispose waste appropriately in the school?

Core-Competence to be developed Critical thinking and problem solving	
Link to PCIs: Education for sustainable development Environmental education	**Link to Values:** responsibility
Links to other subject(s): Environmental activities; school environment – disposal of waste in school Creative activities; songs and poems	**Suggested Community Service Learning:** Learners to participate in collecting and disposal litter in the school compound
Non-Formal Activity to support learning through application: Sing songs and recite poems on the importance of proper disposal of waste	**Suggested Assessment:** oral questions, observation
Suggested Resources: waste disposal bins, waste buskets, waste bags	

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Names the types of waste found in school • Identifies materials and containers used to put or keep waste in school • Practices proper waste disposal in school • Participates in disposal of waste in the school • Encourages others to participate in waste disposal in the school	• Names the types of waste found in school • Identifies materials and containers used to put or keep waste in school • Practices proper waste disposal in school • Participates in disposal of waste in the school	• Names most of the types of waste found in school • Identifiesmost of the materials and containers used to put or keep waste in school • Occasionally practices proper waste disposal in school • Occasionally participates in disposal of waste in the school	• Names a few types of waste found in school • Identifiesa few materials and containers used to put or keep waste in school • Rarely practices proper waste disposal in school • Rarely participates in disposal of waste in the school

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)	Suggested learning experiences (align them to the level competency descriptors)	Key Inquiry Questions
Safety Education	**Dangers in the School Environment** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) Identify the dangers in the school b) Give the causes of the dangers in school c) Observe safety precautions while in the school to prevent the dangers d) Develop responsibility in preventing the dangers in the school	• Learners take a walk around the school and are guided to identify the dangers • learners share experiences of the dangers they have encountered or witnessed in school • learnersare guided to mention the safety precautions they should observe to prevent dangers in school. • Carry out activities within the school to display safety precautions to prevent dangers in school	1. What are some of the dangers in the school? 2. What are the causes of dangers in school? 3. What safety precautions should we take to prevent dangers in school?
Core-Competence to be developed Self-efficacy/citizenship				
Link to PCIs: ESD DRR safety and security		**Link to Values:** responsibility, tolerance		
Links to other subject(s): Environmental activities; safety precautions - dangers within the school Language activities– vocaburaly Movement and creative – role play		**Suggested Community Service Learning:** Learners to participate in safety precaution activities towards preventing dangers in school and the community		

Non-Formal Activity to support learning through application: Sing songs, perform skits and recite poems on how to prevent dangers in school and community	**Suggested Assessment:** oral questions, observation
Suggested Resources: fire fighting equipment and materials, classrooms	

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Identifies the dangers in the school • Gives the causes of the dangers in school • Observes safety precautions while in the school to prevent the dangers • Practices safety precautions in preventing the dangers in the school • Encourages others to practice safety precautions in preventing the dangers in the school and in the community	• Identifies the dangers in the school • Gives the causes of the dangers in school • Observes safety precautions while in the school to prevent the dangers • Practices safety precautions in preventing the dangers in the school	• Identifies most of the dangers in the school • Gives most causes of the dangers in school • Occasionally observes safety precautions while in the school to prevent the dangers • Occasionally practices most of the safety precautions in preventing the dangers in the school	• Identifies a few of the dangers in the school • Gives a few causes of the dangers in school • Rarely observes safety precautions while in the school to prevent the dangers • Has difficulty practicing safety precautions in preventing the dangers in the school

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitude (a)	Suggested learning experiences (align them to the level competency descriptors)	Key Inquiry Questions
Safety Education	**Food Safety - Storing raw and cooked foods** **Suggested time: 2 lessons**	By the end of the sub-strand, the learner should be able to: a) Name foods that should be cooked before eating b) Name foods that can be eaten raw c) Identify areas where cooked food and raw foods could be stored d) state how we should store cooked and raw foods e) Appreciate the importance of proper storage of food	• Learners are guided to name foods that should be cooked before eating and those that could be eaten raw though an assortment of foods, pictures, video. • learnersare guided to identify areas where cooked and raw foods could be stored using pictures, videos. • Learners are guided on how to properly store cooked or raw food through demonstration, video clips and pictures.	1. What foods should be cooked before eating? 2. What foods could be eaten raw? 3. Where do we store cooked and raw foods? 4. How do we store cooked and raw foods? 5. What is the importance of proper storage of cooked and raw foods?

Core-Competence to be developed Creativity and imagination	
Link to PCIs: Health education – communicable diseases	**Link to Values:** responsibility
Links to other subject(s): Environmental activities; storage of food Language activities ; new words Movement and creative activities (improvisation)	**Suggested Community Service Learning:** Learners to visit a nearby market and observes how cooked and raw foods are stored.
Non-Formal Activity to support learning through	**Suggested Assessment:** oral questions, observation

application: Sing songs and recite poems on proper storage of foods in school and community forums	
Suggested Resources: videos, pictures of food, food samples	

Assessment Rubrics:			
Exceeding expectations	**Meeting expectations**	**Approaching expectations**	**Below expectations**
• Names foods that should be cooked before eating • Names foods that can be eaten raw • Identifies areas where cooked food and raw foods could be stored • states how we should be store cooked or raw foods • encourages others to store food properly	• Names foods that should be cooked before eating • Names foods that can be eaten raw • Identifies areas where cooked food and raw foods could be stored • states how we should be store cooked or raw foods	• Names most of the foods that should be cooked before eating • Names most of the foods that can be eaten raw • Identifies most areas where cooked food and raw foods could be stored • Occasionally states how we should be store cooked or raw foods	• Names a few of the foods that should be cooked before eating • Names a few of the foods that can be eaten raw • Identifies a few of the areas where cooked food and raw foods could be stored • Has difficulty stating how we should be store cooked or raw foods