



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

A skilled and Ethical Society

**PRE PRIMARY SCHOOL CURRICULUM DESIGN**

**CREATIVE ACTIVITIES**

**PRE PRIMARY I**



First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN:**

Published and printed by Kenya Institute of Curriculum Development



## TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION .....	iv
LESSON ALLOCATION FOR PRE-PRIMARY .....	vi
LEVEL LEARNING OUTCOMES.....	vii
ESSENCE STATEMENT .....	vii
SUBJECT GENERAL LEARNING OUTCOMES.....	viii
THEMES AT PRE PRIMARY ONE.....	ix
SUMMARY OF STRANDS AND SUB STRANDS .....	x
1.0 MYSELF .....	1
2.0 MY FAMILY.....	6
3.0 MY HOME .....	11
4.0 MY SCHOOL .....	16
APPENDIX 1:.....	26
COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&PP2). .....	26
APPENDIX 2.....	29
SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING.....	29



## **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 instil 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-fulfilment**

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



**4. Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.



## LESSON ALLOCATION FOR PRE-PRIMARY

S/No	Activity Learning Area	Number Of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
<b>Total</b>		<b>25</b>



## **LEVEL LEARNING OUTCOMES**

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

1. Demonstrate basic literacy and numeracy skills for learning.
2. Apply creative and critical thinking skills in problem solving.
3. Practice appropriate etiquette for interpersonal relationships.
4. Explore the immediate environment for learning and enjoyment.
5. Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
6. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
7. Develop interests, talents and character for positive contribution to society.

## **ESSENCE STATEMENT**

Creative Activities at preprimary level entails; play, dance, songs and Art activities. Creative activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. Pre-primary learners at this formative stage learn effectively through the integration of related learning experiences (inter and multi-disciplinary approaches), with the sole aim of developing both fine and motor skills necessary for the control and coordination of different parts of their body.

Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develops at their own pace. Creative activities enable the learner to develop imagination and creativity, build confidence, understand and express emotions, learn about the world around them, communicate thoughts, experiences or ideas, and practice social skills. In addition, creative activities help learners to practise and improve fine motor skills, gross motor skills and hand-eye coordination.



## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of pre-primary one, the learner should be able to:

- 1) Demonstrate basic knowledge, skills and values through exploration and performance in creative activities for sustainable learning.
- 2) Foster creativity, imagination, and self-expression for holistic well-being.
- 3) Exhibit positive intrapersonal and interpersonal skills of communication during performance in creative activities.
- 4) Demonstrate competence in the motor skills and movement patterns needed to perform a variety of creative activities.
- 5) Apply technological skills for learning and enjoyment within their local environment.
- 6) Demonstrate acquisition of social skills from creative activities for interpersonal relationships.





## **THEMES AT PRE PRIMARY ONE**

### **1. MYSELF**

- Parts of the body
- My clothes
- My friends

### **2. FAMILY**

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

### **3. OUR HOME**

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

### **4. OUR SHOOOL**

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



## SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS
1.0 MYSELF	1.1 Scribbling
	1.2 Printing
2.0 MY FAMILY	2.1 Colouring
	2.2 Joining dots
3.0 MY HOME	3.1 Modelling
	3.2 Musical Sounds
4.0 MY SCHOOL	4.1 Crawling and Bending
	4.2 Singing Game
	4.3 Water Play



## 1.0 MYSELF

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.1 Scribbling (15 Lessons)	By the end of the sub strand the learner should be able to: a) identify dry media used in scribbling, b) scribble using varied dry media for fine motor development, c) sing action songs about body parts used in scribbling, d) appreciate own and others' scribbled work.	The learner is guided to: <ul style="list-style-type: none"><li>● sing a song about body parts while stretching fingers, hands or feet to demonstrate self-awareness,</li><li>● freely pick and name the dry media (<i>coloured pencils, crayon, chalk, charcoal</i>), used in scribbling while taking turns and exercising patience,</li><li>● pick and share dry media for use in scribbling in pairs,</li><li>● boldly scribble using dry media to fill the given space of outlines of human forms,</li><li>● observe safety measures when using the dry media such as licking,</li><li>● collect materials used in scribbling and return them to appropriate places,</li><li>● sing songs about body parts while marching and stretching their body parts,</li></ul>	<ol style="list-style-type: none"><li>1. Why do you scribble?</li><li>2. How can one scribble?</li></ol>



			<ul style="list-style-type: none"><li>display scribbled pictures and comment positively each other's' work.</li></ul>	
<b>Core Competencies to be developed:</b> Communication and Collaboration: Learner speaks clearly and confidently when naming materials used in scribbling. Self- efficacy: Learner demonstrates self-awareness when singing songs on body parts and stretching fingers, hands or feet.				
<b>Values:</b> Unity: Learner collaborates with others, shares dry media equitably. Respect: Learner displays humility, patience and gives positive comments on others' artworks displayed.				
<b>Pertinent and Contemporary Issues:</b> Learners observe safety by avoiding licking dry media used while scribbling.				
<b>Link to other learning areas:</b> Learners relate dry media materials to vocabulary they learn in Language activities.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Myself</b>	<b>1.2 Printing</b> (20 Lessons)	By the end of the sub strand the learner should be able to: a) identify improvised materials used for printing, b) make hand print patterns for fun, c) make foot print patterns for fun, d) sing action songs about body parts for fun,	The learner is guided to: <ul style="list-style-type: none"> <li>● sing familiar song about body parts,</li> <li>● collect materials (<i>soil, ash, charcoal dust, chalk dust, paper, feathers, grass</i>) for making hand and foot printing,</li> <li>● name the collected materials for hand or foot printing,</li> <li>● interact peacefully with others while distributing and sharing materials for making hand or foot printing,</li> <li>● work together in groups to make hand print patterns using collected materials,</li> <li>● work together in groups to make foot print patterns using collected materials,</li> <li>● sing action songs about body in groups,</li> <li>● display their print work by sticking or hanging in class for appreciation,</li> <li>● keep their print work in a portfolio for safe</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we make hand prints?</li> <li>2. How do we make hand prints?</li> </ol>



		e) appreciate own and others' print work.	<p>storage,</p> <ul style="list-style-type: none"> <li>• play fun games as they display their prints for enjoyment,</li> <li>• clear working areas and return materials to appropriate places.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: Learner demonstrates interest in interacting with others while sharing materials and working together during printing.</li> <li>• Self-efficacy: Learner makes hand or foot prints successively, sings and plays fun games.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: Learner portrays a caring attitude by sharing materials with peers as they carry out their work.</li> <li>• Responsibility: Learner distributes materials amongst themselves, store their works well and clear working areas.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Learners develop life skills of self-awareness while appreciating their own hand or foot prints.</p>				
<p><b>Link to other learning areas:</b></p> <p>Learners keep the working environment clean in environmental activities.</p>				



### Assessment Rubrics for Myself (Scribbling and Printing)

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify materials used in scribbling, and printing.	Identifies a variety of materials used in scribbling, and printing.	Identifies the materials used in scribbling and printing.	Identifies some materials used in scribbling, and printing.	Identifies very few materials used in scribbling, and printing, even with prompts.
Ability to make pictures in scribbling and printing.	Makes creative pictures with clear scribbling and printing.	Makes pictures with clear scribbling and printing.	Makes pictures with some lack of clarity in scribbling and printing.	Makes pictures with total lack of clarity in scribbling and printing.
Ability to sing action songs while scribbling and printing.	Sings action songs while skillfully coordinating with scribbling, printing.	Sings action songs while coordinating scribbling and printing.	Sings action songs with some challenges coordinating with scribbling and printing.	Sings action songs with a lot of difficulty coordinating with scribbling and printing.



## 2.0 MY FAMILY

	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	<b>2.1 Colouring</b>  (20 Lessons )	By the end of the sub strand the learner should be able to: a) identify materials used for colouring from the environment, b) apply colours on drawn picture outlines of family members for fine motor development, c) recite simple rhymes on members of the family, d) appreciate own and others coloured picture outlines of members of the family.	The learner is guided to: <ul style="list-style-type: none"> <li>● collect and name materials such as flowers, leaves, charcoal, dry soil from their locality as they observe safety,</li> <li>● equitably share the collected colouring materials,</li> <li>● colour picture outlines of family members using the found materials,</li> <li>● take turns to recite simple rhymes on family members,</li> <li>● recite rhymes about family members while making movements such as marching in a line, dancing or jumping in groups,</li> </ul>	1.Where do we get materials for colouring? 2.How does one do colouring?





			<ul style="list-style-type: none"><li>display own work and confidently talk about it.</li></ul>	
<b>Core Competency to be developed:</b> <b>Self efficacy:</b> Learner displays own work and talks clearly and with confidence about it.				
<b>Values:</b> <b>Unity:</b> Learner shares colouring materials, collaborates with peers by taking turns while reciting rhymes.				
<b>Pertinent and Contemporary Issues:</b> Learner observes safety measures when collecting and naming materials such as flowers, leaves, charcoal, dry soil, bricks from their locality.				
<b>Link to other learning areas:</b> Learners use materials from their locality and keep the environment clean in environmental activities.				



Theme: My Family				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 MY FAMILY	<b>2.2 Joining dots</b> (20 lessons)	By the end of the sub strand the learner should be able to: a) identify materials used in joining dots, b) join dots to make pictures of clothes worn by family members, c) perform singing games while displaying clothes worn by family members, d) appreciate own and others dotted pictures of clothes worn.	The learner is guided to: <ul style="list-style-type: none"><li>● collect materials used in joining dots to make pictures of clothes worn by family members,</li><li>● observe samples of pictures made from joining dots,</li><li>● pick and share materials equitably to join dots of pictures,</li><li>● take turns to correctly use the materials to join dots on the provided picture outlines,</li><li>● individually, join dots of the provided drawings of clothes,</li><li>● collaborate with others in groups to engage in a singing game while demonstrating movements</li></ul>	<ol style="list-style-type: none"><li>1. Why do we join dots?</li><li>2. How does one join dots to make a drawing?</li></ol>



			<p>to form patterns,</p> <ul style="list-style-type: none"> <li>● display clothes worn by family members,</li> <li>● select colours of own choice to colour the dotted pictures of clothes,</li> <li>● display the dotted pictures made to peers,</li> <li>● talk about their own and others' pictures of clothes with confidence.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Self-efficacy:</b> Learner displays confidence in talking about clothes worn by family members.</li> <li>● <b>Communication and collaboration:</b> Learner speaks clearly about clothes worn by family members, collaborates with others and embraces team spirit.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit:</b> Learner shares materials and work together, embraces others, take turns in activities and conversation during dot joining activity.</li> <li>● <b>Social justice:</b> Learner shares materials equitably during dot joining activity.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Learner identifies and co-exists with others during the performance of a singing game.</p>				



**Link to other learning areas:**

Learners apply the skill of joining dots in writing numbers and shapes in Mathematics activities.

**Assessment Rubrics for My Family (Colouring and Joining Dots)**

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used in colouring and joining dots.	Identifies a variety of materials used in colouring and joining dots.	Identifies materials used in colouring and joining dots.	Identifies some materials used in colouring and joining dots.	Identifies very few materials used in colouring and joining dots, even with prompts.
Ability to make pictures by joining dots and colouring.	Makes creative pictures by precisely joining dots and clear colouring.	Makes pictures by joining dots and clear colouring.	Makes pictures with some inconsistencies in joining dots colouring.	Makes pictures with many faults in joining dots and colouring.
Ability to recite simple rhymes on members of the family.	Expressively recites simple rhymes on members of the family.	Recites simple rhymes on members of the family.	Recites simple rhymes on members of the family with some slack in expression and accuracy.	Recites simple rhymes on members of the family only with consistent prompts.



### 3.0 MY HOME

STRAND	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 MY HOME	3.1 Modelling  20 lessons	By the end of the sub strand the learner should be able to: a) identify materials used in modelling, b) model utensils found at home using the slab technique, c) sing action songs on utensils for awareness, d) appreciate own and others' modelled works.	The learner is guided to: <ul style="list-style-type: none"><li>● watch video clips demonstrating the slab technique,</li><li>● collect materials used in modelling (clay, plasticine),</li><li>● observe utensils such as plate, spoon, pan, cup,</li><li>● share modelling materials amongst themselves equitably,</li><li>● model utensils using the slab technique by observing the actual utensils,</li><li>● sing songs as they model utensils,</li><li>● display their modelled work while making some fun movements,</li><li>● clean their working areas and store the modelled utensils in the</li></ul>	Why do you like modelling?



			creative corner.	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● <b>Critical thinking and problem solving:</b> Learner keenly observes and creates utensils using slab technique.</li><li>● <b>Digital literacy:</b> Learner manipulates digital devices to watch video clip on slab modelling.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● <b>Love:</b> Learner shares materials equitably for modelling the items.</li><li>● <b>Responsibility:</b> Learner clears and collects materials by putting them in a creative corner.</li></ul>				
<b>Pertinent and Contemporary Issues:</b> <p>Learners acquire life skills of self-esteem as they successively make and appreciate their own and others modelled work.</p>				
<b>Link to other learning areas:</b> <p>Learners collect materials from their locality for use in modelling in Environmental activities.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>MY HOME</b>	<b>3.2 Musical Sounds</b> 20 Lessons	By the end of the sub strand the learner should be able to: a) identify sounds from the home environment, b) imitate sounds from home environment for enjoyment, c) sing musical rhymes with sounds from the home environment for enjoyment, d) colour pictures of objects or animals that produce sounds at home, e) appreciate the different sounds	The learner is guided to: <ul style="list-style-type: none"><li>● take a nature walk around the home or neighbourhood,</li><li>● listen to sounds from domestic animals, birds and objects,</li><li>● imitate the different sounds of animals, birds or objects heard,</li><li>● march while imitating the various sounds from the environment,</li><li>● sing musical rhymes with sounds from the home environment,</li><li>● produce the sounds they heard for fun with peers,</li><li>● imitate musical sounds of domestic animals, objects and birds from the school environment,</li></ul>	What do you do when you hear sounds?



		from the home environment for musical awareness.	<ul style="list-style-type: none"> <li>• in groups colour pictures of objects or animals that produce sounds at home,</li> <li>• talk about and appreciate the sounds of domestic animals, birds and objects in the locality.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Citizenship:</b> Learner enjoys producing musical sounds by imitating animals, birds and objects from the environment.</li> <li>• <b>Learning to learn:</b> Learner explores by imitating sounds from the environment.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Social justice:</b> Learner advocates for harmonious relationships with peers when colouring pictures of objects or animals that produce sound, in groups.</li> <li>• <b>Patriotism:</b> Learner is conscious of social and moral duties during nature walks with peers.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Learners become aware of environmental awareness as they listen and imitate sounds produced by animals, birds and objects from the environment.				
<b>Link to other learning areas</b> Learners appreciate the creation of animals and birds by their creator in Religious education.				





### Assessment Rubric for My Home (Modelling and Musical Sounds)

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify materials used in modelling.	Identifies a variety of materials used in modelling.	Identifies materials used in modelling.	Identifies some materials used in modelling.	Identifies very few materials used in modelling even with prompts.
Ability to model utensils found at home using the slab technique.	Models a variety of utensils found at home in a creative way using the slab technique.	Models utensils found at home using the slab technique.	Models some utensils found at home with limited creativity using the slab technique.	Models few utensils found at home with no creativity using the slab technique.
Ability to imitate sounds from the home environment.	Creatively imitates numerous sounds from the home environment.	Imitates sounds from the home environment.	Imitates some sounds from the home environment with some inaccuracies.	Imitates very few sounds from the home environment with many inaccuracies.
Ability to sing musical rhymes with sounds from the home environment.	Sings musical rhymes with sounds from the environment with high expression and creativity	Sings musical rhymes with sounds from the home environment with good expression and creativity.	Sings musical rhymes with sounds from the home environment with limited expression and creativity.	Sings musical rhymes with sounds from the home environment with very limited expression and creativity.



#### 4.0 MY SCHOOL

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



		bending activities in the school playing field.	<ul style="list-style-type: none"> <li>● collaborate and play crawling and bending fun game,</li> <li>● use appropriate language in talking about own and others performance in crawling and bending.</li> </ul>	
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>● <b>Communication and collaboration:</b> Learner uses appropriate language in talking about own and others performance in crawling and bending.</li> <li>● <b>Digital literacy:</b> Learner manipulates the digital device to watch video on bending and crawling.</li> </ul>				
<b>Values:</b> <b>Unity:</b> Learners work as a team to develop their gross motor skills through crawling and bending.				
<b>Pertinent and Contemporary Issues:</b> Learner develops self-awareness by recognising own strengths and areas of improvement in crawling and bending activities.				
<b>Link to other learning areas:</b> Learner acquires new vocabularies such as crawl, bend to use in language activities.				



### Assessment rubric for Crawling and Bending

<b>Level</b> <b>Indicator</b>	<b>Exceed Expectation</b>	<b>Meet Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to differentiate between crawling and bending activities through practice.	Differentiates crawling and bending activities very precisely through practise with excellent coordination.	Differentiates crawling and bending activities through practise with good coordination.	Differentiate crawling and bending activities through practise with some faults in coordination.	Differentiates between crawling and bending activities through practise with difficulty in coordination.
Ability to perform crawling and bending activities.	Performs crawling and bending activities with agility and precision.	Performs crawling and bending activities.	Performs crawling and bending activities with some inconsistencies.	Performs crawling and bending activities with difficulty, requiring much support.
Ability to sing action involving crawling and bending movement.	Sings action songs with well coordinated movements.	Sings action songs while making movement.	Sings action songs with little coordinated movements.	Sings action songs without coordination in movements.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
My School	<b>4.2 Singing Game</b>  20 Lessons	By the end of the sub strand the learner should be able to: a) identify items used in singing games at school, b) perform singing games in school for enjoyment, c) apply colour to drawings of items used in singing games in school, d) appreciate self and others' performance in singing games.	The learner is guided to: <ul style="list-style-type: none"><li>● collect and name items used in singing game such as <i>bean bags, toys, skipping ropes, improvised balls and dolls,</i></li><li>● pick and share items equitably in groups or pairs,</li><li>● perform singing games using the collected items,</li><li>● form patterns of circles, triangles and rectangles while performing singing games in groups,</li><li>● practise skipping, jumping, marching, dancing and hopping movements when performing the singing game,</li><li>● Work harmoniously with others while performing singing games ,</li><li>● observe safety while performing singing games,</li></ul>	Why are singing games performed?



			<ul style="list-style-type: none"> <li>● colour outlines of drawn items used in singing games,</li> <li>● display and talk about own and other's work,</li> <li>● talk about own and others performance in singing games by recognising their efforts.</li> </ul>	
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> Learner interacts and learns from peers how to perform singing games.</li> <li>● <b>Self-efficacy:</b> Learner successively skips, jumps, marches, dances and hops with peers during performance of singing game.</li> </ul>				
<b>Values:</b> <b>Unity:</b> Learner recognises efforts of own and others during performance of singing games.				
<b>Pertinent and Contemporary Issues:</b> Learners observe safety as they skip, jump, march, dance and hop cautiously while performing a singing game.				
<b>Link to other learning areas:</b> Learners form patterns of circles, triangles and rectangles in mathematics activities.				



### Assessment Rubric for Singing Game

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify items used in singing games.	Identifies a variety of items used in singing games.	Identifies items used in singing games.	Identifies some items used in singing games.	Identifies very few items used in singing games even with prompts.
Ability to perform singing games in school for enjoyment.	Performs singing games in school for enjoyment with well coordinated actions and movement.	perform singing games in school for enjoyment.	perform singing games in school for enjoyment with some difficulty in coordinating actions and movements.	perform singing games in school for enjoyment, with assistance in coordinating actions and movements.
Ability to apply colour to drawings of items used in singing games in school.	Applies colour to drawings of items used in singing games in school displaying high creativity in selection and application.	Applies colour to drawings of items used in singing games in school in a creative manner.	Applies colour to drawings of items used in singing games in school with less creativity in selection and application.	Applies colour to drawings of items used in singing games in school with limited or no creativity in selection and application.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>4.0 MY SCHOOL</b>	<b>4.3 Water Play</b> (20 Lessons)	By the end of the sub strand the learner should be able to: a) identify safety measures observed in water play, b) carry out water play activities for fun, c) add wet media in water to observe colour change, d) recite simple rhymes as they dip hands and splash water for fine motor skills development,	The learner is guided to: <ul style="list-style-type: none"> <li>watch a demonstration or videos of learners playing with water and name:  <i>-splashing</i>  <i>-dipping of hands</i>  <i>- the safety measures applied ( avoid immersing head in the water, avoid pouring water in the ears and nose, avoid drinking water in the basin),</i> </li> <li>Collaboratively and in pairs, practise splashing water while observing safety measures:  <i>- avoid immersing head in the water, - avoid pouring water in the ears and nose,</i>  <i>- avoid drinking water in the basin),</i> </li> </ul>	How does one splash water?





		e) appreciate playing with water for fun.	<ul style="list-style-type: none"> <li>• work with care and attention while splashing water and dipping hands with peers,</li> <li>• portray a caring attitude while playing fun games of dipping hands in water and splashing while observing safety,</li> <li>• Put safe paints/ink in the water in turns and mix to observe changes in colour,</li> <li>• recite familiar rhymes related to water to appreciate use of water.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Learner supports and displays team work with peers when dipping hands in water.</li> <li>• <b>Learning to learn:</b> Learner works with care and attention while splashing water and dipping hands with peers.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> Learner observes safety precautions when mixing paints or ink in water and when playing with water.</li> <li>• <b>Love:</b> Learner portrays a caring attitude when playing fun games with peers.</li> </ul>				



**Pertinent and Contemporary Issues:**

Learners observe safety when dipping hands, splashing water and handling paints.

**Link to other learning areas:**

Learners build reciting rhymes in Language activities.

**Assessment Rubric for Water Play**

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify safety measures observed in water play.	Identifies a variety of safety measures observed in water play.	Identifies safety measures observed in water play.	Identifies some safety measures observed in water play.	Identifies very few safety measures observed in water play, even with prompts.
Ability to carry out water play activities for fun.	Carries out water play activities for fun while assisting others.	Carries out water play activities for fun.	Carries out water play activities for fun with less assistance.	Carries out water play activities for fun, with assistance.



Ability to add wet media in water to observe colour change.	Adds wet media in water to observe colour change while assisting others to observe safety.	Adds wet media in water to observe colour change.	Adds wet media in water to observe colour change with less assistance in observing safety.	Adds wet media in water to observe colour change with assistance to observe safety.
Ability to recite simple rhymes as they dip hands and splash water for fine motor skills development.	Recites simple rhymes as they dip hands and splash water for fine motor skills development, while cautioning others on safety.	Recites simple rhymes as they dip hands and splash water for fine motor skills development.	Either recites simple rhymes or dip hands or splash water for fine motor skills development.	With guidance recites simple rhymes or dips hands or splash water for fine motor skills development.



## **APPENDIX 1:**

### **COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&PP2).**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

<b>Steps in carrying out the integrated CSL activity</b>
<p><b>1) Preparation</b></p> <ul style="list-style-type: none"><li>● Determine the activity for the learners</li><li>● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity</li><li>● Identify resources required for the activity (locally available materials)</li><li>● Stagger the activities across the term (Set dates and time for the activities)</li><li>● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community</li><li>● Identify and develop assessment tools</li></ul>



## 2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

## 3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the



planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.



## APPENDIX 2

### SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING

STRANDS	SUGGESTED LEARNING RESOURCES	SUGGESTED ASSESSMENT	SUGGESTED NON FORMAL PROGRAMMES
<b>1.0 MYSELF</b>	Crayons Coloured pencils Charcoal Drawing surfaces Papers Pencils Soil Ash Charcoal dust Feathers Grass Water colours	Observation schedule Oral question Portfolio Checklist	<ul style="list-style-type: none"><li>● Practise scribbling at home on papers, on the ground or on wet leaves.</li><li>● Practise scribbling at home on papers, on the ground or on wet leaves.</li></ul>
<b>2.0 MY FAMILY</b>	Crayons Coloured pencils Charcoal dust Leaves Flowers Ash	Observation schedule Checklist Portfolio Oral question	<ul style="list-style-type: none"><li>● Nature walk.</li><li>● Practise colouring at home with locally available materials.</li><li>● Singing about family members during parents day</li></ul>



	sweaters, socks, dress, shirts, pencils, cut-out pictures of clothes, crayons, rubbers,		<ul style="list-style-type: none"> <li>• or pre primary graduation. Showcasing their artworks during cultural/education day.</li> </ul>
<b>3.0 MY HOME</b>	Clay, plasticine, water, picture cutouts of utensils, real utensils, digital devices, Bell, vehicles, whistles, digital devices/print media, animals and birds.	Observation schedule, observation checklist, portfolio, oral questions, rating scale, anecdotal records	<ul style="list-style-type: none"> <li>• Showcase their modelled utensils during cultural festivals.</li> <li>• Practise modelling at home.</li> <li>• Nature walk around the school and neighbourhood.</li> <li>• Field trips.</li> </ul>
<b>4.0 MY SCHOOL</b>	<p>Digital devices, balls, bean bags, hula hoop, skipping rope.</p> <p>coloured pencils, crayons, drawn pictures, skipping rope, bean bags, scarfs, balls.</p> <p>Water, water containers, crayons, coloured pencils, leaves, flowers, balls, picture books, soil.</p>	Observation schedule, observation checklist, portfolio oral questions	<ul style="list-style-type: none"> <li>• Inter-class or inter-school sports competitions.</li> <li>• Singing action songs during music festivals.</li> <li>• After school peer games.</li> <li>• Performing singing games during music festivals, fun days, graduation ceremonies and parents day.</li> <li>• Visits to a baby pool, under supervision of parents and lifeguards</li> </ul>