



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

**LOWER PRIMARY SCHOOL**

**CURRICULUM DESIGN FOR ENVIRONMENTAL ACTIVITIES GRADE 1**

**JANUARY 2024**

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## LESSON ALLOCATION AT LOWER PRIMARY

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons</b>
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>31</b>

## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

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

#### **a) Social Needs**

Education should 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.

## **LEVEL LEARNING OUTCOMES**

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

## **ESSENCE STATEMENT**

Environmental Activities is an integrated learning area comprising both environmental, hygiene and nutrition concepts. The learning area builds on knowledge, skills, attitudes and values developed in Environmental Activities at Pre Primary level. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, environmental conservation, intrapersonal and interpersonal skills are further developed. Experiential learning will be utilised to enable the learner explore the environment through hands-on activities for learning and enjoyment. This will enable the learner to develop a sense of connection and appreciation to the immediate natural environment and its cultural diversity in the endeavour to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in upper grades through concepts in related learning areas.



## **GENERAL LEARNING OUTCOMES**

By the end of Grade 1, the learner should be able to:

- a) acquire appropriate practical skills and values for problem solving in conserving the environment
- b) communicate appropriate messages for conserving the environment
- c) demonstrate appropriate values, attitudes and practices for sustainable interactions
- d) explore the natural resources in the immediate environment for learning and enjoyment
- e) practise proper hygiene and good health habits to promote the well-being of self, others and the environment
- f) apply acquired competences in solving environmental challenges for sustainable development
- g) participate in community service learning to promote environmental and social well-being
- h) observe safety precautions to limit risks to self and others while exploring the environment
- i) appreciate the country's rich and diverse cultural heritage for harmonious living in the community

## SUMMARY OF STRANDS AND SUB STRANDS

<b>Strands</b>	<b>Sub Strands</b>
1.0 SOCIAL ENVIRONMENT	1.1 Body Care 1.2 Our Home 1.3 Family Needs 1.4 Our School 1.5 Our Market
2.0 NATURAL ENVIRONMENT	2.1 Weather and the Sky 2.2 Soil 2.3 Sound
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water 3.2 Plants 3.3 Animals

## 1.0 SOCIAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.1 Body Care</b> (13 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials used to clean different parts of the body,</li> <li>b) clean parts of the body using locally available materials,</li> <li>c) appreciate the importance of a clean body for personal hygiene.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe pictures and name materials used to clean different parts of the body,</li> <li>● draw and colour materials used to clean different parts of the body,</li> <li>● match cleaning materials (<i>sponge, pumice stone, face towel, plant fibres, toothbrush, earbuds</i>) with pictures of body parts they are used to clean (<i>face, teeth, hands, feet and hair</i>),</li> <li>● watch a video clip or observe pictures on oral hygiene practices for personal wellbeing,</li> <li>● think, pair and share information on problems related to oral hygiene</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you clean your body parts?</li> <li>2. Why should we clean our body parts?</li> </ol>

			<p><i>(bad breath, bleeding gums, cavities),</i></p> <ul style="list-style-type: none"> <li>● practice brushing teeth for proper oral hygiene and personal well-being,</li> <li>● observe a demonstration on cleaning parts of the body <i>(face, hair, hands, legs, feet),</i></li> <li>● enhance diligence and excellence by following appropriate steps for washing own face, hands, feet and hair as well as by not wasting cleaning agents and water <i>(soap, water, toothpaste),</i></li> <li>● sing a song or recite a poem on cleaning different parts of the body,</li> <li>● make and maintain a journal on cleaning different parts of the body for one week,</li> <li>● exhibit the skill of</li> </ul>	
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			originality in creating a healthy habit poster showing the importance of oral habits.	
<p><b>Core Competency to be developed:</b>  <b>Creativity and imagination:</b> Learner exhibits the <i>skill of originality</i> when creating a healthy habit poster showing the importance of oral habits.</p>				
<p><b>Values:</b>  <b>Responsibility:</b> Learner enhances diligence and excellence while cleaning body parts without wasting cleaning agents and water.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● <b>Life Skills:</b> Learner <i>develops self-awareness</i> when taking care of different body parts.</li> <li>● <b>Health Promotion Issues:</b> Learner develops the skill of cleaning own body parts as a way of practising personal cleanliness.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>● Taking an account of cleaning the body parts relates to the skill of <i>journaling</i> in Language Activities.</li> <li>● Singing songs on cleaning different parts of the body draws knowledge of <i>singing</i> in Creative Activities.</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Our Home  (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify materials used to clean a home environment, b) identify common accidents at home for personal and others' safety, c) carry out activities to ensure cleanliness in the home, d) reflect on the importance of living in a clean home environment.	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share on different materials used to sweep, wipe, dust and collect litter at home,</li> <li>● draw and colour materials used to sweep, wipe, dust and collect litter at home,</li> <li>● think, pair and share information on common accidents that occur at home (<i>falls, cuts and burns</i>),</li> <li>● talk with a caregiver to identify things that can cause common accidents at home and share with peers,</li> <li>● watch videos or observe pictures on ways of preventing accidents at home (<i>wiping spills, arranging furniture properly, disposing of waste appropriately, covering open pits, proper handling of tools like knives and forks, proper use and storage of medicine</i>),</li> <li>● role play how to use medicine</li> </ul>	How can you make your home environment clean and safe?

			<p>(syrup) with the recommended dosage (use clean drinking water),</p> <ul style="list-style-type: none"> <li>● watch a video or observe pictures on ways of ensuring cleanliness in the home (<i>collecting litter, sweeping, dusting, wiping furniture, proper disposing of waste</i>),</li> <li>● develop independence in cleaning places (<i>compound, living room, kitchen</i>) and assorted items (<i>table, chair, mat</i>) using different suitable cleaning materials (<i>soap, water, sponge, sisal fibres, piece of cloth</i>) at home.</li> </ul>	
<p><b>Core competency to be developed:</b>  <b>Learning to learn:</b> Learner develops independence when cleaning furniture using suitable materials.</p>				
<p><b>Values:</b>  <b>Responsibility:</b> The learner enhances self-drive when keeping the home environment clean such as practising cleaning assorted home items using suitable cleaning materials</p>				
<p><b>Pertinent and Contemporary Issues:</b>  The learner develops life skills regarding right dosage during taking of medicine.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.3 Family Needs</b>  (13 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify basic needs in the family,</li> <li>b) classify physical needs in the family,</li> <li>c) categorise food from plants and animals eaten at home,</li> <li>d) select suitable food for a healthy body,</li> <li>e) appreciate different needs in the family.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share information on different family needs,</li> <li>● appreciate diverse opinions while sharing information on different family needs,</li> <li>● watch a video clip and/or observe pictures of different physical family needs (<i>food and water, clothing and shelter</i>),</li> <li>● draw and colour different family needs (<i>food items, water storage container/tap, assorted clothes and hut/house</i>),</li> <li>● observe pictures of food items used by family members,</li> <li>● match pictures of food items with their names,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which things do you use as a family at home?</li> <li>2. How do you choose the food you eat?</li> </ol>



			<ul style="list-style-type: none"><li>● recite poems and/or sing songs on different family needs,</li><li>● manipulate digital devices while recording poems and songs on different family needs,</li><li>● make picture cut outs of food items, water, clothes, houses, Manyatta, huts,</li><li>● group locally assorted food items (<i>from plants and animals</i>) into likes and dislikes using sense of sight, taste, touch and smell,</li><li>● think, pair and share the reasons for eating food every day (<i>for growth, energy prevention of illness</i>) irrespective of colour, taste, touch and smell,</li><li>● create a one-week journal of healthy foods eaten,</li><li>● make a nature corner with different food items found in the locality.</li></ul>	
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**Core Competencies to be developed:**

- **Digital literacy:** Learner manipulates digital devices while recording poems and songs on different family needs.
- **Self-efficacy:** Learner groups locally assorted food items into likes and dislikes using sense of sight, taste, touch and smell.

**Values:**

**Respect:** Learner enhances appreciates diverse opinions when sharing information on different family needs.

**Pertinent and Contemporary Issues:**

**Life skills:** Learner develops the skill of *self-awareness* when drawing, colouring, grouping different family needs.

**Link to other Learning Areas:**

Physical needs of the family can be drawn from concepts portrayed in the Religious Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.4 Our School</b>  (9 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify main physical features between home and school,</li> <li>b) draw main physical features between home and school,</li> <li>c) apply personal safety on the way to school,</li> <li>d) acknowledge the significance of identifying places using key features.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● watch videos or observe pictures on main physical features between home and school (<i>relative location; landmarks close to home and school</i>),</li> <li>● think, pair and share information on the main physical features between home and school (<i>rivers, hills, forest, bridges, roads, buildings</i>),</li> <li>● draw a river, a hill, forest/trees, a bridge, a road, buildings (<i>church, mosque, temple</i>),</li> <li>● interact with digital technology when playing educative digital games on locating main features between home and school,</li> <li>● cooperate and display team</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you identify your way to school?</li> <li>2. How can you be safe while coming to school?</li> </ol>

			spirit in role playing safety measures to take on the way to school ( <i>observing road signs, not speaking to strangers, not picking foods from strangers, respecting community helpers</i> ).	
<b>Core Competency to be developed:</b>				
<b>Digital Literacy:</b> Learner interacts with digital technology when playing educative digital games on locating main features between home and school.				
<b>Values:</b>				
<b>Unity:</b> Learner enriches cooperation and team spirit when role playing safety measures to take on the way to school.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Socio economic Issues:</b> Learner acquires child road safety awareness when role playing safety measures to take on the way to school and back.				
<b>Link to other learning areas:</b>				
Drawing physical features between home and school relates to the skill of <i>drawing and colouring</i> in Creative Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.5 Our market</b>  (9 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify roles of people found in a market,</li> <li>b) identify food items found in the market,</li> <li>c) categorise food items found in the market into fruits and vegetables,</li> <li>d) appreciate activities that are carried out in a market.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe pictures and/or videos of people found in a market,</li> <li>● listen keenly and speak effectively when sharing information with peers on roles of people found in a market,</li> <li>● use pictures or flashcards to pick out food items found in the local market,</li> <li>● draw and colour different food items found in the market (<i>orange, mango, banana, kales/sukuma wiki,</i>)</li> <li>● Cooperate with peers when drawing and colouring different food items found in the market,</li> <li>● use flashcards to sort and group food items into fruits (<i>bananas, oranges,</i></li> </ul>	Why do we have markets?

			<p><i>lemon</i>) and vegetables (<i>spinach, carrots, cabbage,</i>)</p> <ul style="list-style-type: none"> <li>● use digital learner devices or pictures from paper cuttings to group food items found in the market and make a portfolio.</li> <li>● recite poems and sing songs on food items found in the market.</li> </ul>	
<p><b>Core Competency to be developed:</b>  <b>Communication and collaboration:</b> Learner listens keenly and speaks effectively when sharing information with peers on roles of people found in a market.</p>				
<p><b>Values:</b>  <b>Unity:</b> Learner enhances <i>cooperation</i> when drawing and colouring different food items found in the market in groups.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Social-economic issues:</b> Learner develops the skill of <i>career awareness</i> when sharing information with peers on roles of people found in a market,</p>				
<p><b>Link to other Learning Areas:</b>  Sorting and grouping food items found in a market relates to concepts of classification in Mathematics Activities.</p>				

### Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used to clean different parts of the body and a home environment,	Exhaustively identifies materials used to clean different parts of the body and a home environment	Identifies materials used to clean different parts of the body and a home environment	Partly identifies materials used to clean different parts of the body and a home environment	Partly identifies materials used to clean different parts of the body and a home environment with prompts
Ability to identify basic needs in the family - food and water - clothing - shelter	Identifies basic needs in the family exhaustively	Identifies basic needs in the family	Partially identifies basic needs in the family	Partially identifies basic needs in the family with hints
Ability to identify common accidents at home for personal and others' safety	Comprehensively identifies common accidents at home for personal and others' safety	Identifies common accidents at home for personal and others' safety	Partly identifies common accidents at home for personal and others' safety	Partly identifies common accidents at home for personal and others' safety with prompts
Ability to identify <b>main</b> physical features found between home and school	Identifies <b>ALL main and minor</b> physical features found between home and school	Identifies the <b>main</b> physical features found between home and school	Identifies <b>some of the main</b> physical features found between home and school	Identifies <b>some of the main</b> physical features found between home and school with cues
Ability to carry out activities to ensure cleanliness of body	Carries out activities to ensure cleanliness of body parts and the	Carries out activities to ensure cleanliness of body parts and the	Carries out activities to ensure cleanliness of either body parts or	Rarely carries out activities to ensure cleanliness of either body

parts and the home using locally available resources	home using locally available resources frequently	home using locally available resources (routinely)	the home using locally available resources occasionally	parts or the home using locally available resources
Ability to classify physical needs in the family	Classifies physical needs in the family	Classifies physical needs in the family	Partly classifies physical needs in the family	Partly classifies physical needs in the family
Ability to select suitable food items for a healthy body	Selects suitable food items for a healthy body decisively and precisely	Selects suitable food items for a healthy body	Selects some suitable food items for a healthy body	Selects some suitable food items for a healthy body with prompts
Ability to apply personal safety on the way to school	Applies personal safety on the way to school always	Applies personal safety on the way to school	Applies personal safety on the way to school occasionally	Rarely applies personal safety on the way to school



## 2.0 NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.1 Weather and the Sky</b>  (12 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the appearance of the sky during the day and at night,</li> <li>b) identify weather conditions in the locality,</li> <li>c) record different weather conditions in the locality,</li> <li>d) appreciate differences in weather conditions at different times of the day.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe the sky (<i>the moon, sun and stars</i>) during the day and at night (<i>with guidance of parents or guardians</i>) and share observations with others,</li> <li>● Watch video clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances,</li> <li>● draw the findings (<i>stars, moon, clouds, sun</i>) of the appearance of the sky during the day and at night,</li> <li>● watch video clips or observe pictures of</li> </ul>	How does the sky appear at night and during the day?

			<p>different weather conditions (<i>cloudy, sunny, windy, rainy, calm</i>),</p> <ul style="list-style-type: none"> <li>● draw different weather conditions (<i>cloudy, sunny, windy, rainy, calm</i>),</li> <li>● observe and share ideas on prevailing weather conditions (<i>cloudy, sunny, windy, rainy, calm</i>) as an outdoor activity and make a weather chart,</li> <li>● role play various weather conditions for enjoyment,</li> <li>● speak engagingly when telling age appropriate stories about weather and weather conditions,</li> <li>● enhances honour to commitments when making and</li> </ul>	
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			maintaining a one-week daily journal on weather conditions.	
<b>Core competency to be developed:</b>				
<b>Communication and collaboration:</b> Learner speaks engagingly when telling age appropriate stories about weather and weather conditions				
<b>Values:</b>				
<b>Responsibility:</b> Learner enhances honours to commitments when making and maintaining a one-week daily journal on weather conditions.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life skills:</b> Learner develops time management skills when making and reading weather charts.				
<b>Link to other Learning Areas:</b>				
Appearance of the sky and conditions can be used when learning creation in Religious Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.2 Soil</b> (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) identify ways of playing with soil for enjoyment,</li> <li>b) play with soil for enjoyment,</li> <li>c) model objects using soil at school,</li> <li>d) develop curiosity in playing with soil for enjoyment.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share ways of playing with soil for enjoyment,</li> <li>● enhance cooperation when filling and emptying cans with soil in turns,</li> <li>● make different patterns using soil and paint,</li> <li>● watch videos or observe pictures of objects made from soil,</li> <li>● develop high self-esteem when modelling different objects using soil (<i>dolls, plate, bowl and a ball</i>),</li> <li>● sing relevant songs to peers while playing with soil for fun.</li> </ul>	Why is playing with soil important to us?

			<ul style="list-style-type: none"> <li>● clean or tidy up working space after modelling activities and wash hands with soap and clean running water.</li> </ul>	
<p><b>Core Competency to be developed:</b> Self-efficacy: Learner develops high self-esteem when modelling different objects using soil.</p>				
<p><b>Values:</b> <b>Social justice:</b> Learner enhances cooperation when filling and emptying cans with soil in turns.</p>				
<p><b>Pertinent and Contemporary Issues:</b> <b>Health Promotion Issues:</b> Learners develop the skill of washing hands with soap and clean running water after playing with soil.</p>				
<p><b>Link to other Learning Areas:</b> Modelling different objects using soil can be used when learning modelling in Creative Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Sound (12 Lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify sounds in the immediate environment,</li> <li>b) create sounds from objects for enjoyment,</li> <li>c) discriminate sounds that alert us on dangers for appropriate response,</li> <li>d) acknowledge sounds that alerts us to dangers.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers,</li> <li>● watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (<i>plucking, hitting, blowing, shaking snapping, tapping and clicking</i>),</li> <li>● develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources (<i>thunder</i>),</li> <li>● use video clips or pictures to find out various sounds used to</li> </ul>	<ol style="list-style-type: none"> <li>1. How do animals and other objects in our environment produce sounds?</li> <li>2. Why are some sounds important in our lives?</li> </ol>

			<p>alert on danger,</p> <ul style="list-style-type: none"> <li>● use common courteous words when engaging with peers to identify sounds inferring danger,</li> <li>● explore sources of loud sound and effects to health and safety in the immediate environment,</li> <li>● observe practices that reduce harmful effects of loud sounds,</li> <li>● think, pair and share information on physical (hearing loss) and mental (<i>sleep disturbance, headaches</i>) harmful effects of loud sounds,</li> <li>● recite a poem on limiting harmful effects of loud sounds,</li> <li>● enhance loyalty when obeying laws and regulation on sounds that alert us on dangers for appropriate response.</li> </ul>	
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**Core Competencies to be developed:**

**Self-efficacy:** Learner develops confidence when imitating various sounds produced by animals or objects.

**Values:**

**Patriotism:** Learner enhances loyalty when obeying laws and regulation on sounds that alert on dangers for appropriate response.

**Pertinent and Contemporary Issues:**

**Life skills:** Learner uses common courteous words when engaging with peers to identify sounds inferring danger.

**Link to other Learning Areas:**

Sounds in the immediate environment draws concepts in Creative Activities.



## Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify weather conditions in the immediate environment	Identifies weather conditions in the immediate environment with precision	Identifies weather conditions in the immediate environment	Identifies weather conditions in the immediate environment with minimal omissions	Partly identifies weather conditions in the immediate environment with cues
Ability to identify ways of playing with soil for enjoyment	Identifies ways of playing with soil for enjoyment creatively and willingly	Identifies ways of playing with soil for enjoyment	Identifies ways of playing with soil for enjoyment with minimal prompts	Identifies a way of playing with soil for enjoyment with prompts
Ability to describe the appearance of the sky during the day and at night	Confidently describes the appearance of the sky during the day and at night with exactness	Describes the appearance of the sky during the day and at night	Describes the appearance of the sky during the day and at night with minor errors.	Describes partly, the appearance of the sky during the day and at night with many errors.
Ability to record weather conditions in the locality	Clearly records weather conditions in the locality accurately	Records weather conditions in the locality	Records weather conditions in the locality with minor errors	Records weather conditions in the locality with many errors.
Ability to model objects using soil at school	Models a variety of objects using soil at school skillfully	Models objects using soil at school	Models an object using soil at school.	Models an incomplete object using soil at school.
Ability to create sounds from a variety of	Creates sounds from a variety of objects for	Creates sounds from a variety of objects for	Creates sounds from a some objects for	Creates sounds from an object for

objects for enjoyment	enjoyment audibly	enjoyment	enjoyment less audibly	enjoyment very faintly.
Ability to discriminate sounds that alert us on dangers for appropriate response	Discriminates sounds that alert us on dangers for appropriate response accurately and confidently	Discriminates sounds that alert us on dangers for appropriate response accurately	Discriminates sounds that alert us on dangers for appropriate response less accurately	Discriminates sounds that alert us on dangers for appropriate response inaccurately.
Ability to appreciate sounds that alerts us on dangers in the environment	Appreciates sounds that alerts us on dangers in the environment to a great extent	Appreciate sounds that alerts us on dangers in the environment	Moderately appreciates sounds that alerts us on dangers in the environment	Mildly appreciates sounds that alerts us on dangers in the environment

### 3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b> (14 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify sources of water in the immediate environment,</li> <li>b) record uses of water at home and school,</li> <li>c) conserve water at home and school,</li> <li>d) acknowledge different sources of water in the immediate environment,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● watch videos, observe pictures or play computer games on different sources of water,</li> <li>● develop originality skills when drawing and colouring different sources of water (<i>rain, springs, boreholes, rivers, dams, lakes, oceans</i>),</li> <li>● complete a simple word puzzle on sources of water at home and school,</li> <li>● collaboratively model sources of water (<i>rivers, lakes, dams, oceans</i>) in the class learning space or corner using locally available materials,</li> <li>● observe and write uses of water at home and school</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you use water without wasting it?</li> <li>2. Why do we care for water sources?</li> </ol>

			<p>and share with peers in class (<i>We drink it, wash with it, swim in it, we wash ourselves with it....</i>)</p> <ul style="list-style-type: none"> <li>● think, pair and share experiences on careful use of water in the home and school,</li> <li>● share experiences on using water sparingly (<i>careful use of water - reducing and re-using water</i>) with peers and caregivers,</li> <li>● role play water conservation activities that can be used at home and school,</li> <li>● make a poster on water conservation (reducing use of water) at home and school.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> Learner develops <i>self-discipline when working collaboratively</i> with peers during modelling of water sources in the class learning space or corner using locally available materials.</li> <li>● <b>Creativity and imagination:</b> Learner develops <i>originality skills</i> when drawing and colouring different sources of water.</li> </ul>				

**Values:**

**Unity:** Learner enriches equality when sharing experiences on using water sparingly with peers and caregivers.

**Pertinent and Contemporary Issues:**

**Health promotion issues:** Learners *drink clean water* and role play using water sparingly for personal wellbeing.

**Link to other Learning Areas:**

Making a poster on water conservation at home and school draws knowledge from writing skills in Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources in Our Environment</b>	<b>3.2 Plants</b> (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify parts of a plant found in the school garden or compound,</li> <li>b) draw different parts of a plant found at school,</li> <li>c) carry out activities that conserve plants in the immediate environment,</li> <li>d) advocate for conservation of plants in the immediate environment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● go on a nature walk to explore parts of plants,</li> <li>● watch video clips, observe pictures and photographs to identify different parts of a plant in pairs,</li> <li>● observe safety and carefully collect and observe young plants in the locality,</li> <li>● indicate parts of a plant (<i>leaves, stem, roots</i>) using real plants or pictures,</li> <li>● colour parts of a plant and display own work for further learning and peer assessment,</li> <li>● plant seeds (<i>common food plants in the immediate environment</i>) in the</li> </ul>	How can you care for plants in your environment?

			<p>nature corner of the class, in a school garden or flowerbed,</p> <ul style="list-style-type: none"> <li>● enrich citizenship by watering plants found in the immediate environment.</li> </ul>	
<p><b>Core Competency to be developed:</b>  <b>Learning to learn:</b> Learner develops <i>self-discipline</i> when going for a nature walk to explore different parts of plants in the immediate environment.</p>				
<p><b>Values:</b>  <b>Patriotism:</b> Learner enriches citizenship when showing love to the country by watering plants found in the immediate environment.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Environmental education and climate change:</b> learner observes safety when collecting young plants in the locality.</p>				
<p><b>Link to other Learning Areas:</b>  Drawing and colouring parts of a plant relates to sketching and drawing concepts in Creative Arts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources in Our Environment</b>	<b>3.3 Animals</b> (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify domestic animals in the immediate environment,</li> <li>b) carry out basic care activities for small domestic animals,</li> <li>c) acknowledges diversity of animals in the immediate environment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● watch and observe pictures of domestic animals in the immediate environment,</li> <li>● explore the immediate environment by taking a nature walk to observe and write names of domestic animals to share with peers,</li> <li>● watch video clips of domestic animals being watered, fed and treated,</li> <li>● think and share precautions taken when feeding and watering domestic animals,</li> <li>● water and feed some domestic animals in</li> </ul>	How can you care for animals in your immediate environment?



			<p>the immediate environment accompanied by a caregiver (<i>rabbit, goat, sheep, chicken, cat, dog</i>)</p> <ul style="list-style-type: none"><li>● wash hands using clean running water after interacting with animals for personal hygiene,</li><li>● make a journal on basic care activities done to domestic animals at home or school (<i>number of times animals are fed and watered</i>),</li><li>● listen to stories on animals for enjoyment,</li><li>● write clearly and correctly when gathering more information on care for domestic animals from parents or guardians.</li></ul>	
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**Core Competencies to be developed:**

- **Communication and collaboration:** Learner writes clearly and correctly when gathering more information on care for domestic animals from parents or guardians.
- **Learning to learn:** Learner develops *exploration skills* when taking a nature walk to observe and write names of domestic animals to share with peers

**Values:**

- **Love:** Learner enhances compassion when portraying a caring attitude during watering and feeding of some domestic animals in the immediate environment.
- **Unity:** Learner enriches cooperation when displaying team spirit during nature walks while observing domestic animals.

**Pertinent and Contemporary Issues:**

- **Health promotion issues:** Learner develops *hand washing skills* using clean running water after feeding and watering animals.
- **Life skills :** Learner develops *empathy* when taking precautions when feeding and watering domestic animals.

**Link to other Learning Areas:**

Listening to stories on animals for enjoyment relates to active listening in Language Activities.

### Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify sources of water in the immediate environment; <ul style="list-style-type: none"> <li>- <i>Rain</i></li> <li>- <i>Springs</i></li> <li>- <i>Boreholes</i></li> <li>- <i>Rivers</i></li> <li>- <i>Dams</i></li> <li>- <i>Lakes</i></li> <li>- <i>Oceans</i></li> </ul>	Identifies sources of water in the immediate environment exhaustively	Identifies sources of water in the immediate environment (5 - 6 sources)	Identifies sources of water in the immediate environment partially (3 - 4 sources)	Identifies sources of water in the immediate environment (1-2 source) with prompts.
Ability to identify parts of a plant found in the school garden/ compound; <ul style="list-style-type: none"> <li>- <i>Leaves</i></li> <li>- <i>Stem</i></li> <li>- <i>Roots</i></li> </ul>	Identifies parts of a plant found in the school garden/ compound exhaustively	Identifies 3 parts of a plant found in the school garden/ compound	Identifies 2 parts of a plant found in the school garden/ compound	Identifies 1 part of a plant found in the school garden/ compound with hints
Ability to conserve water at home and school; <ul style="list-style-type: none"> <li>- Careful use of water</li> </ul>	Conserves water at home and school effortlessly	Conserves water at home and school	Conserves water at home and school with minimal effort	Conserves water at home and school with much effort

<i>(reducing)</i> - Reusing				
Ability to draw different parts of a plant found at school	Skillfully draws different parts of a plant found at school	Draws different parts of a plant found at school	Sketches different parts of a plant found at school	Sketches different parts of a plant found at school with hints
Ability to carry out activities that conserve plants in the immediate environment; - planting seeds - watering plants	Carries out activities that conserve plants in the immediate environment exhaustively	Carries out activities that conserve plants in the immediate environment	Carries out activities that conserve plants in the immediate environment partially	Carries out activities that conserve plants in the immediate environment partially with prompts
Ability to carry out basic care activities for small domestic animals in the immediate environment; - watering - feeding	Carries out basic care activities for small domestic animals in the immediate environment comprehensively	Carries out basic care activities for small domestic animals in the immediate environment	Carries out basic care activities ( <i>feeding or watering</i> ) for small domestic animals in the immediate environment partially	Carries out basic care activities ( <i>feeding or watering</i> ) for small domestic animals in the immediate environment with prompts
Ability to advocate for conservation of plants in the immediate environment	Strongly advocates for conservation of plants in the immediate environment	Advocates for conservation of plants in the immediate environment	Advocates for conservation of plants in the immediate environment less strongly	Advocates for conservation of plants in the immediate environment with frequent prompts

## Appendix I

### Community Service Learning at Lower Primary

At this sub-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:

#### Steps in carrying out the integrated CSL activity

##### 1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

##### 2) Implementation of 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 II

### Suggested Resources, Assessment Methods and Non formal Activities

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"><li>● Approved curriculum support materials</li><li>● Resources from local Environment (home and school)</li><li>● Stationery</li><li>● Digital devices</li><li>● Manilla Papers</li><li>● Drawing materials</li><li>● Clay soil</li><li>● Water</li><li>● Plastic bottles</li><li>● Pictures or picture cut outs /Newspaper cuttings/Photographs</li><li>● Flash Cards</li><li>● Charts</li></ul>	<ul style="list-style-type: none"><li>● Observation</li><li>● Aural questions</li><li>● Oral question</li><li>● Written tests</li><li>● Self-assessment</li><li>● Peer assessment</li><li>● Projects</li></ul>
<p><b>Non formal Activities that support learning</b></p> <ul style="list-style-type: none"><li>● Games and sports</li><li>● Clubs and societies</li><li>● Other school events</li></ul>	