



Final
Playgroup Curriculum Designs for Three Year Old Children

Tharaka Nithi County

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National Goals of Education

1. **Foster nationalism, patriotism and promote national unity:** Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.
2. **Promote social, economic, technological and industrial needs for national development:** Education should prepare the learner to play an effective and productive role in the nation.
 - a) **Social needs:** Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.
 - b) **Economic needs:** Education should prepare the learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.
 - c) **Technological and industrial needs:** Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.
3. **Promote individual development and self-fulfillment:** Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interest, talents and character for positive contribution to the society.
4. **Promote sound moral and religious values:** Education should promote acquisition national values as enshrined in the Kenya Constitution. It should be geared toward developing 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.
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 empower the learner to respect, appreciate, and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.
8. **Promote positive attitude towards good health and environmental protection:** Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.



Language Activities

Subject General Learning Outcomes: By the end of playgroup education the learner should be able to:

1. Demonstrate use of common greetings and farewell words
2. Participate in conversations with peers
3. Respond to simple instructions and questions
4. Sit appropriately when scribbling, painting and colouring.
5. Listen to and responding to stories

Strand	Sub strand	Learning outcomes	Learning Experiences	Teaching Learning Resources	Competence developed
1.0 Listening	1.1 Common Greeting and Farewell	By the end of the sub strand the learner should be able to; i. Respond to routine greetings in and out of school ii. Respond appropriately to farewell bidding in and out of class iii. Enjoy responding appropriately to greetings and farewell in and out of class iv. Enjoy singing and reciting poems on greetings and farewell	➤ Observing and imitating greetings and farewell ➤ Practice greeting and farewell bidding ➤ Encourage learners to respond to greetings and farewell ➤ Encourage learners to sing and recite songs on greetings and farewell	Video clip, pictures cards/cutouts picture books Audio clips, Photos Collection of songs and short poems focusing on greeting and farewell	➤ Learning to learn ➤ Communication ➤ Collaboration



	1.2 Listening for enjoyment and comprehension.	By the end of the sub strand the learner should be able to: - Respond appropriately to a variety of listening experiences in and out of class - Demonstrate enjoyment in a variety of listening experiences - Demonstrate comprehension of simple stories by answering simple questions drawn from the stories	➤ Learners listen to short songs, poems and stories ➤ Learners be encouraged to sing and dance ➤ Learners be encouraged to listen to and respond to short stories about things in their immediate environment ➤ Learners to listen to simple stories and answer simple questions ➤ Learners to tell news/stories and listen to others when telling news/stories	Audiovisual devises, music instrument, Simple picture stories that are locally and linguistically relevant Action songs reflecting the simple stories Picture books	➤ Communication ➤ Learning to learn
	1.3 Active listening	By the end of the sub strand, the learner should be able to: - Respond to simple instructions in and out of class - Take pleasure in responding to simple instructions in and out of class	➤ Learners to be given simple instructions and encouraged to respond ➤ Learners to be encouraged to answer simple questions during a conversation	Audiovisual devices, improvised toy telephones, Play games that involve following instructions	➤ communication ➤ Learning to learn ➤ Self confidence



	1.4 Passing information	By the end of the Sub strand, the learner should be able to: a) i. Listen to information and communicate in and out of class ii. Convey verbal messages effectively in and out of class iii. Desire to communicate with others	➤ Learners to be guided to pay attention when listening to: teachers, children and parents/caregivers ➤ Learners to participate in activities that involve conveying messages ➤ Guide learners to listen to and follow instructions as given by teachers ➤ Encourage learners to listen to their friends when telling stories, news or answering questions in class.	Visual messages, pictures, smiling faces, whisper games, applications on messages, palm tree leaves Picture books	➤ Learning to learn ➤ Communication
	1.5 Auditory discrimination	By the end of the sub strand, the learner should be able to: i. Recognize sounds in the environment ii. Respond to sounds in the environment <u>iii.</u> Enjoy listening to sounds in the environment	➤ Learners to be engaged in activities involving responding to school bells, whistles, phone ringing, hooting, sirens ➤ Learners to be engaged in	Whistles, bells, phone, music instruments, shakers, animals	➤ Learning to learn ➤ Communication



			identifying various sounds in the environment ➤ Learners to mimic various sounds in the immediate environment		
	1.6 Auditory memory	By the end of the sub strand, learners should be able to: i. Recall a variety of sounds in the environment ii. Enjoy listening to various sounds in their environment	➤ Learners to be exposed to a variety of sounds in the environment and encouraged to recall them ➤ Learners to be guided to say what they heard on their way to school or at home	Audio toys, different music instruments, animals	➤ Communication ➤ Learning to learn
2.0 Speaking	2.1 Common routine and Time related greetings and farewell	By the end of the sub strand, learners should be able to: i. use a range of words for general greetings in school and at home ii. greet say greetings according to with reference to time at home and at school iii. bid people farewell using appropriate words at home and at school	➤ learners to use a range of words in relation to greetings ➤ learners be encouraged to use appropriate words in relation to greetings and farewell ➤ learners be encouraged to practice and respond to	Audiovisual, improvised telephones, pictures, songs,	➤ communication ➤ Learning to learn



		iv. engage in in class greetings play/activities v. take pleasure in greeting and bidding farewell at home and at school	greetings and bidding farewell		
	2.2 Self expression	By the end of the sub strand, learners should be able to: i. express own needs at home and at school ii. themselves verbally at school and at home iii. express emotions and feelings appropriately at home and at school	➤ learners be encouraged to express their needs ➤ Learners be encouraged to express themselves ➤ Learners be encouraged to express emotions and feelings ➤ Encourage learners to talk about pictures depicting different emotions ➤ Encourage learners to role play different emotions	Chats with different faces of emotions, costumes, face masks, crying faces pictures, smiling faces pictures, picture books depicting different emotions	➤ Communication ➤ Learning to learn



	2.3 Polite language	By the end of the sub strand, learners should be able to: i. Take pleasure in making requests at home and at school ii. appreciate others appropriately	➤ Learners to imitate making verbal requests ➤ Learners be encouraged to make requests and appreciate others	Wall charts, video clips, wall charts, picture stories	➤ learning to learn ➤ communication
	2.4 Naming	By the end of the sub strand, learners should be able to: i. Name and talk about objects, in the environment ii. Name and talk about people in the environment iii. Name and talk about animals in the environment	➤ Involve learners in naming objects, animals and people ➤ Take learners to a nature walk and encourage them to identify, animals, objects, people ➤ Learners to name and talk about objects, people and animals in their home and school environment ➤ Learners to make sounds made by different animals in their environment	Picture books, wall charts, audiovisual, [with animals, people, object] Picture cards	➤ learning to learn ➤ communication



3.0 Reading	3.1 Book handling skills	By the end of the sub strand the learner should be able to: i. Hold a book in a reading position ii. Demonstrate ability to turn pages randomly iii. Enjoy handling books and storing them	➤ Learners be engaged in book handling activities and turning pages randomly ➤ Learners to watch a video clip on holding books, turning pages and storing them ➤ Learners to sing rhymes /songs related to holding books and turning pages ➤ In small groups learners to practice dusting and arranging books at appropriate places	Picture storybooks, newspapers, locally made books from cartons,	➤ Learning to learn ➤ Communication
	3.2 Reading readiness skills	By the end of the strand, learners should be able to: i. Demonstrate left to write eye orientation when reading ii. Turn pages from right to left when opening a book iii. Enjoy participating in pre-reading activities in and out of school.	➤ Learners to arrange pictures from left to right ➤ Learners to be engaged in picture walk activities ➤ Learners to sing rhymes related to left right, top bottom eye orientation as they simulate	Picture books, story books, picture cutouts, wall charts, songs, rhymes	➤ Communication ➤ Learning to learn



	3.3 Print awareness	By the end of the strand, learners should be able to: i. Talk about pictures within their environment ii. Demonstrate awareness of print within their environment iii. Enjoy reading pictures within their environment	➤ Learners to talk about pictures provided to them ➤ Learners to answer questions about pictures ➤ Learners to watch and talk about pictures ➤ Learners to bring pictures from home to share with others and be encouraged to ask or answer questions about them	Picture books, story books, picture cutouts, wall charts,	➤ Communication ➤ Learning to learn
	3.4 Visual discrimination	By the end of the strand, learners should be able to: i. Talk about similarities of objects and pictures in the class ii. Enjoy participating in visual discrimination activities within their environment	➤ Learners to engage in games that enhance visual discrimination ➤ Identify odd one out in a set of pictures ➤ pair and match objects and pictures ➤ encourage learners to match objects as well as discriminate the odd one out	Picture books, story books, picture cutouts, wall charts, flash cards with different objects for matching, discrimination on the odd one out	➤ communication ➤ critical thinking



	3.5 Visual memory	By the end of the strand, learners should be able to: i. Recall objects, pictures and colours in the class ii. Talk about what they have seen in the class iii. Enjoy participating in visual memory activities within their environment	➤ learners to engage in visual memory games ➤ view items in the class and recall what they saw ➤ Look at pictures on a page for a while then close the page and recall they have seen	Picture books, story books, picture cutouts, wall charts, magazines Memory games	➤ learning to learn ➤ communication ➤ critical thinking
	3.6 Reading posture	By the end of the strand, learners should be able to: i. Demonstrate appropriate reading posture ii. Enjoy participating in reading posture activities in class iii. Appreciate reading orientation	➤ Learners be encouraged to practice the correct reading posture after observing a demonstration ➤ Singing short songs and rhymes related to appropriate reading posture	Video clips, picture books, chairs, tables	➤ problem solving ➤ digital literacy ➤ learning to learn ➤ communication
4.0 writing practice	4.1 Scribbling	By the end of the sub strand the learner should be able to; i. practice and enjoy scribbling at home and in school ii. Appreciate scribbling materials	learners should be encourage to scribble freely and make simple lines, circles, shapes	crayons, charcoal, pencils, sticks, brushes,	➤ communication ➤ Learning to learn. ➤ creativity and imagination



	4.2 Drawing	By the end of the sub strand learners should be able to; i. take pleasure in using basic tools for drawing both in school and at home	learners should be encouraged to use different writing tools to draw lines freely, draw person, shapes etc	crayons, charcoal, pencils, sticks, brushes,	➤ creativity and imagination
	4.3 Modeling	By the end of the sub strand, learners should be able to; ii. model objects using locally available materials iii. Enjoy modeling objects	learners should practice modeling using locally available materials	Plasticine, clay soil, paper machie, modelling clay	➤ creativity and imagination
	4.4 Colouring	By the end of the sub strand, learners should be able to; i. colour objects ii enjoy using locally available materials to colour Appreciate colouring art	learners should be involved in colouring objects using locally available materials	Painting brash, crayons, coloured pencils, leaves, flowers	➤ creativity and imagination
	4.5 Picture puzzles	By the end of the sub strand, learners should be able to: i Identify puzzles trends ii. fix simple puzzles iv. Admire fixing puzzles	Learners be guided to complete picture puzzles	Picture puzzles,	➤ creativity and imagination ➤ Problem solving ➤ critical thinking



Mathematical Activities

Subject General Learning Outcome: By the end of playgroup education the learner should be able to:

1. Sort and group objects according to one attribute at a time
2. Match and pair objects according to one attribute
3. Count up to five objects
4. Rote count numbers 1-5 in flash cards
5. Use plasticine to model numbers 1-5
6. Join dots to form number symbols
7. Demonstrate interest in measurement

Strand	Sub strand	Learning outcomes	Learning Experiences	Teaching Learning Resources	Competence developed
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1.0 Classification	1.1 Sorting & grouping	By the end of the sub strand the learner should be able to: i. Identify similarities among objects in the environment ii. Identify differences among objects in the environment iii. Enjoy sorting and grouping objects in the environment iv. Attempt to Group object according to their specific attributes to create set of similar objects	Learners look at and talk about objects with different colours, sizes and shapes With guidance learners to demonstrate sorting and grouping of objects by one attribute up to two groups Learners to relate specific attributes to other objects in the environment Learners to collect and store materials in their respective class corners Encourage learners to use terms such as same, different, alike, not alike	blocks, bottle tops, big seeds, maize cobs , feathers, fruits, sticks, flowers, plastic/metal cups, tins, books, tables, chairs, pegs, leaves, blocks, bottle tops, big seeds, maize cobs , feathers, fruits, sticks, flowers, plastic/metal cups, tins, books, tables, chairs, pegs, leaves, picture cutouts and picture cards, video clips, magazines ,stones, charcoal, threads	➤ Communication ➤ Problem solving ➤ Critical thinking
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	1.2 Matching & pairing	By the end of the sub strand, the learner should be able to: i Identify similarities and differences among objects in the environmental ii Match similar objects in the environment iii Pair objects according to specific criteria	Learners collect and talk about similar/difference objects in the environment With guidance learners match and pair objects according to one attribute Learners to relate objects to their use in the environment Engage learners in matching games such as the Reach Up game	For pairing; - Thermos and cup - Shoe and socks - Books and pencil - Rubber and books	➤ Communicatio n ➤ Problem solving
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	1.3 Ordering	By the end of the sub strand, the learner should be able to: i. collect and identify different objects in the environment for exploration and enjoyment ii. Differentiate objects of different sizes in the environment iii. Arrange objects according to sizes in ascending and descending order up to 3 objects for comparison of objects of different sizes iv. Organize different objects in the environment	Learners talk about different objects in the environment Learners to demonstrate ordering objects according to size or heights up to 3 objects Learners to compare objects of different sizes Encourage learners to use concepts such as long, short, longest, shortest, small ,big	blocks, bottle tops, big seeds, maize cobs , feathers, fruits, sticks, flowers, plastic/metal cups, tins, books, tables, chairs, pegs, leaves, picture cutouts and picture cards, video clips, magazines ,sticks ,plastic bottles, stones	➤ Problem solving ➤ Critical thinking ➤ Communication
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	1.4 Patterns	By the end of the sub strand, learners should be able to: i Observe objects in the environment and identify existing patterns ii Identify similarities and differences in patterns in the environment iii. Arrange similar objects to make a pattern iv. Arrange 2 to 4 different objects in an alternating manner to make patterns v. Enjoy making different patterns with objects found in the environment	Learners to demonstrate arranging objects to make patterns Learners to arrange objects in an alternating manner to make a pattern Encourage learners participate in the Reach Up pattern making games		➤ Problem solving ➤ Critical thinking ➤ Creative thinking
2.0 Number	2.1 Rote counting	By the end of the sub-strand the learner should be able to; i rote count numbers 1 to 5 ii. Participate in Rote counting activities iii. Enjoy rote counting in daily life iv. Recite poems on numbers v.Sing simple songs on number concept	Guide learners to rote count numbers 1 to 5 Learners to sing simple songs as they rote count Learners to watch video clips on rote counting with actions -walk, clap node, hop. Guide learners in reciting poems on numbers	Number cutouts, number flash cards, sand paper numbers, plasticine, modeling clay, calendars, number wall charts, number pocket boards, video clips, audio visual toys on number, realia, counting sticks, Counting songs and rhymes	➤ Communication ➤ Learning to learn ➤ Self-efficacy



	2.2 Counting concrete objects	By the end of the sub-strand the learner should be able to; i. count concrete objects 1 to 5 ii. Enjoy counting concrete objects within their environment iii. Sing songs as they count objects around them	Learners to rote count numbers 1 to 5 Learners to count objects within their environment	Number songs and rhymes, safe concrete objects,	➤ Communication ➤ critical thinking
	2.3 Number puzzle	i. By the end of the sub-strand the learner should be able to; ii Identify simple number puzzles iii -Enjoy completing number puzzles. iv Make simple puzzles	Guide learners to complete number puzzles	-Number cut out -Picture cut out -Chart number	➤ Communication ➤ learning to learn
3.0 Measurement	3.1 Measuring sides of objects	By the end of the sub strand the learner should be able to: i. identify different sides of objects in the environment ii. Play with objects which have different sides iii. Enjoy measuring sides of objects using strings, sticks, hands, feet, hand span, steps to measure length of Objects and distances	Learners to recite rhymes and songs related to measuring Learners to measure the sides of objects using sticks, hands, feet Watch a video clip on measuring sides children could be guided to walk for short distances while counting their steps	Strings, ropes, plastic bottles, plastic tins, sand pit, water, blocks, leaves, rulers, seesaw, plasticine, clock, pictures, photos, audiovisual toys, charts, weather chart, bell, songs and rhymes	➤ communication, learning to learn, ➤ Digital literacy



			lead learners in singing songs and rhymes on measurement		
	3.2 Mass (heavy/light)	By the end of the sub strand the learner should be able to: i Lift different objects in the environment like stones, blocks, books ii Compare heaviness and lightness of objects within their environment iii. Appreciate differential in weight among them	Learners to be guided to recite short rhymes and poems related to weight learners play with heavy and light objects	Songs and rhymes about mass, concrete objects, sand, blocks, picture books	➤ communication ➤ learning to learn
	3.3 Time	By the end of the sub strand the learner should be able to; i Identify vocabulary related to time as today, yesterday, tomorrow, day and night ii Engage in timing sports activities iii Appreciate their daily routine like waking up, sleeping, meal time	➤ Sing short songs and rhymes on their daily routine ➤ Watch a video clip of activities on children's daily routine ➤ News telling on daily events ➤ Encourage learners to participate in Reach UP sequencing activities e.g growing plants	Songs and rhymes about daily routines, video clips	➤ Digital literacy ➤ Communication ➤ critical thinking and problem solving



			➤ Encourage learners use vocabulary depicting time e.g morning, afternoon, evening		
	3.4 Size	By the end of the sub strand the learner should be able to: i Differentiate between large and small objects in their environment ii Appreciate small and large objects in the environment	➤ Learners to be guided to sing short songs and rhymes ➤ Observe pictures of small and large objects in environment ➤ Provide containers of different sizes for filling and emptying ➤ Encourage learners to use concepts depicting size such as big, small, full, empty etc	Songs and rhymes on size, different objects of different sizes	➤ communication ➤ critical thinking



Psychomotor and Creative Activities

Subject General Learning Outcome: By the end of playgroup education the learner should be able to:

1. Model objects using different materials
2. Coordinate various body parts for movement, creativity and relaxation
3. Engage in creative, music and psychomotor activities independently
4. Develop their large and small motor skills & strengthen their body muscles

Strand	Sub strand	Learning outcomes	Learning Experiences	Teaching Learning Resources	Competence developed
1.0 Modelling	1.1 Modelling using ball technique	By the end of the sub strand the learner should be able to; i Identify materials for modelling objects for familiarization ii Model simple objects using ball techniques for fine motor development iii Model freely for fun iv Display finished objects for appreciating own and others work	➤ Guide learners identify materials for modeling ➤ Guide learners to use clay, plasticine, dough, paper matchie, for modeling ➤ Learners display, appreciate own and others work	Modelling clay, plasticine, play dough, paper machie, water, soil. Modelling containers and bowls	➤ Creativity & imagination ➤ Communication ➤ Self-efficacy ➤ Collaboration



2.0 Picture Making	2.1 Colouring	By the end of the sub-strand the learner should be able to; i Identify common colours in the environment for colouring pictures ii Learners apply colour on drawn various pictures for aesthetic value iii Appreciate own/others' coloured work	➤ Guide learners to identify colors in the environment ➤ Guide learners to collect materials of different colour from the environment ➤ Guide learners to color drawn items, display and discuss their colored items	Coloured pencils, crayons, paint, charcoal, ash, flowers, leaves, painting brush, old newspapers, work sheets, feathers, tooth brush, stick brush, colour tray	➤ Creativity & imagination ➤ Communication ➤ Critical thinking
	2.2 Painting	By the end of the sub-strand the learner should be able to; i Create images using finger painting techniques for enjoyment ii Perform free choice painting on paper for enjoyment iii Appreciate own and others painted work	➤ Guide learners to select painting materials ➤ Guide learners to use one colour ➤ Guide learners to create images using fingers ➤ Guide learners to paint according to their own interest ➤ Display own painted work	Colour pencils, crayons, paint, charcoal, ash, flowers, leaves, painting brush, old newspapers, work sheets, feathers, tooth brush, soil, water	➤ Creativity & imagination ➤ Self-efficacy ➤ Communication



3.0 Paper craft	3.1 Paper tearing	By the end of the sub-strand the learner should be able to; i. Identify materials for paper tearing ii. Appreciate paper tearing for fun	➤ Guide learners Identify materials for paper tearing ➤ Demonstrate to learners how to tear various materials ➤ Express their emotions as they display their work	Old newspapers, magazines, cartons,	➤ Creativity & imagination ➤ Communication
4.0 Construction	4.1 Construction of simple models	By the end of the sub-strand the learner should be able to; i Identify materials for construction ii Construct simple objects for creativity iii Display for appreciation	➤ Learners collect materials from the environment ➤ Learners interact with materials as they make objects ➤ Learners display work and talk about own and others ➤ Learners to be guided on safety precautions when collecting and - working with materials ➤ Store and care for materials	Blocks, maize cobs, banana fibres, old clothes for dolls, sticks, bottle tops, strings, carton box, thread, grass, palm leaves, reeds, dry maize stalks	➤ Creativity & imagination ➤ Communication ➤ Self-efficacy



5.0 Listening and responding	5.1 Listening	By the end of the sub strand the learner should be able to: - i Listen to a variety of sounds in the environment - ii Mimic sounds in the environment - iii make different sounds iv. Role play in making own sound in the environment	➤ learners to be guided to listen to sounds in the environment ➤ learners to mimic sounds produced in the environment ➤ guide learners to identify the direction from which the sounds are coming from ➤ Learners to mimic familiar sounds made in the environment	Audiovisual clips, recorded voices, toy telephones, musical instruments, plastic bottles, shakers, audiovisual toys, nature walk to neighborhood, realia	➤ communication ➤ self-efficacy ➤ critical thinking
6.0 Performance	6.1 Singing	By the end of the sub strand the learner should be able to: - i Sing simple interesting short songs - ii sing own songs sing for fun - iii Appreciate perming music	➤ guide learners to sing simple interesting short songs ➤ guide learners to sing local children's song ➤ guide learners to sing own songs ➤ guide learners to watch a video on singing games from different cultures	Costumes, musical instruments, décor, ornament, sisal and banana fibre, manilla paper, ribbons, Songs and rhymes, realia	➤ communication ➤ self-efficacy ➤ digital literacy ➤ citizenship



	6.2 Dancing	By the end of the sub-strand the learner should be able to: i. -dance freely for fun ii. Try rhythmic dance with music	➤ guide the learners to watch a video on children dancing ➤ guide learners to dance freely for enjoyment	Songs, pictures, realia, laptops, drums, videos	➤ communication ➤ self-efficacy ➤ digital literacy
	6.3 Playing simple musical instruments	By the end of the sub-strand the learner should be able to; i. Manipulate simple musical instruments ii. -Try to play simple musical instruments e.g. a drum, shakers	guide learners to play simple musical instruments	Songs, musical instruments from environment, pictures of music instruments, ankle bells, toumbines and kayambas	➤ communication ➤ critical thinking ➤ self-efficacy
7.0 Basic motor skills	7.1 Locomotor activities	By the end of the sub-strand the learner should be able to : ~~i.~~ —Demonstrate the skills of swinging for enjoyment <u>i.</u> Demonstrate the skills of sliding for enjoyment ii. Demonstrate the ability to jump on the spot ~~iii.~~ —Demonstrate racing skills for enjoyment	➤ Guide the learners to acquire swinging skills ➤ Learners can perform jumping activities both inside and outside the class ➤ Learners to perform racing activities	Video clips, musical instruments, climbing and sliding frames, merry go round, tyres, skipping ropes, bean bags, balls, turn coins	➤ critical thinking ➤ problem solving



		<u>iv.iii.</u> Include hopping, balancing			
	7.2 Non-locomotor activities	By the end of the sub strand the learners should be able to: i. Acquire stretching skills for motor development ii. Be able to turn from side to side for body coordination iii. Have fun as they stretch, turn from side to side; and use simple gestures iv. c) Acquire the ability to perform simple gestures using movable body parts such as hands, fingers, head, eyes	➤ learners to stretch and move from side to side freely ➤ learners to be guided on use of gesture such as nodding the head, blinking, flick your finger, waving, stamp feet ➤ Learners to sing and recite poems while stretching and moving from side to side	hula hoop, skipping rope,	➤ learning to learn ➤ communication



	7.3 Fun games	By the end of the sub strand the learner should be able to: i. perform various simple games for fun such as hide and seek, nyama nyama, marobo tanda robo ii. b) Demonstrate the ability enjoy various simple games	➤ Learners to be guided in performing various simple games for fun ➤ Learners to be guided to watch a video/recorded clip of a singing game	Songs, rhymes, games	➤ Digital literacy ➤ communication ➤ Problem solving
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Environmental Activities

Subject General Learning Outcome: By the end of playgroup education the learner should be able to: 1. Observe proper hygiene practices, sanitation & nutrition to promote good health 2. Explore the immediate environment for learning, conservation and enjoyment 3. Acquire basic socialization skills 4. Use things found in their immediate environment					
Strand	Sub strand	Learning outcomes	Learning Experiences	Teaching Learning Resources	Competence developed



1.0 Social Environment	1.1 Myself	By the end of the sub strand the learner should be able to; i. Tell their names for identity ii. Identify body parts (head, hands and legs) iii. Talk about uses of body parts iv. Appreciate oneself for self-esteem	➤ Learners are guided to tell their names ➤ Learners are guided to identify body parts (head, hands and legs) ➤ Learners sing songs on body parts (head shoulder, knees and toes)	Picture cards, picture books, picture cutouts, audiovisual, video clips, dolls, charts, drawing/colouring books, crayons, pencils, zippers, buttoning clothes, realia, shoe laces, doll clothes Songs and rhyme about self	➤ Communication ➤ Learning to learn ➤ Self efficacy
	1.2 Our school	By the end of the sub strand the learner should be able to; i. Talk about people working in the school for identification e.g. teachers, watchman, visitors ii. Identify structures found in the school for familiarization iii. Identify the flag and the flag post for patriotism.	➤ Learners are guided to talk about their teacher ➤ Learners are guided to walk round the school to identify structures	Songs, rhymes, pictures	Communication Learning to learn Patriotism



	1.3 Our Home	By the end of the sub strand the learner should be able to; <u>i</u> Name people found at home, <u>ii b</u> Appreciate the people at home for harmonious living.	➤ Learners be guided in naming people found at home ➤ Learners model people at home ➤ Learners sing songs and recite poems about people found at home.	Songs and rhymes about home, pictures, flash cards, charts, picture books	➤ Learning to learn ➤ Self-efficacy ➤ Communication
	1.4 Interpersonal relationship	By the end of the sub strand the learner should be able to; i. Talk about courteous words used in different situations ii. Use courteous words appropriately during interactions iii. Use courteous words appropriately during interactions	➤ Learners are guided on situations where they can use courteous words ➤ Learners are guided to talk about courteous words	Songs and rhymes, pictures	➤ Communication ➤ Learning to learn
	1.5 Dressing	By the end of the sub strand the learner should be able to; i. Identify clothes worn ii. Talk about the importance of dressing	➤ Learners are guided to identify clothes worn ➤ Learners are guided in talking about clothes worn ➤ Learners could view videos and photographs of clothes worn and appreciate them	Songs and rhymes, pictures, realia, dolls, shorts, dresses, zippers	➤ Communication ➤ Learning to learn



2.0 Health Practices	2.1 Hand washing	By the end of the sub strand the learner should be able to: i. wash hands appropriately for personal hygiene ii. appreciate the need to wash hands iii. tell the importance of washing hands	➤ learners to observe demonstration of washing hands ➤ learners are guided to wash hands appropriately ➤ learners to practice washing hands ➤ learners to sing simple songs on hand washing	Pictures, handkerchiefs, soap, basin, bucket, water, tooth brush, tooth paste, tooth stick, brush, songs, rhymes, sink	➤ learning to learn ➤ communication ➤ self-efficacy
	2.2 Cleaning nose	By the end of the sub strand the learner should be able to: i. tell the importance of cleaning their nose ii. demonstrate the ability to wipe the nose iii. c) tell the materials used for wiping the nose	➤ learners observe the teacher demonstrating wiping nose ➤ learners are guided on how to use a clean handkerchief ➤ learner on how to take care of a handkerchief ➤ learners to practice proper wiping of their nose ➤ learners to sing songs and recite poems about cleaning the nose ➤ learners watch videos on cleaning the nose	Pictures, songs and rhymes, flash cards, wall charts, handkerchiefs	➤ communication ➤ learning to learn ➤ self-efficacy ➤ Digital literacy
	2.3 Care for the teeth	By the end of the sub strand the learner should be able to: i. name items used for cleaning their teeth e.g water ,stick brush, toothpaste, salt, tooth stick	➤ learners watch videos on cleaning of teeth ➤ learners to imitate cleaning teeth ➤ learners sing short songs related to care for the teeth	Songs and rhymes, picture books, magazines, wall charts, water, tooth brush from local plants	➤ communication ➤ learning to learn ➤ Digital learning



		ii. clean teeth for personal hygiene			
	2.4 Sanitation /toileting	By the end of the sub strand the learner should be able to: i. identify toilet/latrines facilities in the school compound ii. name materials used for toileting e.g tissue paper iii. appreciate the need to use a clean toilet/latrines iv. express the urge for toileting	➤ learners are guided to identify toilet facilities in the school compound ➤ learners practice seeking permission to go to the toilet ➤ learners to observe a video on appropriate use of different toilet facilities ➤ learners to role play on the use of sanitary facilities	Pictures, wall charts, songs about sanitation, rhymes, plain books	➤ communication ➤ self - efficacy ➤ citizenship
	2.5 Food /feeding	By the end of the sub strand the learner should be able to : i. talk about different food eaten at home ii. tell the importance of eating clean food iii. talk about dangers of sharing food from someone else's mouth iv. feed self-using clean hands/feeding items e.g spoon, fork	➤ learners to watch videos on different feeding habits, cleaning foods (fruits and vegetables) ➤ learners to talk about food they eat at home ➤ individually learners practice feeding self ➤ learners to guide to discuss the dangers of eating food from someone's mouth	Pictures of different foods, songs and rhymes about food, realia, utensils use to eat , songs and rhymes about the food we eat	➤ communication ➤ self-efficacy ➤ learning to learn ➤ Digital literacy



3.0 Natural environ ment	3.1 Animals	By the end of the sub-strand the learner should be able to; - listen to short interesting stories about animals - sing songs about animals - Appreciate animals found at home - watch video clips on animals - Identify pictures of animals found at home - Have nature walk in the neighborhood	➤ Tell learners interesting stories about animals as they listen ➤ learners to be guided to watch video clips on animals ➤ Guide learners to identify pictures of animals on charts, video, picture book ➤ Learners to mimic sounds made by domestic animals	Flowers, leaves, insects, animal pictures, nature walk in the neighborhood, water, soil, video clips, picture downloads, picture books, sand pit, plastic containers, charts, songs and rhymes on an	➤ Commu nication
	3.2 Water	By the end of the sub strand the learner should be able to: - have fun doing activities with water like washing hands, emptying and filling etc - Sing songs related to water - Watch video clips on uses of water - Identify pictures on uses of water from	➤ Guide learners in doing activities using water e.g washing hands, watering flower beds Etc ➤ Guide learners in singing songs on uses of water eg."tuthambaga njara mbere ya kurea....." ➤ Learners be guided to identify pictures on uses of water on charts, picture books and video clips		➤ communica tion ➤ digital literacy ➤ self- efficacy



		charts, picture books, downloads e.t.c			
	3.3 Soil	By the end of the sub strand the learner should be able to: i. Have fun playing with soil ii. Take safety measures when playing with soil like not putting in the eyes, ears, mouth etc iii. Watch video clips on uses of soil	➤ Guide learners in observing safety as they play with soil ➤ Lead learners in watching clips on uses of soil ➤ Guide learners in singing songs as they play with soil ➤ Create opportunity for soil play	Songs and rhymes about soil, soil, containers	➤ digital literacy ➤ communication ➤ learning to learn

Christian Religious Activities

Subject General Learning Outcome: By the end of playgroup education the learner should be able to: 1. Appreciate God's creation 2. Demonstrate understanding of the word of God through prayer 3. Appreciate that God is worshipped in places like church, temple , mosques etc					
Strand	Sub strand	Learning outcomes	Learning Experiences	Teaching Learning Resources	Competence developed



1.0 GOD'S CREATION	1.1 Myself	By the end of the sub strand the learner should be able to; i. Mention his /her name for self-awareness ii Sing songs about themselves as special creatures iii Appreciate himself/herself	➤ Learners be guided to mention their names ➤ Learners be guided to sing songs about themselves ➤ Learners be guided to listen to stories about themselves	Learners to appreciate themselves Give their names, short stories, charts ,teachers name	➤ self-awareness ➤ self esteem ➤ Self expression
	1.2 My Family	By the end of the sub strand the learner should be able to i. Appreciate the names of their family members ii. Appreciate themselves as members of their families	➤ Learners be guided to name their family members ➤ Learners be guided in groups to sing simple songs about families		➤ Learning to learn ➤ Communication
	1.3 God	By the end of the sub strand the learner should; i Appreciate the existence of God ii Identify God as the creator	Observe God's creation e.g. the natural environment; rivers, mountain Learners to sing songs on God as their Heavenly father to develop the virtue of love		➤ Learning to learn ➤ Communication



	1.4 Prayers	By the end of the sub strand the learner should be able to; i. Demonstrate postures for prayer as way of communicating with God ii. Recite the prayers for enjoyment	➤ Learners will be guided to demonstrate postures for prayer ➤ Learners are guided to recite simple prayers		➤ Learning to learn ➤ Self-efficacy ➤ Communication
2.0 Holy Books and Places of Worship	2.1 The Holy book	By the end of the sub strand the learner should be able to: i. Identify their holy book according to their faith ii. Respect the Bible as a holy book for their spiritual growth iii. Sing a simple song on their holy book iv. Role play holding their holy book v. Respect their holy book	➤ learners to be guided to sing simple songs on the Holy books ➤ learners to role play on ways of respecting the Holy books e.g how to hold a Bible, Koran ➤ learners to colour drawn pictures of the holy books	Children's holy books, short video clips, songs on their holy books, charts	➤ communication ➤ learning to learn ➤ self-efficacy



	2.2 Places of Workshop	By the end of the sub strands the learner should be able to: - Name their places of worship -Identify the places of worship through pictures	➤ -Observe the places of worship ➤ -Watch short clips on their places of worship ➤ -Name the places of worship		➤ Learning to learn ➤ Communication
3.0 Religious Ceremonies and rituals	3.1 Religious ceremonies	By the end of the sub-strand the learner should be able to: - Identify the religious ceremonies -Tell stories about the ceremonies e.g. whether they participated -Watch videos of ceremonies and indicate whether they enjoyed - Sing short choruses of their religious ceremonies -Identify pictures of the religious ceremonies	➤ Identify the ceremonies	Religious ceremonies choruses , videos, photos of religious ceremonies	➤ communication ➤ learning to learn