

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1-5										
2	1-5	CLASSIFICATION	Sorting & grouping	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) enjoy sorting and grouping objects in the environment .	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Learners look at and talk about objects with different colours, sizes and shapes. <input type="checkbox"/> Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). <input type="checkbox"/> Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape). <input type="checkbox"/> Learners in groups, pairs or individually, sort and group objects according to one attribute. <input type="checkbox"/> Learners relate specific attributes to other objects in the environment. <input type="checkbox"/> Learners to sing songs related to sorting and	Realia Charts	1.Observation 2.Oral questions Written questions	

								grouping objects. <input type="checkbox"/> Learners to collect and store materials in their respective corners. <input type="checkbox"/> Learners to sort and group objects according to one attribute using ICT devices			
3	1-5		Sorting & grouping Matching and Pairing	By the end of the sub-strand, the learner should be able to: a) group objects according to a specific attribute to create sets of similar objects b) appreciate the materials in the environment for their uniqueness and diversity c) identify similarities among objects in the environment d) identify differences among objects in the environment	Which objects look alike? 2. What makes them look alike? 3. How do we use these objects? 4. How can we care for these objects?	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Responsibility	Learners collect and talk about similar different objects from the environment <input type="checkbox"/> Teacher demonstrates matching and pairing objects according to one attribute (sameness, likeness or use) <input type="checkbox"/> Few learners demonstrate matching and pairing according to one attribute (sameness, likeness or use) <input type="checkbox"/> In groups or in pairs, individual learners match and pair objects according to likeness, sameness or use <input type="checkbox"/> Learners relate objects to their use in the environment. <input type="checkbox"/> Learners sing	Realia	.Observation 2.Oral questions Written questions	

								<p>songs or recite poems on relationship or use of objects from the environment.</p> <p><input type="checkbox"/> Learners to match and pair objects according to one attribute using ICT devices</p>			
4	1-5		<p>Matching and Pairing</p> <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify similarities among objects in the environment</p> <p>b) identify differences among objects in the environment</p> <p>c) match similar objects in the environment</p> <p>d) pair objects according to specific criteria</p> <p>e) appreciate the use of different objects in the environment</p>	<p>Which objects look alike?</p> <p>2. What makes them look alike?</p> <p>3. How do we use these objects?</p> <p>4. How can we care for these objects?</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self-efficacy</p> <p>Imaginative and creative</p>	<p>Love</p> <p>Responsibility</p>	<p>Learners collect and talk about similar different objects from the environment</p> <p><input type="checkbox"/> Teacher demonstrates matching and pairing objects according to one attribute (sameness, likeness or use)</p> <p><input type="checkbox"/> Few learners demonstrate matching and pairing according to one attribute (sameness, likeness or use)</p> <p><input type="checkbox"/> In groups or in pairs, individual learners match and pair objects according to likeness, sameness or use</p> <p><input type="checkbox"/> Learners relate objects to their use in the environment.</p> <p><input type="checkbox"/> Learners sing</p>	<p>Realia charts</p>	<p>.Observation</p> <p>2.Oral questions</p> <p>Written questions</p>		

								<p>songs or recite poems on relationship or use of objects from the environment.</p> <p><input type="checkbox"/> Learners to match and pair objects according to one attribute using ICT devices</p>		
5	1-5		<p>Ordering</p> <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) collect and identify different objects in their environment for exploration and enjoyment</p> <p>b) differentiate objects of different sizes in the environment</p> <p>c) use appropriate vocabulary related to ordering for effective communication</p> <p>d) arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes</p> <p>e) arrange objects according to size in descending order</p>	<p>1. Which objects are (shorter, taller, smaller, bigger)?</p> <p>2. Which among these two objects is longer?</p> <p>3. Which among these two objects is shorter</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p> <p>Imaginative and creative</p>	<p>Patience</p> <p>Responsibility</p>	<p><input type="checkbox"/> Learners talk about different objects in the environment.</p> <p><input type="checkbox"/> Learners to demonstrate ordering objects according to size or height up to 3 objects.</p> <p><input type="checkbox"/> A few learners demonstrate ordering objects according to size or height.</p> <p><input type="checkbox"/> Learners in small groups/pairs, individually arrange objects according to size or height up to 3.</p> <p><input type="checkbox"/> In groups learners compare objects of different sizes up to three.</p> <p><input type="checkbox"/> Learners to draw big and small objects using ICT devices</p>	<p>Realia charts</p>	<p>Observation</p> <p>Written question</p>	

				up to 3 objects for making comparison						
6	1-5		Ordering patterns	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) organize different objects in the environment b) appreciate different objects or materials in the environment c) observe objects in the environment and identify existing patterns d) identify similarities in patterns in the environment</p>	<p>Which of these objects look alike? 2. Which objects comes next in the series? 3. How can you arrange these objects to form a pattern? 4. How else can you make a pattern? 5. Which part of the pattern repeats itself</p>	<p>Critical thinking and problem solving Communication and collaboration Imaginative and creative Self efficacy</p>	<p>Patience Responsibility</p>	<p><input type="checkbox"/> Learners collect and talk about different shapes in the environment. <input type="checkbox"/> Learners to demonstrate arranging objects to make a pattern. <input type="checkbox"/> A few learners demonstrate arranging objects to make a pattern <input type="checkbox"/> In small groups/pairs, individually, learners arrange objects to make a pattern <input type="checkbox"/> Learners arrange objects in an alternating manner to make a pattern <input type="checkbox"/> Learners fill in the missing objects in a series to make a pattern <input type="checkbox"/> Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc <input type="checkbox"/> Learners discuss patterns made of same shape with two different colours</p>	<p>Realia charts</p>	<p>.Observation 2.Oral questions</p>

								<input type="checkbox"/> In small groups or pairs make patterns with objects of same type with two different colours. <input type="checkbox"/> Learners to draw different shapes using ICT devices to make patterns <input type="checkbox"/> Learners to make patterns using ICT devices			
7	1-5		<p>Patterns</p> <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) observe objects in the environment and identify existing patterns</p> <p>b) identify similarities in patterns in the environment</p> <p>c) identify different patterns in the environment</p> <p>d) identify the repeated shapes which form a pattern</p> <p>e) arrange similar objects to make a pattern</p>		<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p> <p>Digital literacy</p> <p>Imaginative and creative</p>	Responsibility	<p>Learners collect and talk about different shapes in the environment.</p> <input type="checkbox"/> Learners to demonstrate arranging objects to make a pattern. <input type="checkbox"/> A few learners demonstrate arranging objects to make a pattern <input type="checkbox"/> In small groups/pairs, individually, learners arrange objects to make a pattern <input type="checkbox"/> Learners arrange objects in an	Realia charts	.Observation 2.Oral questions		

				<p>f) arrange 2 different objects in an alternating manner to make patterns</p> <p>g) appreciate the different types of objects in the environment</p> <p>h) enjoy making different patterns with objects found in the environment</p>				<p>alternating manner to make a pattern</p> <p><input type="checkbox"/> Learners fill in the missing objects in a series to make a pattern</p> <p><input type="checkbox"/> Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc</p> <p><input type="checkbox"/> Learners discuss patterns made of same shape with two different colours</p> <p><input type="checkbox"/> In small groups or pairs make patterns with objects of same type with two different colours.</p> <p><input type="checkbox"/> Learners to draw different shapes using ICT devices to make patterns</p> <p><input type="checkbox"/> Learners to make patterns using ICT device</p>			
8	1-5	NUMBERS	Rote counting	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) rote count numbers 1-10 for developing numeracy skills</p> <p>b) rote count numbers 1-10 using actions for</p>	<p>How can you count as you jump, walk, clap, nod, tap, hop or stamp</p>	<p>Critical thinking and problem solving</p> <p>Imaginative and creative</p> <p>Communication and collaboration</p>	<p>Love</p> <p>Respect</p> <p>Patience</p> <p>Responsibility</p>	<p>Guide learners to rote count numbers 1-10</p> <p><input type="checkbox"/> Listen to and recite different numbers</p> <p><input type="checkbox"/> Learners sing songs as they rote count</p> <p><input type="checkbox"/> In groups or</p>	Realia	.Observation	2.Oral questions

				development of numeracy skills c) enjoy rote counting in daily life		Self efficacy		pairs Learners perform singing games or rhymes related to rote counting. <input type="checkbox"/> Learners to listen to radio and television educational programmes on rote counting. <input type="checkbox"/> Learners to watch video clips on rote counting with actions - <i>walk, clap, nod, tap, hop or stamp.</i>			
9	1-5		Number recognition	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-9 for development of numeracy skills and symbolic representation of number b) appreciate use of numbers in day to day life experiences	1. Which number is shown on the flashcard? 2. Which number have you modelled? 3. Who can show me two numbers on the number chart that look alike?	Communication and collaboration Imaginative and creative Self efficacy	Respect Responsibility	<input type="checkbox"/> Learners to talk about numbers on number flash cards or number charts <input type="checkbox"/> Guide learners to identify and talk about numbers found on objects in their environment <input type="checkbox"/> A few learners to identify numbers on flash cards or charts <input type="checkbox"/> Learners sing songs related to numbers 1- 9 <input type="checkbox"/> Learners model numbers 1- 9 <input type="checkbox"/> In pairs or small groups learners to play number recognition games (fishing game)	Realia counters	.Observation 2.Oral questions	

								<input type="checkbox"/> Learners to form numbers			
10	1-5		Number recognition	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-9 for development of numeracy skills and symbolic representation of number b) appreciate use of numbers in day to day life experiences	1. Which number is shown on the flashcard? 2. Which number have you modelled? 3. Who can show me two numbers on the number chart that look alike?	Communication and collaboration Imaginative and creative Self efficacy	Respect Responsibility	<input type="checkbox"/> Learners to talk about numbers on number flash cards or number charts <input type="checkbox"/> Guide learners to identify and talk about numbers found on objects in their environment <input type="checkbox"/> A few learners to identify numbers on flash cards or charts <input type="checkbox"/> Learners sing songs related to numbers 1- 9 <input type="checkbox"/> Learners model numbers 1- 9 <input type="checkbox"/> In pairs or small groups learners to play number recognition games (fishing game) <input type="checkbox"/> Learners to form numbers	Realia	.Observation 2.Oral questions	
11	1-5		Counting concrete object	By the end of the sub-strand, the learner should be able to: a) count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol	1. How many objects are these? 2. How many learners are in your group? 3. How many boys or girls are in your group?	Communication and collaboration	Love Respect Unity Peace Patience	<input type="checkbox"/> Learners demonstrate counting objects 1- 9 <input type="checkbox"/> Learners count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the	Realia	.Observation 2.Oral questions	

				<p>b) demonstrate one to one correspondence while counting concrete objects</p> <p>c) enjoy counting concrete objects within their environment</p> <p>d) appreciate the use of one to one correspondence in real life situations</p>				<p>class)</p> <p><input type="checkbox"/> Learners play counting games involving counting objects 1-9</p> <p><input type="checkbox"/> Learners match numerals with concrete objects for numbers 1-9</p> <p><input type="checkbox"/> In groups or pairs, individually, learners count people or objects in their class up to 9.</p> <p><input type="checkbox"/> Learners to count concrete objects from 1-20 using ICT devices.</p> <p><input type="checkbox"/> Learners to play video games on counting.</p>			
1 2	1- 5		Counting concrete object	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol</p> <p>b) demonstrate one to one correspondence while counting concrete objects</p> <p>c) enjoy counting concrete objects within their</p>	<p>1. How many objects are these?</p> <p>2. How many learners are in your group?</p> <p>3. How many boys or girls are in your group?</p>	Communication and collaboration	<p>Love</p> <p>Respect</p> <p>Unity</p> <p>Peace</p> <p>Patience</p> <p>Responsibility</p>	<p><input type="checkbox"/> Learners demonstrate counting objects 1-9</p> <p><input type="checkbox"/> Learners count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the class)</p> <p><input type="checkbox"/> Learners play counting games involving counting objects 1-9</p> <p><input type="checkbox"/> Learners match numerals with concrete objects for</p>	Realia	<p>.Observation</p> <p>2.Oral questions</p> <p>3.written questions</p>	

