

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

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

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

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|   |     |  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                       |                                                                                                                                          |                                       | <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 |  | <b>Ordering</b> | <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>Learners compare objects of different sizes up to three.</p> <p>Learners are to draw big and small objects using ICT devices</p> | <b>Realia charts</b> | <p>Observation</p> <p>Written question</p> |  |

|   |     |  |                   |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                          |                                                                                                                                          |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                                  |  |
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|   |     |  |                   | 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</p> <p>b) appreciate different objects or materials in the environment</p> <p>c) observe objects in the environment and identify existing patterns</p> <p>d) identify similarities in patterns in the environment</p> | <p>Which of these objects look alike?</p> <p>2. Which objects comes next in the series?</p> <p>3. How can you arrange these objects to form a pattern?</p> <p>4. How else can you make a pattern?</p> <p>5. Which part of the pattern repeats itself</p> | <p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Imaginative and creative</p> <p>Self efficacy</p> | <p>Patience</p> <p>Responsibility</p> | <p><input type="checkbox"/> Learners collect and talk about different shapes in the environment.</p> <p><input type="checkbox"/> Learners to demonstrate arranging objects to make a pattern.</p> <p><input type="checkbox"/> A few learners demonstrate arranging objects to make a pattern</p> <p><input type="checkbox"/> All groups/pairs, individually, learners arrange objects to make a pattern</p> <p><input type="checkbox"/> Learners arrange objects in an 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> | Realia charts | .Observation<br>2.Oral questions |  |



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|   |     |                |               | <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 | <b>NUMBERS</b> | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Realia</b> | <b>.Observation<br/>2.Oral questions</b> |  |



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

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

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

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