**PP2 CRE SCHEME OF WORK TERM TWO**

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| WE EK | LES SO N | STRA ND | S- STRAND | SPECIFIC LEARNINIG OUTCOMES | KEY INQURY QUESTI ONS | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE S | ASSESSME N | REFLECTIO N |
| 2 | 1 | GOD’ S CREA TION | Plants and Domesti c  Animals | By the end of the sub theme the learner should be able to; name plants found at  home and school as  part of God’s creation | Which domesti c animals  do you know | Communication and collaboration | Peace Unity humility | Learners are guided to identify some plants ( Genesis 1:11-12 ;  Psalms 104:14 | Charts realia | Observatio oral questions |  |
| 3 | 1 |  | Plants and Domesti  c  Animals | By the end of the sub theme the learner should be able to;  list plants found at home and school as part of God’s creation | Which domesti c  animals do you know | Communication and collaboration | Peace Unity humility | Learners are guided to identify some plants (  Genesis 1:11-12 ; Psalms 104:14 | Charts realia | Observatio oral questions |  |
| 4 | 1 |  | Plants and  Domesti  c  Animals | By the end of the sub theme the learner  should be able to;  name animals found at home and school as part of God’s creation | Which domesti  c  animals do you know | Communication and  collaboration | Peace Unity humility | In groups  learners role play different ways of  caring for domestic animals and plants like flowers | Charts realia | Observatio oral questions |  |
| 5 | 1 |  | Plants  and Domesti c Animals | By the end of the sub  theme the learner should be able to; state simple ways of taking care of plants and some domestic animals | Which  domesti c animals do you know | Communication  and collaboration | Peace  Unity  humility | In groups  learners role play different ways of caring for domestic animals and plants like flowers | Charts  Realia | Observatio  oral  questions |  |

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| 6 | 1 |  | Plants  and  Domesti c Animals | By the end of the sub  theme the learner should be able to;  appreciate plants and  animals found at home  and school as God’s  creation. | What is  the  name of God in your languag e | Communication  and collaboration | Peace  Unity humility | Learners are  guided to colour pictures of some  domestic animals  and plants | Charts  realia | Observatio  oral questions |  |
| 7 | 1 |  | Plants  and Domesti c Animals | By the end of the sub  theme the learner should be able to; demonstrate taking care of some domestic animals and plants for social responsibility | What is  the  name of God in your  languag e | Communication  and collaboration | Peace  Unity humility | In groups  learners role play different ways of caring for domestic animals and plants like flowers | Charts  realia | Observatio  oral questions |  |
| 8 | 1 |  | Name of God accordin  g to their catchme nt languag e | By the end of the sub theme the learner should be able to;  identify the name of God as used in his/her catchment area for personal knowledge | What is the  name of  God in your languag e | Communication and collaboration | Peace Unity humility | Learners are guided to mention name of  God according to their catchment language ( Exodus 3: 13-15) | Charts realia | Observatio oral questions |  |
| 9 | 1 |  | Name of God accordin g to  their catchme nt | By the end of the sub theme the learner should be able to; identify the name of  God in other communities for peaceful co-existence | What is the  name of  God in  your languag e | Communication and collaboration | Peace Unity humility | Learners are guided to mention name of  God according to  other communities | Charts realia | Observatio oral questions |  |

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|  |  |  | languag e |  |  |  |  | (Exodus 3:13 -  15 |  |  |  |
| 10 | 1 |  | Name of God accordin g to  their catchme nt languag e | By the end of the sub theme the learner should be able to; appreciate the name of  God according to his/her catchment area for self - awareness | What is the  name of  God in  your languag e | Communication and collaboration | Peace Unity humility | In groups learners mention the name of God on the flash card  provided | Charts realia | Observatio oral questions |  |
| 11 | 1 |  | Name of  God accordin g to  their  catchme nt languag e | By the end of the sub  theme the learner should be able to; desire to know the name of God as used in other communities to promote unity | What is  the  name of  God in your  languag e | Communication  and collaboration | Peace  Unity humility | In groups  learners mention the name of God on the flash card provided | Charts  realia | Observatio  oral questions |  |
| 12 | 1 |  | Commu  nicating to God through Prayer | By the end of the sub  theme the learner should be able to; mention simple prayers at different times for his/her spiritual nourishment | How do  we talk to God? | Communication  and collaboration | Peace  Unity  humility | Learners are  guided to mention the different times they pray | Charts  realia | Observatio  oral  questions |  |
| 13  $1  4 |  |  |  |  |  | CAT | CAT | CAT |  |  |  |