**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 cAnimals | By the end of the sub theme the learner should be able to; name plants found athome and school aspart of God’s creation | Which domesti c animalsdo 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 DomesticAnimals | 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 canimals 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 andDomesticAnimals | By the end of the sub theme the learnershould be able to;name animals found at home and school as part of God’s creation | Which domesticanimals do you know | Communication andcollaboration | Peace Unity humility | In groupslearners role play different ways ofcaring for domestic animals and plants like flowers | Charts realia | Observatio oral questions |  |
| 5 | 1 |  | Plantsand Domesti c Animals | By the end of the subtheme the learner should be able to; state simple ways of taking care of plants and some domestic animals | Whichdomesti c animals do you know | Communicationand collaboration | PeaceUnityhumility | In groupslearners role play different ways of caring for domestic animals and plants like flowers | ChartsRealia | Observatiooralquestions |  |

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| 6 | 1 |  | PlantsandDomesti c Animals | By the end of the subtheme the learner should be able to;appreciate plants andanimals found at homeand school as God’screation. | What isthename of God in your languag e | Communicationand collaboration | PeaceUnity humility | Learners areguided to colour pictures of somedomestic animalsand plants | Chartsrealia | Observatiooral questions |  |
| 7 | 1 |  | Plantsand Domesti c Animals | By the end of the subtheme the learner should be able to; demonstrate taking care of some domestic animals and plants for social responsibility | What isthename of God in yourlanguag e | Communicationand collaboration | PeaceUnity humility | In groupslearners role play different ways of caring for domestic animals and plants like flowers | Chartsrealia | Observatiooral questions |  |
| 8 | 1 |  | Name of God according 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 thename ofGod in your languag e | Communication and collaboration | Peace Unity humility | Learners are guided to mention name ofGod according to their catchment language ( Exodus 3: 13-15) | Charts realia | Observatio oral questions |  |
| 9 | 1 |  | Name of God accordin g totheir catchme nt | By the end of the sub theme the learner should be able to; identify the name ofGod in other communities for peaceful co-existence | What is thename ofGod inyour languag e | Communication and collaboration | Peace Unity humility | Learners are guided to mention name ofGod according toother communities | Charts realia | Observatio oral questions |  |

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|  |  |  | languag e |  |  |  |  | (Exodus 3:13 -15 |  |  |  |
| 10 | 1 |  | Name of God accordin g totheir catchme nt languag e | By the end of the sub theme the learner should be able to; appreciate the name ofGod according to his/her catchment area for self - awareness | What is thename ofGod inyour languag e | Communication and collaboration | Peace Unity humility | In groups learners mention the name of God on the flash cardprovided | Charts realia | Observatio oral questions |  |
| 11 | 1 |  | Name ofGod accordin g totheircatchme nt languag e | By the end of the subtheme the learner should be able to; desire to know the name of God as used in other communities to promote unity | What isthename ofGod in yourlanguag e | Communicationand collaboration | PeaceUnity humility | In groupslearners mention the name of God on the flash card provided | Chartsrealia | Observatiooral questions |  |
| 12 | 1 |  | Communicating to God through Prayer | By the end of the subtheme the learner should be able to; mention simple prayers at different times for his/her spiritual nourishment | How dowe talk to God? | Communicationand collaboration | PeaceUnityhumility | Learners areguided to mention the different times they pray | Chartsrealia | Observatiooralquestions |  |
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