**PP2 CRE SCHEME OF WORK TERM THREE**

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| **W EE K** | **LE SS O N** | **STRAND** | **SUB STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTION** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE** | **ASSESSEMEN T** | **REFLECTION** |
| 1 | 1 | **Christian**  **values** | **Greatest command ment: Love of God and neighbour** | By the end of the lessonthe learner should be able to:  state the greatest commandment of God for their spiritual growth | Which is the greatest command  ment of  God? | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to tell the greatest commandment of  God | Realia charts | Observation Oral questions |  |
| 2 | 1 |  | **Greatest**  **command ment: Love of God and neighbour** | By the end of the  lessonthe learner should be able to: practice the love of God and neighbour to promote interpersonal relationship | Which is  the greatest command ment of God? | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners are guided  to sing songs expressing love to God and neighbours (Mark  12: 29-31) | Realia  charts | Observation  Oral questions |  |
| 3 | 1 |  | **Greatest command ment: Love of God and neighbour** | By the end of the lessonthe learner should be able to:  role play on how love of God and neighbour should promote peaceful coexistence | Which is the greatest command  ment of  God? | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to role play sharing items such as pens  and food as a demonstration of love for one another ( John 13:  34 – 35; 15: 12-14) | Realia charts | Observation Oral questions |  |

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| 4 | 1 |  | **Greatest command ment: Love of God and neighbour** | By the end of the lessonthe learner should be able to:  sing songs of God’s  love and neighbour  to promote spiritual growth | Which is the greatest command  ment of  God? | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to understand why we love God and  neighbour | Realia charts | Observation Oral questions |  |
| 5 | 1 | **PLACES OF WORSHI P** | **Places of**  **Worship** | By the end of the lessonthe learner  should be able to:  Identify the church as a place of worship | How many places of  worship  are near your locality | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to identify the  church as a place of  worship (Matthew  21; Ephesian1:23) | Realia charts | Observation Oral questions |  |
| 6 | 1 |  | **Places of**  **Worship** | By the end of the lessonthe learner  should be able to:  Identify different places of worship that exists in his/her community for peaceful co- existence | Where do you go for worship | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to identify different  places of worship  as displayed on charts, posters, pictures in the classroom | Realia charts | Observation Oral questions |  |
| 7 | 1 |  | **Places of**  **Worship** | By the end of the lessonthe learner should be able to:  demonstrate activities that take place in the church for-example singing, praying and giving offerings as thanks giving to God | Where do you go for worship | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to demonstrate activities that take  place in the church for-example singing, praying and giving offerings (Exodus  34:26) | Realia charts | Observation Oral questions |  |

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| 8 | 1 |  | **Places of**  **Worship** | By the end of the lessonthe learner should be able to:  colour a picture of a church as a place of  worship for self- efficacy | Where do you go for worship | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to colour the  picture of a church | Realia charts | Observation Oral questions |  |
| 9  &  10 | C A T | CAT |  |  |  | CAT |  | CAT | CAT | CAT |  |