**CRE SCHEMES OF WORK** **GRADE TWO TERM ONE**

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| **WEEK** | **LESSON** | **STRAND THEME** | **SUB STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQUIRY QUESTIONS** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESSMENT METHODS** | **REFLECTION** |
| 1 | 1 | Creation | Self awareness (Myself) | By the end of the sub strand the learner should be able  to state what they like about  themselves as God’s  creation | What is your name?  Are you a boy  or a girl? | Learners to mention what they like about themselves | Learners | Oral questions |  |
|  | 2 | Creation | Learners  similarities and differences | By the end of the sub strand  the learner should be able to state the similarities and differences among themselves | How many are  short?  How many are tall? | Learners to state  their similarities and differences | Learners | Observation  Oral questions |  |
|  | 3 | Creation | Chores  done at  home as service to God | By the end of the sub strand  the learner should be able  to state different chores done at home as service to God | Which chores  do you  perform home at? | Learner to state  different chores they  do at home as service to God | Pictures | Oral  questions |  |
| 2 | 1 | Creation | Role play (chores done at  home) | By the end of the sub strand the learner should be able  to role play different chores  they do at home as service to God | Which chores do you perform at  home? | Learners to role play chores they do at home as service to  God | Realia  (broom utensils mop) | Observation Oral questions |  |
|  | 2 | Creation | My family  Members of a nuclear family | By the end of the sub strand the learner should be able  to name members of the nuclear family | Whom do you live with? | Learners to name members of a  nuclear family | Pictures | Drawing  Oral questions |  |
|  | 3 | Creation | My  relatives  (extended family) | By the end of the sub strand  the learner should be able  to identify members of an extended family to enhance a sense of belonging | Who are your  relatives? | Learners to name  members of an  extended family Draw members of an extended family | Pictures | Drawing  Oral  questions |  |
| 3 | 1 | Creation | Items | By the end of the sub strand | What do we | Learners to state | Realias | Drawing |  |

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|  |  |  | shared at home | the learner should be able to state items shared at home for family unity | share at home?  Why do we share at home? | items shared at home for family unity | Fruits | Oral questions |  |
|  | 2 | Creation | Items that  are not shared at  home | The learner to state items  that are not shared at home for healthy living | Which are  some of the things we  cannot share  at home | Learners to state  items that are not shared at home | Realia  Handkerchief  Socks  Comb | Drawing  Oral questions |  |
|  | 3 | Creation | Creation of the sky, moon and  the stars Observing the sky | The learner should be able to state heavenly bodies created by God | Who created the sky, moon and stars? | Learners to observe the sky and the heavenly bodies  Learners to state who created the heavenly bodies | The sky Chart showing the  sky and heavenly bodies | Observation Oral questions |  |
| 4 | 1 | Creation | Drawing and  colouring  heavenly bodies | The learner should be able  to draw the heavenly bodies created by God in their  work books | What are the heavenly  bodies that  God created? | Learners to draw and colour heavenly  bodies created by  God | Pictures on the chart | Observation  Drawing |  |
|  | 2 | Creation | Making cut outs and mount  heavenly  bodies in their work book | The learner to make cut  outs of heavenly bodies and mount them in their books | what is the shape of the sun? | Learners to make cutouts of heavenly bodies and mount  them in their books | Manila papers Pair of  scissors  Glue | Observation Oral questions |  |
|  | 3 | Creation | Order of creation | State the order of creation from day one to day six | Who created everything? | Learners to state the order of creation  State the creator of  everything | Surrounding environment | Oral questions |  |
| 5 | 1 | The Holy  Bible | The Bible  as a guide in daily lives  (reasons for reading the | By the end of the sub strand  the learner should be able to identify reasons for reading the Bible to Strengthen their faith in God | Why do you  read the bible? | Learners to identify  reasons for reading the Bible | Bible | Oral  questions |  |

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|  |  |  | Bible) |  |  |  |  |  |  |
|  | 2 | The Holy  Bible | Listening to  a video clip | Appreciate the Bible as a  guide to Christian living | Why do you  read the Bible | Learners to watch a  clip of children  reading the Bible | Laptops | Observation  Oral  questions |  |
|  | 3 | The Holy  Bible | Memory  verse | Recite a memory verse  from 119:105 about the  Bible | Why do we  read the  Bible? | Learners to sing a  song about the Bible Recite a memory verse about the Bible | Bible | Oral  questions |  |
| 6 | 1-2 | The Holy  Bible | Divisions of the Bible | By the end of the sub strand the learner should be able  to state the number of  books in the old testament | Why do we read the Bible? | Learners to state the number of books in the old testament | Bible | Oral questions |  |
|  | 3 | The Holy  Bible | First books  of the old testament (law books) | Identify the first two books  of the old testament to be familiar with the Bible | Which is the  first book of the Bible? | Learners to identify  the first two books of the Bible  Make flash cards on the first two books  of the Bible | Flash cards  Bible | Observation  Oral questions |  |
| 7 | 1 | The Holy  Bible | Role play  (number of book in the old testament) | By the end of the sub strand  the learner should be able to state the names of the books of the old testament to be familiar with the Bible | Which are the  first books of the old testament? | Learners to state the  names of the books of the old testament | Flash cards | Observation  Oral questions |  |
|  | 2 | The Holy  Bible | Bible story  the call of  Samuel | Describe the call of Samuel  and relate it to their daily lives | Who called  Samuel? | Learn to describe the  call the call of Samuel and relate it to their daily lives by obeying God | Bible | Oral  questions |  |
|  | 3 | The Holy  Bible | The call of  Samuel | Describe the call of Samuel  according to what they  watched | How many  times was  Samuel called? | Learners to watch a  video clip on the call  of Samuel | Bible | Oral  questions |  |
| 8 | 1 | The Holy  Bible | The call of  Samuel | By the end of the sub strand the learner should be able  to describe the call of  Samuel after role playing | How many times was  Samuel called? | Learners to role play a skit on the call of  Samuel | Bible | Observation  Oral questions |  |
|  | 2 | The Holy | Reasons | The learner should be able | Why did God | Learners to state | Bible | Oral |  |

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|  |  | Bible | why God chose Noah | to state reasons why God chose Noah to build the ark. | choose Noah to build the ark. | reasons why God chose Noah to build the ark. |  | questions Written quizzes |  |
|  | 3 | The Holy  Bible | The story of Noah and the ark | Narrate the story of Noah and the ark and relate it to their lives by obeying God  and their parents. | Who built the ark? | Learners to narrate the story of Noah and the ark | Bible | Written quizzes Listening |  |
| 9 | 1 | The Holy  Bible | Importance  of obeying  parents | By the end of the sub strand  the learner should be able  to state the importance of obeying parents at home. | Why do you  obey parents? | Learners to state the  importance of  obeying parents | Bible | Oral  questions |  |
|  | 2 | The Holy  Bible | Noah and the ark (Role play) | Narrate the story od Noah and relate it to their lives by obeying God and parents | How did Noah respond to God? | Learners to role play the story of Noah  and the ark. | Picture cut out of the ark | Observation check list |  |
|  | 3 | The Holy  Bible | Daniel prays to God | Mention number of times Daniel prayed to God and relate it to their lives | How many times did Daniel pray in  a day? | Learners to mention number of times Daniel prayed to  God | Bible | Oral questions |  |
| 10 | 1 | The Holy  Bible | Daniel in  the den of lions | By the end of the sub strand  the learner should be able to narrate the story of Daniel in the den od lions | Why was  Daniel thrown in the den of lions? | Learners to listen  and answer questions from the story | Pictures | Oral  questions |  |
|  | 2 | The Holy  Bible | Watch a video clip | Watching a video clip  about Daniel in the den and how he was rescued | How did God save Daniel  from the den  of lions? | Learners to watch a video on story of  Daniel in the den of  lions | Video clips | Oral questions |  |
|  | 3 | The Holy  Bible | Daniel is  rescued from the  den of lions | Role play the story of  Daniel | Who rescued  Daniel from the den of lions | Learners to role play  Daniel in the den of lions and how he is rescued | Bible | Observation |  |
| 11 | 1-2 | The Holy  Bible | The widow of Zarephath | By the end of the sub strand the learner should be able  to narrate the story of the  widow of Zarephath | Why did Elijah go to Zarephath | Learners to narrate the story of the widow of Zarephath | Pictures | Oral questions |  |
|  | 3 | The Holy  Bible | Drawing  and colouring | To draw and colour a loaf  of bread in the workbook | Who fed  Elijah while at  Zarephath | Learners to draw and  colour a loaf of bread | Bread | Observation |  |
| 12 | 1 | The Holy | Role play | By the end of the sub strand | How did the | Learners to role play | Flour jars | Observation |  |

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|  |  | Bible |  | the learner should be able to role play the story of Elijah and widow of Zarephath | widow get enough flour? | the story of Elijah and the widow of Zarephath |  | Oral questions |  |
|  | 2 | The early life of  Jesus  Christq | Kidness of the  wisement | Narrate how they celebrate their birthday | How do we celebrate  birthdays? | Learners to narrate how they celebrate  birthday | Pictures | Oral questions |  |
|  | 3 | The early  life of Jesus Christ | The birth of  Jesus Christ | Narrate the birth of Jesus  Christ | Who  announced the birth of Jesus Christ | Learners to narrate  the birth of Christ | Pictures  showing baby Jesus Christ | Oral  questions |  |
| 13 | 1 | The early life of Jesus  Christ | Visitors who visited baby Jesus | By the end of the sub strand the learner should be able to name people who visited  baby Jesus and where they came from | Who visited baby Jesus? | Learners to name the people who visited baby Jesus | Pictures | Oral questions |  |
|  | 2 | The early life of Jesus Christ | The gifts brought to baby Jesus | To name the gifts brought to baby Jesus | Which gifts were brought to baby Jesus? | Learners to list gifts given to baby Jesus and develop the value of sharing | Pictures | Oral questions |  |
|  | 3 | The early  life of  Jesus  Christ | Jesus Christ  worked | Name some of the simple  chores done at school  home, church and school | What do you  do during  school holidays? | Learners to name  some of the simple  chores done at school, home and church | Pictures | Oral  questions |  |
| 14 | 1 | The early life of Jesus  Christ | Joseph the father of Jesus | By the end of the sub strand the learner should be able to discuss the type of work  Joseph the father of Jesus did | What type of work did Jesus’ father  do? | Learners to discuss the type of work Joseph the father of  Jesus did | Pictures showing Joseph doing  some work | Oral questions |  |
|  | 2 | The early life of Jesus Christ | Jesus helps his father Joseph | To list how Jesus helped his father Joseph | How did Jesus help his  father? | Learners in a group to list how Jesus helped his father. | Pictures | Oral questions Observation |  |
|  | 3 | The early  life of  Jesus | Poem about  Jesus | To write and say a poem  about “Jesus worked” | How did Jesus  work? | Learners to write a  poem on how Jesus  worked | Pictures | Observation |  |

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