**CRE SCHEME OF WORK FOR GRADE 3 TERM 3**

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| **SCHOOL** | **GRADE** | **LEARNING**  **AREA** | **TERM** | **YEAR** |
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| **WEEK** | **LESSON** | **STRAND** | **SUB-**  **STRAND** | **SPECIFIC**  **LEARNING OUTCOMES** | **KEY**  **INQUIRY QUESTION(S)** | **LEARNING**  **EXPERIENCE** | **LEARNING**  **RESOURCES** | **ASSESSMENT**  **METHODS** | **REFLECTIO**  **N** |
| 1 | 1 | **Christian**  **Values** | **Forgiveness** | By the end of the  Sub strand, the learner should be able to:  describe the story of the unforgiving servant | What do we  learn  from the story of the unforgiving servant? | Learners to read the  story of the unforgiving servant in  Matthew 18:21-35  Learners to watch a video on the unforgiving servant Learners to role play the Bible story of the unforgiving  servant | Oxford Growing in  Christ page 76  Singing and dancing, dramatization, storytelling | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces,puzzles |  |
|  | 2 | **Christian**  **Values** | **Forgiveness** | By the end of the  Sub strand, the learner should be able to:  describe the story of the unforgiving servant and relate it to their interaction with others | What do we  learn from the story of the unforgiving servant? | Learners to read the  story of the unforgiving servant in  Matthew 18:21-35  Learners to watch a video on the unforgiving servant Learners to role play the Bible story of the unforgiving  servant | Oxford Growing in  Christ page 76  Singing and dancing, dramatization, storytelling, reading the  bible | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |  |

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|  | 3 | **Christian**  **Values** | **FORGIVEN**  **ESS** | By the end of the  Sub strand, the learner should be able to:  discuss the importance of forgiving others | What happens  when you do not forgive others? | Learners to read the  story of the unforgiving servant in  Matthew 18:21-35  Learners to watch a video on the unforgiving servant Learners to role play the Bible story of the unforgiving  servant | Oxford Growing in  Christ page 78-79  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |  |
| 2 | 1 | **Christian**  **Values** | **TRUST** | By the end of the  Sub strand, the learner  should be able to: identify people they can trust for their own safety | Whom do you  trust?  Who do you report to in case of danger? | Learners to read  Proverbs 11:13  Learners to identify people they can trust Learners to mention the people to report to in cases of danger for appropriate action to be taken  In groups or pairs, learners to role play,  ‘How to behave when confronted by a stranger | Oxford Growing in  Christ page 80-81  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |  |
|  | 2 | **Christian**  **Values** | **Trust** | By the end of the  Sub strand, the learner should be able to:  mention the people to report to in case of danger for appropriate action to be taken | Whom do you  trust?  Who do you report to in case of danger? | Learners to read  Proverbs 11:13  Learners to identify people they can trust Learners to mention the people to report to  in  cases of danger for appropriate action to be taken  In groups or pairs, learners to role play,  ‘How to | Oxford Growing in  Christ page 80-81  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |  |

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|  |  |  |  |  |  | behave when  confronted by a stranger |  |  |  |
|  | 3 | **Christian**  **Values** | **Trust** | By the end of the  Sub strand, the learner should be able to:  discuss the effects  of talking about others for harmonious living | How do you feel  when people talk about you? Why is it wrong to talk about others | Learners to read  Proverbs 11:13  In groups or pairs, learners to role play,  ‘How to behave when confronted by a stranger’  Learners to discuss  effects of talking about others Learners to sing the song, *“Trust and obey………….*” | Oxford Growing in  Christ page 82-83  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |  |
| 3 | 1 | **Christian**  **Values** | **Responsibilit**  **y** | By the end of the  Sub strand, the learner should be able to:  discuss the  importance of personal  hygiene for healthy living | Why should you  always observe personal cleanliness | Learners to list the  importance of personal cleanliness Learners to report students who  play mischief | Oxford Growing in  Christ page 82-83  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written  quizzes, questions  and answers, reciting, checklists, filling in blank spaces, puzzle |  |
|  | 2 | **Christian**  **Values** | **Responsibilit y** | By the end of the  Sub strand, the learner  should be able to:  acquire the value of responsibility by correcting those in the wrong | What should  you do if  your brother or sister is not doing the right thing | Learners to list the  importance of personal cleanliness  Learners to report students who  play mischief | Oxford Growing in  Christ page 84-85  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written  quizzes, questions and answers, reciting,  checklists, filling  in blank spaces, puzzle |  |

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|  | 3 | **Christian**  **Values** | **Responsibilit**  **y** | By the end of the  Sub strand, the learner should be able to:  acquire the value of responsibility by correcting those in the wrong | What should  you do if  your brother or sister is not doing the right thing | Learners to list the  importance of personal cleanliness Learners to report students who  play mischief | Oxford Growing in  Christ page 84-85  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written  quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzle |  |
| 4 | 1 | **Christian**  **Values** | **Responsibilit**  **y** | By the end of the  Sub strand, the learner  should be able to: develop responsibility by not expecting a reward when they do chores at home | Why should you  not expect rewards after doing household chores | Learners to role play  doing  household chores without  expecting rewards from parents Learners to recite Philippians  2:4 | Oxford Growing in  Christ page 84-85  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written  quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzle |  |
|  | 2 | **The**  **Church** | **Prayer** | By the end of the  Sub strand, the learner should be able to:  recite the Lord’s prayer and apply  it in their daily lives | Which prayer  did Jesus Christ teach His disciples? | Learners to recite  the Lord’s prayer  Mathew  6:9-13  Learners to read the Lord’s prayer from a chart displayed in class Learners to role play ways of showing respect to God during prayers.  Learners to sing the  Lord’s Prayer | Oxford Growing in  Christ page 86-87  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  observation, written  quizzes, reciting, checklists, filling in blank spaces . |  |

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|  | 3 | **The**  **Church** | **Prayer** | By the end of the  Sub strand, the learner should be able to:  show respect to God during prayer by adopting  different postures of prayer | Which prayer  did Jesus Christ teach  His disciples? | Learners to recite  the Lord’s prayer  Mathew 6:9-13  Learners to read the Lord’s prayer from a  chart displayed in  class  Learners to role play ways of showing respect  to God during prayers.  Learners to sing the  Lord’s Prayer | Oxford Growing in  Christ page 91  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written  quizzes, questions and answers, reciting, checklists, filling in blank |  |
| 5 | 1 | **The**  **Church** | **Prayer** | By the end of the  Sub strand, the learner should be able to:  show respect to God during prayer by adopting  different postures of prayer | How can you  show respect to God during prayer? | Learners to recite  the Lord’s prayer  Mathew  6:9-13  Learners to read the Lord’s prayer from a chart displayed in class Learners to role play ways of showing respect to God during prayers.  Learners to sing the  Lord’s Prayer | . Oxford Growing in  Christ page 91  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank |  |
| 5 | 2 | **The**  **Church** | **Prayer** | By the end of the  Sub strand, the learner  should be able to: show respect to God during prayer by adopting  different postures of prayer | How can you  show respect to God during prayer? | Learners to recite  the Lord’s prayer  Mathew  6:9-13  Learners to read the Lord’s prayer from a chart displayed in class Learners to role play ways of showing respect to God during | Oxford Growing in  Christ page 92-93  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, written quizzes, questions and answers, reciting, checklists, filling in blank |  |

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|  |  |  |  |  |  | prayers.  Learners to sing the  Lord’s Prayer |  |  |  |
|  | 3 | **The**  **Church** | **The Holy**  **Spirit** | By the end of the  Sub strand, the learner should be able to:  discuss the coming  of the Holy Spirit on the day of Pentecost | What happened  on the day of  Pentecost? | Learners to read Acts  2:1-4  Learners to watch a video clip on the coming of  the Holy Spirit Learners to read Galatians 5:22  Learners to draw a tree and attach labels of the  fruits of the Holy Spirit (love, joy, peace and kindness) | Oxford Growing in  Christ page 94-95  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, written quizzes, questions and answers, reciting, checklists, filling in blank |  |
| 6 | 1 | **The**  **Church** | **The Holy**  **Spirit** | By the end of the  Sub strand, the learner should be able to:  discuss the coming of the Holy Spirit on  the day of Pentecost  and relate it to their lives | What happened  on the day of  Pentecost? | Learners to read Acts  2:1-4  Learners to watch a video clip on the coming of  the Holy Spirit Learners to read Galatians 5:22  Learners to draw a tree and attach labels of the fruits of the Holy Spirit (love, joy, peace and  kindness) | Oxford Growing in  Christ page 94-95  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, written quizzes, questions and answers,  reciting, checklists, filling in blank |  |
|  | 2 | **The**  **Church** | **The Holy**  **Spirit** | By the end of the  Sub strand, the learner should be able to:  identify the work of the Holy spirit in | Which are some  of the fruits of the Holy Spirit? | Learners to draw a  tree and attach labels of the  fruits of the Holy Spirit (love, joy, peace and | Oxford Growing in  Christ page 94-95  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, written quizzes, questions and answers, reciting, checklists, filling |  |

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|  |  |  |  | the life of a  Christian |  | kindness)  In groups, learners to model and label four fruits  of the Holy Spirit (love, joy, peace and kindness)  Learners to sing songs on the coming of the Holy  Spirit |  | in blank |  |
|  | 3 | **The**  **Church** | **The Holy**  **Spirit** | By the end of the  Sub strand, the learner should be able to:  appreciate the fruit of the Holy Spirit by living harmoniously with others | What is the  work of the Holy Spirit in the life of a Christians? | Learners to draw a  tree and attach labels of the fruits of the Holy Spirit (love, joy, peace and  kindness)  In groups, learners to model and label four fruits  of the Holy Spirit  (love, joy, peace and kindness)  Learners to sing songs on the coming of the Holy Spirit | Oxford Growing in  Christ page 96-97  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, written quizzes, questions and answers, reciting, checklists, filling in blank |  |
| 7 | 1 | **The**  **Church** | **The Holy**  **Spirit** | By the end of the  Sub strand, the learner  should be able to: desire to be led by the Holy spirit as they make decisions  in life | What is the  work of  the Holy Spirit in the life of a Christians? | Learners to draw a  tree and attach labels of the  fruits of the Holy Spirit (love, joy, peace and kindness)  In groups, learners to model and label four  fruits  of the Holy Spirit (love, joy, peace and kindness)  Learners to sing | Oxford Growing in  Christ page 98-99  Singing and  dancing, dramatization, storytelling, reading the bible | Oral questions,  portfolios, written quizzes, questions and answers, reciting, checklists, filling in blank |  |

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|  |  |  |  |  |  | songs on the coming  of the Holy  Spirit |  |  |  |
| 7 -8 | 2, 3 |  |  | **REVISION** |  |  |  |  |  |
| 9 |  |  |  | **ASSESSMENT** |  |  |  |  |  |