GRADE ONE GROWING IN CHRIST C.R.E SCHEMES OF WORK TERM 1

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| SCHOOL | GRADE | TEACHERS NAME | TIME | YEAR |
|  | ONE |  |  |  |

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| WEEK | LSN | STRAND  THEME | | SUB  STRAND | | SPECIFIC  LEARNING  OUTCOMES | | KEY  INQUIRY  QUESTIONS | LEARNING  EXPERIENCE | LEARNING  RESOURCES | ASSESSMENT  METHODS | REFL |
| 1 | 1 | Creation | | Self-awareness: I am special | | By the end of the sub-strand learners should be able to   1. recognize themselves as uniquely created in the image and likeness of God for his Glory 2. Tell why they are special before God 3. appreciate himself or herself as unique and special creation before God | | Who made you? | Learners to read Genesis1:27  Learners to write their names on flash cards and display them  Learners to sing songs related to their names  Learners to say why they are special before God | Bible  Flash cards, clay, chart with poem  Growing in Christ learners’ book Grd. 1 pg. 2-4 | Oral questions Observation |  |
|  | 2 |  | | I am special | | By the end of the sub-strand learners should be able to   1. recognize themselves as uniquely created in the image and likeness of God for his Glory 2. Tell why they are special before God 3. appreciate himself or herself as unique and special creation before God | | Who made you? | Learners to read Genesis1:27  Learners to write their names on flash cards and display them  Learners to sing songs related to their names  Learners to say why they are special before God | Bible  Flash cards, clay, chart with poem  Growing in Christ learners’ book Grd. 1 pg. 2-4 | Oral questions Observation |  |
|  | 3 |  | | I am special | | By the end of the sub-strand learners should be able to   1. recognize themselves as uniquely created in the image and likeness of God for his Glory 2. Tell why they are special before God 3. appreciate himself or herself as unique and special creation before God | | Who made you? | Learners to read Genesis1:27  Learners to write their names on flash cards and display them  Learners to sing songs related to their names  Learners to say why they are special before God | Bible  Flash cards, clay, chart with poem  Growing in Christ  learners’ book Grd. 1  pg. 2-4 | Oral questions Observation |  |
| 2 | 1 |  | | My name | | By the end of the sub-strand learners should be able to   1. mention his or her name for identification and self-awareness 2. watch a video clip of a palm of hand with a name on it 3. appreciate himself or herself as unique and special creation before god | | What is your name? | Learners to watch a clip of a palm of a hand with a name on it  Learners to draw the palm of their hand and write their names  Learners to read a verse in Isaiah 43:1  Learners to recite Isaiah 49:16 | Bible  Flash cards, clay, chart with poem, class register  Growing in Christ  learners’ book Grd. 1  pg. 5-6 | Observation Oral questions |  |
|  | 2 |  | | My name | | By the end of the sub-strand learners should be able to   1. mention his or her name for identification and self-awareness 2. watch a video clip of a palm of hand with a name on it 3. appreciate himself or herself as unique and special creation before god | | What is your name? | Learners to watch a clip of a palm of a hand with a name on it  Learners to draw the palm of their hand and write their names  Learners to read a verse in Isaiah 43:1  Learners to recite Isaiah 49:16 | Bible  Flash cards, clay, chart with poem, class register  Growing in Christ  learners’ book Grd. 1  pg. 5-6 | Observation Oral questions |  |
|  | 3 |  | | God knows my name | | By the end of the sub-strand learners should be able to   1. recognize that God knows them by their names as part of His creation 2. watch a video clip of a palm of hand with a name on it 3. appreciate himself or herself as unique and special creation before God | | Who knows your name? | Learners to watch a clip of a palm of a hand with a name on it  Learners to draw the palm of their hand and write their names  Learners to read a verse in Isaiah 43:1  Learners to recite Isaiah 49:16 | Bible  Flash cards, clay, chart with poem, class register  Growing in Christ  learners’ book Grd. 1  pg. 6-8 | Observation Oral questions |  |
| 3 | 1 |  | | God knows my name | | By the end of the sub-strand learners should be able to   1. recognize that God knows them by their names as part of His creation 2. recite Isaiah 49:16 3. appreciate himself or herself as unique and special creation before God | | Who knows your name? | Learners to watch a clip of a palm of a hand with a name on it  Learners to draw the palm of their hand and write their names  Learners to read a verse in Isaiah 43:1  Learners to recite Isaiah 49:16 | Bible  Flash cards, clay, chart with poem, class register  Growing in Christ  learners’ book Grd. 1  pg. 6-8 | Observation  Oral questions |  |
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|  | 3 |  | | My family: Members of my nuclear family | | By the end of the sub-strand learners should be able to   1. name members of their nuclear family for a sense of belonging 2. recognize the role of each member of the family 3. Appreciate the importance of a family | | Who are the members of my nuclear family? | Learners to name members of their nuclear family | Drawings, realia  Growing in Christ  learners’ book Grd. 1  pg. 9-10 | Observation  Oral questions |  |
| 4 | 1 |  | | My family: Members of my nuclear family | | By the end of the sub-strand learners should be able to   1. name members of their nuclear family for a sense of belonging 2. recognize the role of each member of the family 3. Appreciate the importance of a family | | Who are the members of my nuclear family? | Learners to name members of their nuclear family | Drawings, realia  Growing in Christ  learners’ book Grd. 1  pg. 9-10 | Observation  Oral questions |  |
|  | 2 |  | | Praying with my family | | By the end of the sub-strand learners should be able to   1. Pray with their family members to promote unity 2. Demonstrate how they pray at home 3. Desire to participate in family prayers in order to grow in faith | | Who leads prayer at home?  When do you pray at home? | Learners to mention the person who leads prayer at home  Learners to demonstrate how they pray at home  Learners to be given a task to record the number of times they pray at home as a family | Drawing books, realia, video clip  Growing in Christ  learners’ book Grd. 1  pg. 10-11 | Observation  Oral questions |  |
|  | 3 |  | | Praying with my family | | By the end of the sub-strand learners should be able to   1. Pray with their family members to promote unity 2. Demonstrate how they pray at home 3. Desire to participate in family prayers in order to grow in faith | | Who leads prayer at home?  When do you pray at home? | Learners to mention the person who leads prayer at home  Learners to demonstrate how they pray at home  Learners to be given a task to record the number of times they pray at home as a family | Drawing books, realia, video clip  Growing in Christ  learners’ book Grd. 1  pg. 10-11 | Observation  Oral questions |  |
| 5 | 1 |  | | Sharing at home | | By the end of the sub-strand learners should be able to   1. Identify items they share at home to enhance togetherness 2. Discuss the importance of sharing at home 3. Appreciate the importance of sharing at home for family unity | | What do I share at home? | In groups or pairs, learners to identify items they share at home.  Learners to observe and discuss a chart/picture/photograph of a family sharing a meal. | Drawing books, realia, video clip, crayons  Growing in Christ  learners’ book Grd. 1  pg. 12-13 | Observation  Oral questions |  |
|  | 2 |  | | Sharing at home | | By the end of the sub-strand learners should be able to   1. Identify items they share at home to enhance togetherness 2. Discuss the importance of sharing at home 3. Appreciate the importance of sharing at home for family unity | | What do I share at home? | In groups or pairs, learners to identify items they share at home.  Learners to observe and discuss a chart/picture/photograph of a family sharing a meal. | Drawing books, realia, video clip, crayons  Growing in Christ  learners’ book Grd. 1  pg. 12-13 | Observation  Oral questions |  |
|  | 3 |  | | Plants and animals: creation of plants and animals | | By the end of the sub-strand learners should be able to   1. Mention some plants and animals that God created as part of the environment 2. Give reasons for taking care of plants and animals 3. Appreciate plants and animals as part of God’s creation | | Who made pants and animals? | ● Learners to name various plants and animals created by God. ● Learners to be taken on a nature walk to identify different plants and animals ● Learners to draw and colour some plants that God created ● Learners to give reasons for taking care of plants and animals ● Learners to model some animals | School compound, drawing books crayons  Growing in Christ  learners’ book Grd. 1  pg. 14-15 | Observation  Oral questions |  |
| 6 | 1 |  | | Plants and animals: creation of plants and animals | | By the end of the sub-strand learners should be able to   1. Mention some plants and animals that God created as part of the environment 2. Give reasons for taking care of plants and animals 3. Appreciate plants and animals as part of God’s creation | | Who made pants and animals? | ● Learners to name various plants and animals created by God. ● Learners to be taken on a nature walk to identify different plants and animals ● Learners to draw and colour some plants that God created ● Learners to give reasons for taking care of plants and animals ● Learners to model some animals | School compound, drawing books crayons  Growing in Christ  learners’ book Grd. 1  pg. 14-15 | Observation  Oral questions |  |
|  | 2 |  | | Why I take care of plants and animals | | By the end of the sub-strand learners should be able to   1. Care for animals as part of God’s creation 2. Care for plants as part of God’s creation 3. Appreciate animals as part of God’s creation | | Why should I take care of plants?  Why should I take care of animals? | ● Learners to name various plants and animals created by God. ● Learners to be taken on a nature walk to identify different plants and animals ● Learners to draw and colour some plants that God created ● Learners to give reasons for taking care of plants and animals ● Learners to model some animals | Pictures of animals and plants, drawing books crayons  Growing in Christ  learners’ book Grd. 1  pg. 16-19 | Observation  Oral questions |  |
|  | 3 |  | | Why I take care of plants and animals | | By the end of the sub-strand learners should be able to   1. Care for animals as part of God’s creation 2. Care for plants as part of God’s creation 3. Appreciate animals as part of God’s creation | | Why should I take care of plants?  Why should I take care of animals? | ● Learners to name various plants and animals created by God. ● Learners to be taken on a nature walk to identify different plants and animals ● Learners to draw and colour some plants that God created ● Learners to give reasons for taking care of plants and animals ● Learners to model some animals | Pictures of animals and plants, drawing books crayons  Growing in Christ  learners’ book Grd. 1  pg. 16-19 | Observation  Oral questions |  |
| 7 | 1 |  | | Why I take care of plants and animals | | By the end of the sub-strand learners should be able to   1. Care for animals as part of God’s creation 2. Care for plants as part of God’s creation 3. Appreciate animals as part of God’s creation | | Why should I take care of plants?  Why should I take care of animals? | ● Learners to name various plants and animals created by God. ● Learners to be taken on a nature walk to identify different plants and animals ● Learners to draw and colour some plants that God created ● Learners to give reasons for taking care of plants and animals ● Learners to model some animals | Pictures of animals and plants, drawing books crayons  Growing in Christ  learners’ book Grd. 1  pg. 16-19 | Observation  Oral questions |  |
|  | 2 | THE HOLY BIBLE | | Physical handling of the bible: Care for the holy bible | | By the end of the sub-strand learners should be able to   1. Identify ways of handling the holy bible the holy bible with respect as the word of God 2. Role play handling of the Holy bible 3. Appreciate the bible as the word of God | | Why should I care for the bible? | ● Learners to state how to take care of the Holy Bible ● Learners to list why they should respect the Holy Bible ● Learners to role play; handling the Holy Bible with care and respect | Growing in Christ  learners’ book Grd. 1  pg. 20-21  tablets, drawing books, crayons | Observation  Oral questions |  |
|  | 3 |  | | Physical handling of the bible: Care for the holy bible | | By the end of the sub-strand learners should be able to   1. Identify ways of handling the holy bible the holy bible with respect as the word of God 2. Mention reasons why they should respect the Holy Bible 3. Appreciate the bible as the word of God | | Why should I care for the bible? | ● Learners to state how to take care of the Holy Bible ● Learners to list why they should respect the Holy Bible ● Learners to role play; handling the Holy Bible with care and respect | Growing in Christ  learners’ book Grd. 1  pg. 20-21  tablets, drawing books, crayons | Observation  Oral questions |  |
| 8 | 1 |  | | Physical handling of the bible: Care for the holy bible | | By the end of the sub-strand learners should be able to   1. Identify ways of handling the holy bible the holy bible with respect as the word of God 2. Mention reasons why they should respect the Holy Bible 3. Appreciate the bible as the word of God | | Why should I care for the bible? | ● Learners to state how to take care of the Holy Bible ● Learners to list why they should respect the Holy Bible ● Learners to role play; handling the Holy Bible with care and respect | Growing in Christ  learners’ book Grd. 1  pg. 20-21  tablets, drawing books, crayons | Observation  Oral questions |  |
|  | 2 |  | | Division of the Holy bible | | By the end of the sub-strand learners should be able to   1. Appreciate the Holy bible by stating its two divisions, that is the old testament and the new testament 2. State the two divisions of the Bible 3. Sing a song on My Bible. | | What are the two divisions of the bible? | ● In small groups learners to state the two divisions of the Holy Bible (Old and New Testament) ● Learners to sing a song on ‘My Bible and I……..’ | Growing in Christ  learners’ book Grd. 1  pg. 22  tablets, drawing  books, crayons, flash cards | Observation  Oral questions |  |
|  | 3 |  | | Division of the Holy bible | | By the end of the sub-strand learners should be able to   1. appreciate the Holy bible by stating its two divisions, that is the old testament and the new testament 2. State the two divisions of the Bible 3. Sing a song on My Bible. | | What are the two divisions of the bible? | ● In small groups learners to state the two divisions of the Holy Bible (Old and New Testament) ● Learners to sing a song on ‘My Bible and I……..’ | Growing in Christ  learners’ book Grd. 1  pg. 22  tablets, drawing  books, crayons, flash cards | Observation  Oral questions |  |
| 9 | HALF TERM | | | | | | | | | | | |
| 10 | 1 |  | Books of the new testament | | By the end of the sub-strand learners should be able to   1. recognize the Holy Bible as the word of God 2. name the first two Gospels 3. appreciate the Holy bible by stating the first two Gospel books | | Which are the first two Gospel books? | | ● Learners to name the first two Gospel books (Mathew and Mark) | Growing in Christ  learners’ book Grd. 1  pg. 23  tablets, drawing  books, crayons, flash cards | Observation  Oral questions |  |
|  | 2 |  | Books of the new testament | | By the end of the sub-strand learners should be able to   1. recognize the Holy Bible as the word of God 2. name the first two Gospels 3. appreciate the Holy bible by stating the first two Gospel books | | Which are the first two Gospel books? | | ● Learners to name the first two Gospel books (Mathew and Mark) | Growing in Christ  learners’ book Grd. 1  pg. 23  tablets, drawing  books, crayons, flash cards | Observation  Oral questions |  |
|  | 3 |  | The Holy bible | | By the end of the sub-strand learners should be able to   1. recognize the Holy Bible as the word of God by naming the first two Gospels 2. Identify ways of handling the holy bible the holy bible with respect as the word of God 3. appreciate the Holy bible by stating its two divisions, that is the old testament and the new testament | | Which are the first two Gospel books? | | ● Learners to name the first two Gospel books (Mathew and Mark) | Growing in Christ  learners’ book Grd. 1  pg. 23  tablets, drawing  books, crayons, flash cards | Observation  Oral questions |  |
| 11 | 1 |  | Bible story: David and Goliath---How David killed Goliath | | By the end of the sub-strand learners should be able to   1. narrate the story of David and Goliath 2. Watch a video clip on David and Goliath 3. desire to depend on God in their day-to-day lives | | Who was David?  How did David kill Goliath?  Whom did David depend on to kill Goliath? | | Learners to read 1 Samuel 17:48-51  Learners to watch a video on David and Goliath  Learners to sing a song about David and Goliath  Learners to draw, colour and share pictures of David and Goliath  Learners to recite 1 Samuel 17:50 | Growing in Christ  learners’ book Grd. 1  pg. 24-27  tablets, projector, video clips | Observation  Oral questions |  |
|  | 2 |  | How David killed Goliath | | By the end of the sub-strand learners should be able to   1. narrate the story of David and Goliath 2. Watch a video clip on David and Goliath 3. desire to depend on God in their day-to-day lives | | Who was David?  How did David kill Goliath?  Whom did David depend on to kill Goliath? | | Learners to read 1 Samuel 17:48-51  Learners to watch a video on David and Goliath  Learners to sing a song about David and Goliath  Learners to draw, colour and share pictures of David and Goliath  Learners to recite 1 Samuel 17:50 | Growing in Christ  learners’ book Grd. 1  pg. 24-27  tablets, projector, video clips | Observation  Oral questions |  |
|  | 3 |  | How David killed Goliath | | By the end of the sub-strand learners should be able to   1. narrate the story of David and Goliath 2. Watch a video clip on David and Goliath 3. desire to depend on God in their day-to-day lives | | Who was David?  How did David kill Goliath?  Whom did David depend on to kill Goliath? | | Learners to read 1 Samuel 17:48-51  Learners to watch a video on David and Goliath  Learners to sing a song about David and Goliath  Learners to draw, colour and share pictures of David and Goliath  Learners to recite 1 Samuel 17:50 | Growing in Christ  learners’ book Grd. 1  pg. 24-27  tablets, projector, video clips | Observation  Oral questions |  |
| 12 | 1 |  | David had faith in God | | By the end of the sub-strand learners should be able to   1. narrate the story of David and Goliath and 2. Watch a video clip on David and Goliath 3. desire to depend on God in their day-to-day lives | | Who was David?  How did David kill Goliath?  Whom did David depend on to kill Goliath? | | Learners to read 1 Samuel 17:48-51  Learners to watch a video on David and Goliath  Learners to sing a song about David and Goliath  Learners to draw, colour and share pictures of David and Goliath  Learners to recite 1 Samuel 17:50 | Growing in Christ  learners’ book Grd. 1  pg. 24-27  tablets, projector, video clips | Observation  Oral questions |  |
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|  | 3 |  | Joseph and his coat of many colours | | By the end of the sub-strand learners should be able to   1. narrate the story of Joseph and relate it to their daily lives 2. Watch a video clip about Joseph and His brothers 3. apply lessons learnt from the story of Joseph in their relationship with others | | Who had a coat of many colours? | | ● Learners to read Genesis 37:3-10 ● Learners to watch a video about Joseph and his brothers ● In groups, learners to list the qualities of Joseph ● Learners to watch a video clip on Joseph’s coat of many colours ● Learners to draw a coat and colour it | Growing in Christ  learners’ book Grd. 1  pg. 28-29  tablets, projector, video clips | Observation  Oral questions |  |
| 13 | END TERM ASSESSMENT/CLOSING | | | | | | | | | | | |