**GRADE 6 LONGHORN CRE SCHEMES OF WORK TERM 1**

**School**……………………….. **Teacher’s Name**………………………….. **Term**………………… **Year** ………

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| **Week** | **Lsn** | **Strand/ Theme** | ***Sub –strand*** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment method** | **refl** |
| **1** | **Revision and new term preparation** | | | | | | | | |
| **2** | **1** | **CREATION** | *My purpose* | By the end of the sub strand learners should be able to;   1. Define the term purpose 2. Draw pictures of various types of jobs people do 3. Appreciate God given talent by serving others | What is a talent and ability?  What are the benefits of serving others  Who does the bible teach about the use of talent and ability? | **Learners to :**   * Read in turns Exodus 31:3, Romans 12:4 and share the teaching with the class * Compose a poem on ‘my talent’ | * Pictures * Charts * Flashcards * Realia * Digital device * Magazines   **Longhorn CRE Act. TG Grade 6 Pg. 1-2**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 1** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **2** |  | ***Using God given talent and ability*** | By the end of the sub strand learners should be able to;   1. Identify God given talent 2. Discuss how God given talents and ability can be used to enhance responsibility 3. Draw pictures of various types of job people do 4. Appreciate God given talen by serving other | What is a talent and ability?  What are the benefits of serving others  Who does the bible teach about the use of talent and ability? | **Learners to :**   * Discuss in pairs how they use their talents and abilities * Read in turns exodus 31:3, Romans 12:4 and share the teaching with the class. * Role play use of different talents and ability in serving others * Compose a poem on ‘my talent’ | * Pictures * Charts * Flashcards * Realia * Digital device * Magazines   **Longhorn CRE Act. TG Grade 6 Pg. 3**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 1-3** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **3** |  | ***The teaching of the bible on the use of talents &ability*** | By the end of the sub strand learners should be able to;   1. Explain the teaching of the Bible on the use of talents and abilities 2. Watch video clips on various talents people have 3. Appreciate God given talents by serving others | What is a talent and ability?  What are the benefits of serving others  Who does the bible teach about the use of talent and ability? | **Learners to :**   * Discuss in pairs how they use their talents and abilities. | * Pictures * Charts * Flashcards * Realia * Digital device * Magazines   **Longhorn CRE Act. TG Grade 6 Pg. 4-5**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 3-5** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **3** | **1** |  | ***Values learners can use to nurture talents and abilities*** | 1. Identify values young people use to nurture talents and abilities 2. Watch video clips on various talents people have 3. Appreciate God given talents by serving others. | What is a talent and ability?  What are the benefits of serving others?  Who does the bible teach about the use of talent and ability? | **Learners to :**   * identify values that can them develop and sustain talents and abilities | * Pictures * Charts * Flashcards * Realia * Digital device * Magazines   **Longhorn CRE Act. TG Grade 6 Pg. 5-6**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 5-8** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **2** | **MARRIAGE AND FAMILY LIFE** | ***Bible teaching on marriage as an example of Christian living*** | By the end of the sub stand learners should be able:   1. Explain the biblical teaching on marriage as an example of Christian Living 2. Watch a video clip on marriage in Christianity 3. Appreciate Christian teaching on marriage and family. | What does the bible teach about marriage?  What leads to early mariage?  Which values and skills can help young people to avoid early marriages? | **Learners to :**   * Brainstorm in small groups the meaning of marriage. * Read in pairs Genesis 2:20 -24 and note the bible teaching on marriage | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 8-9**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 9-10** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **3** |  | ***Bible teaching on marriage as an example of Christian Living*** | By the end of the sub stand learners should be able:   1. Explain the biblical teaching on marriage as an example of Christian Living 2. Watch a video clip on marriage in Christianity 3. Appreciate Christian teaching on marriage and family. | What does the bible teach about marriage?  What leads to early mariage?  Which values and skills can help young people to avoid early marriages? | **Learners to :**   * Brainstorm in small groups the meaning of marriage * Read in pairs Genesis 2:20 -24 and note the bible teaching on marriage | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 8-9**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 9-10** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **4** | **1** |  | ***Types pf marriages in the society*** | By the end of the sub stand learners should be able:   1. Distinguish the various types of marriage in the society 2. Draw and colour various types of families 3. Appreciate Christian teachings on marriage and families. | What does the bible teach about marriage?  What leads to early marriage?  Which values and skills can help young people to avoid early marriages? | **Learners to :**   * Use digital devices to find out types of families in the society and share them to class. | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 9-10**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 10-11** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **2** |  | ***Reasons for discouraging early marriage in the society*** | By the end of the sub stand learners should be able:   1. Discuss the reasons for discouraging early marriage in the society 2. Develop posters discouraging early marriages 3. Appreciate Christian teachings on marriage and families | What does the bible teach about marriage?  What leads to early marriage?  Which values and skills can help young people to avoid early marriages? | **Learners to:**   * Discuss in small groups why early marriages should be discouraged and report to the class. * Developed posters with messages discouraging early marriages. | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 10-11**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 11-14** | * Observation schedule * Assessment rubrics * Checklist * Written questions |  |
| **3** | **Gods rest** | ***The teaching of the bible on Gods rest as a form of leisure*** | By the end of the sub stand learners should be able:   1. Describe the teaching of the bible on God’s rest as a form of leisure 2. Use IT device to watch various forms of leisure 3. Recognize the importance of Gods’ rest for responsibility | What is the meaning of leisure?  Why did Gods’ rest?  Which are the proper ways of using leisure time? | **Learners to:**   * Brainstorm in pairs the meaning and forms of leisure * Read Genesis 2:1-3 and discuss why God rested. | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 12-14**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 15-16** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **5** | **1** |  | ***The teaching of the bible on the use of leisure time*** | By the end of the sub stand learners should be able:   1. Explain the teaching of the Bible on the use of leisure time 2. Watch a video clip on the positive leisure time activities 3. Recognize the importance of God’s rest for responsible. | What is the meaning of leisure?  Why did Gods’ rest?  Which are the proper ways of using leisure time? | **Learners to:**   * Brainstorm in pairs the meaning of leisure * Read Genesis 2:1-3 and discuss why God rest | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 14-15**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 17** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **2** |  | ***Values which help Christians to use leisure time properly*** | By the end of the sub stand learners should be able:   1. Examine values which help Christians to use leisure time properly 2. Make posters on values that help Christians to use leisure time properly 3. Recognize the importance of God’s rest for responsible. | What is the meaning of leisure?  Why did Gods’ rest?  Which are the proper ways of using leisure time? | **Learners to:**   * Read 1 timothy 5:12 and outline the importance of leisure * Watch a video clip on positive leisure activities and mention examples of leisure activities | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 15**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 18** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **3** |  | ***Inappropriate ways of using leisure time in the society*** | By the end of the sub stand learners should be able:   1. Discuss the inappropriate ways of using leisure time in society 2. Watch a video clips on various types of rest 3. Recognize the importance of God’s rest for responsible | What is the meaning of leisure?  Why did Gods’ rest?  Which are the proper ways of using leisure time? | **Learners to:**   * Examine inappropriate ways of using leisure time * Watch a video clips on positive leisure activities and mention the examples of leisure activities | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 16-17**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 19-22** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **6** |  |  |  | Midterm |  |  |  |  |  |
| **7** | **1** | **THE BIBLE** | ***The bible as an inspired word of God:*** *why bible is inspired word of God* | By the end of the sub stand learners should be able:   1. Explain why the bible is the inspired word of God 2. Draw and colour the bible 3. Desire to read the bible as the word of God for spiritual nourishment | Why is bible different from other book?  What is the meaning of the Bible as the inspired word of God? | **Learners to:**   * Brainstorm the meaning of the bible as the word of God * Read 2 Timothy 3:16-17 and explain the meaning text * Compose and sing a song on ‘the bible as an inspired word’. | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 20-22**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 23-24** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **2** |  | ***Author who was inspired to write the old and New testament*** | By the end of the sub stand learners should be able:   1. Identify the authors who were inspired to write the old and new testament and the book they wrote 2. Watch a video clip on bible writers 3. Desire to read the bible as the word of God for spiritual nourishment | Why is bible different from other book?  What is the meaning of the Bible as the inspired word of God? | **Learners to:**   * Name authors who were inspired to write the old and New Testament. | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 22-23**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 24-25** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **3** |  | ***Reasons that led to translation of the bible into local languages*** | By the end of the sub strand learners should be able to:   1. Discuss the reasons that led to translation of the bible into local language 2. Model a bible 3. Desire to read the bible as the word of God for spiritual nourishment | Why is translation of the bible translated into local language important? | **Learners to:**   * In groups identify the advantages of the bible translations to local languages and present the findings to class | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 23**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 25-26** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **8** | **1** |  | ***Advantages of translating the bibles into local languages*** | By the end of the sub stand learners should be able:   1. Outline the advantages of translating the bible into various local languages 2. Sing a song about the bible 3. Desire to read the bible as the word of God for spiritual nourishment | Why is translation of the bible translated into local language important? | **Learners to:**   * In groups identify the advantages of the bible translations into local languages | * Good news bible * Pictures * Flashcard * Charts * Songs * Digital devices   **Longhorn CRE Act. TG Grade 6 Pg. 24-25**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 27-29** | * Portfolio * Profiles * Written questions * Assessment rubrics |  |
| **2** | **The ten commandment** | ***The ten commandments and their relationship to Christian Living*** | By the end of the sub stand learners should be able:   1. Explain the Ten Commandments and their relationship to Christian living. 2. Read and discuss from the bible the ten commandments 3. Appreciate the importance of the ten commandments to Christians | Why is translation of the bible translated into local language important? | **Learners to :**  -Brainstorm in pairs the meaning of ‘ commandments’   * Read the Exodus 20:3-7 and discuss the ten commandments * Discuss in small groups how the ten commandments help Christians to live well with God and others | * Good new bible * Learners tablets * Projector * Radio * Smart phones * Tv and cameras   **Longhorn CRE Act. TG Grade 6 Pg. 26-28**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 30-31** | * Written questions * Assessment rubrics * Profile |  |
| **3** |  | ***The ten commandments and their relationship to Christian Living*** | By the end of the sub stand learners should be able:   1. Explain the Ten Commandments and their relationship to Christian living. 2. Read and discuss from the bible the ten commandments 3. Appreciate the importance of the ten commandments to Christians | Why were the ten commandment given to the Israelites?  Why should you obey the ten commandments? | * **Learners to :** * Brainstorm in pairs the meaning of ‘ commandments’ * Read the Exodus 20:3-7 and discuss the ten commandments * Discuss in small groups how the ten commandments help Christians to live well with God and others | * Good new bible * Learners tablets * Projector * Radio * Smart phones * Tv and cameras   **Longhorn CRE Act. TG Grade 6 Pg. 26-28**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 30-31** | * Written questions * Assessment rubrics * Profile |  |
| **9** | **1** |  | ***Values and skills in the ten commandment that enhance Christian living*** | By the end of the sub stand learners should be able:   1. Explore values and skills in the ten commandments that enhance Christian living 2. Design a poster on the ten commandment | What skills and values are essential to promote harmony? | **Learners to:**   * Discuss in pairs values and skills in the ten commandments * Design a poster/chart on the ten commandments and display it in class. | * Good new bible * Learners tablets * Projector * Radio * Smart phones * Tv and cameras   **Longhorn CRE Act. TG Grade 6 Pg. 28**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 32-33** | * Written questions * Assessment rubrics * Profile |  |
| **2** |  | ***Lessons that Christian learn from the ten commandment*** | By the end of the sub stand learners should be able:   1. Discuss lesson learnt which Christians learnt from the ten commandments 2. Compose a poem on the Ten Commandments and recite. 3. Appreciate the importance the lesson of obeying the ten commandments as Christians | What skills and values are essential to promote harmony? | **Learners to:**   * Discuss lessons which Christians learn from the ten commandments * Compose a poem on the ten commandments and recite in the class. | * Good new bible * Learners tablets * Projector * Radio * Smart phones * Tv and cameras   **Longhorn CRE Act. TG Grade 6 Pg. 29-31**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 33-35** | * Written questions * Assessment rubrics * Profile |  |
| **3** | **THE BIBLE STORY** | ***Gods power: How God’s power help Samson defeat his enemies*** | By the end of the sub stand learners should be able:   1. Describe how God’s help Samson to defeat enemies 2. Role play Samson’s defeat of his enemies 3. Appreciate the lesson learnt from the story of Samson | What shows Samson depend on God’s power?  What good qualities did Samson have?  Why should Christian depend on? | **Learners:**   * In pairs read judges 15:14-17 and narrate * Brainstorm in small groups how God gave Samson power over his enemies. | * Good news bible * Hymn * Books * Resource person * Songs * Digital devices   Poems  **Longhorn CRE Act. TG Grade 6 Pg. 32-33**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 37-38** | * Written questions * Assessment rubrics * Profile |  |
| **10** | **1** |  | ***Gods power: How God’s power help Samson defeat his enemies*** | By the end of the sub stand learners should be able:   1. Describe how God’s help Samson to defeat enemies 2. Role play Samson’s defeat of his enemies 3. Appreciate the lesson learnt from the story of Samson | What shows Samson depend on God’s power?  What good qualities did Samson have?  Why should Christian depend on? | **Learners:**   * In pairs read judges 15:14-17 and narrate * Brainstorm in small groups how God gave Samson power over his enemies. | * Good news bible * Hymn * Books * Resource person * Songs * Digital devices * Poems   **Longhorn CRE Act. TG Grade 6 Pg. 32-33**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 37-38** | * Oral questions * Written questions * Assessment rubrics * Profile |  |
| **2** |  | ***How Christian depend on Gods power to overcome challenges*** | By the end of the sub stand learners should be able:   1. Explain ways Christian depend on God’s power to overcome challenges 2. Compose a poem on the importance of dependence on God’s power 3. Appreciate the lessons learnt from the story of Samson. | What shows Samson depend on God’s power?  What good qualities did Samson have?  Why should Christian depend on? | **Learners to :**   * In pairs discuss how Christians depend on God’s power. * Compose a poem, on the importance of depending on God’s power | * Good news bible * Hymn * Books * Resource person * Songs * Digital devices * Poems   **Longhorn CRE Act. TG Grade 6 Pg. 33-34**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 38-39** | * Oral questions * Written questions * Assessment rubrics * Profile |  |
| **3** |  | ***How Christian depend on Gods power to overcome challenges*** | By the end of the sub stand learners should be able:   1. Explain ways Christian depend on God’s power to overcome challenges 2. Compose a poem on the importance of dependence on God’s power 3. Appreciate the lessons learnt from the story of Samson. | What shows Samson depend on God’s power?  What good qualities did Samson have?  Why should Christian depend on? | **Learners to :**   * In pairs discuss how Christians depend on God’s power. * Compose a poem, on the importance of depending on God’s power | * Good news bible * Hymn * Books * Resource person * Songs * Digital devices * Poems   **Longhorn CRE Act. TG Grade 6 Pg. 33-34**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 38-39** | * Oral questions * Written questions * Assessment rubrics * Profile |  |
| **11** | **1** | **Faith in God** | ***How Elisha recovered an axe- head*** | By the end of the sub stand learners should be able:   1. Describe how Elisha recovered an axe- head as a sign as his faith in God. 2. Watch video clips on Elisha recovery of the axe –head. 3. Desire to trust in God’s power when faced with challenges. | What happened to the axe- head?  How did Elisha recover the Axe- head?  What do Christians do when faced with challenges? | **Learners to :**   * Learners brainstorm on what challenges they experience in life and how they deal with them * Read 2 King 6:1-7 and discuss in small groups what happened to the axe head and the meaning of the text. | * Good news bible * Story book * Audio player * Picture cards * pencils   **Longhorn CRE Act. TG Grade 6 Pg. 35-37**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 40-41** | * Oral questions * Checklist * Anecdotal Notes |  |
| **2** |  | ***How Elisha recovered an axe- head*** | By the end of the sub stand learners should be able:   1. Describe how Elisha recovered an axe- head as a sign as his faith in God. 2. Watch video clips on Elisha recovery of the axe –head. 3. Desire to trust in God’s power when faced with challenges. | What happened to the axe- head?  How did Elisha recover the Axe- head?  What do Christians do when faced with challenges? | * **Learners to:** * In pairs to brainstorm on what challenges they experience in life and how they deal with them * Read 2 kings 6:1-7 and discuss in small groups what happened to the axe head and the meaning of text. * Use digital devices to watch a video clips on Elisha’s recovery of the axe – head and share observations. | * Good news bible * Story book * Audio player * Picture cards * pencils   **Longhorn CRE Act. TG Grade 6 Pg. 35-37**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 40-41** | * Oral questions * Checklist * Anecdotal Notes |  |
| **3** |  | ***How Christians apply their faith in God in their day to day living*** | By the end of the sub stand learners should be able:   1. Identify how Christians apply their faith in God in day to day living 2. Make posters about faith in God 3. Desire to trust in God’s power when faced with challenges. | What happened to the axe- head?  How did Elisha recover the Axe- head?  What do Christians do when faced with challenges? | **Learners to :**   * Discuss ways Christian apply their faith in God to solve different problems. | * Good news bible * Story book * Audio player * Picture cards * pencils   **Longhorn CRE Act. TG Grade 6 Pg. 37-38**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 41-42** | * Oral questions * Checklist * Anecdotal Notes |  |
| **12** | **1** |  | ***How Christians apply their faith in God in their day to day living*** | By the end of the sub stand learners should be able:  By the end of the sub stand learners should be able:   1. Identify how Christians apply their faith in God in day to day living 2. Make posters about faith in God 3. Desire to trust in God’s power when faced with challenges. | What happened to the axe- head?  How did Elisha recover the Axe- head?  What do Christians do when faced with challenges? | **Learners to :**   * Discuss ways Christian apply their faith in God to solve different problems. | * Good news bible * Story book * Audio player * Picture cards * pencils   **Longhorn CRE Act. TG Grade 6 Pg. 37-38**  **Longhorn CRE Act.**  **Learner’s book. Grade 6 Pg. 41-42** | * Oral questions * Checklist * Anecdotal Notes |  |
|  | **2-3** | * *Revision* | | | | | | | |
| **13** |  | *Assessment and closing* | | | | | | | |