# PP2 CRE SCHEME OF WORK TERM THREE

| WEEK | LESSON | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMENT | REFLECTION |
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| 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 | |