

**GRADE PP1**

**RELIGIOUS ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2020**

WEEK	LESSONS	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS			LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF L
1	1										
2	1		<b>1.1 Who is God?</b>	<b>By the end of the sub-theme the learner should be able to:</b> a) demonstrate God’s love as the Sole Creator in his/her life to promote personal relationship with Him	1. Who is God? 2. Where does He live? 3. Who is your Heavenly Father? 4. Who created you?	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	□ Learners are guided to interact with a variety of relevant learning resources for example; pictures, videos, charts and posters to enhance their understanding of God as the sole Creator and Heavenly Father (Genesis1:27,Math ew 6:9)	<b>Realia Charts</b>	<b>1.Observation 2.Oral questions Written questions</b>	
3	1	<b>GOD’S CREATION</b>	<b>1.1 Who is God?</b>	<b>By the end of the sub-theme the learner should be able to:</b> a) demonstrate God’s love as the Sole Creator in his/her life to promote personal relationship with Him  b) identify God as his/her heavenly Father. c) respect God as the Father of mankind	1. Who is God? 2. Where does He live? 3. Who is your Heavenly Father? 4. Who created you?	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	□ Learners are guided to interact with a variety of relevant learning resources for example; pictures, videos, charts and posters to enhance their understanding of God as the sole Creator and Heavenly Father (Genesis1:27,Math ew 6:9)	<b>Realia</b>	<b>.Observation 2.Oral questions Written questions</b>	
4	1	<b>GOD’S CREATION</b>	<b>1.1 Who is God?</b>	<b>By the end of the sub-theme the</b>	1. Who is	Communication and collaboration	Love Respect	(Genesis1:27,Mat	<b>Realia charts</b>	<b>.Observation</b>	

		<b>ON</b>		<p><b>learner should be able to:</b></p> <p>a) identify God as his/her heavenly Father. b) respect God as the Father of mankind</p>	<p>God? 2. Where does He live? 3. Who is your Heavenly Father? 4. Who created you?</p>	Critical thinking and problem solving	Responsibility	<p>hew 6:9)</p> <p><input type="checkbox"/> Learners could be guided to recite simple short poems on God as his/her Sole Creator, based on respect for God.(Genesis 1:27)</p> <p><input type="checkbox"/> In groups learners to sing songs on God as their Heavenly Father to develop the virtue of love(Matthew 6:9)</p> <p><input type="checkbox"/> Organize learners in small groups to sing thanksgiving songs to God as their sole Creator and Heavenly Father.(Genesis 1:27)</p>		<p><b>2.Oral questions</b> <b>Written questions</b></p>
5	1	<b>GOD'S CREATION</b>	<b>1.1 Who is God?</b>	<p><b>By the end of the sub-theme the learner should be able to:</b></p> <p>c) respect God as the Father of mankind, a) appreciate God as the Sole Creator and Heavenly Father for personal development</p>	<p>1. Who is God? 2. Where does He live? 3. Who is your Heavenly Father? 4. Who created you?</p>	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	<p>(Genesis 1:27, Matthew 6:9)</p> <p><input type="checkbox"/> Learners could be guided to recite simple short poems on God as his/her Sole Creator, based on respect for God.(Genesis 1:27)</p> <p><input type="checkbox"/> In groups learners to sing songs on God as their Heavenly Father to develop the virtue of love(Matthew 6:9)</p>	<b>Realia charts</b>	<p>Observation Written question</p>

								<input type="checkbox"/> Organize learners in small groups to sing thanksgiving songs to God as their sole Creator and Heavenly Father.(Genesis 1:27)			
6	1	<b>GOD'S CREATION</b>	<b>1.1 Who is God?</b>	<p><b>By the end of the sub-theme the learner should be able to:</b></p> <p>a) respect God as the Father of mankind, b) appreciate God as the Sole Creator and Heavenly Father for personal development</p>	<p>1. Who is God? 2. Where does He live? 3. Who is your Heavenly Father? 4. Who created you?</p>	<p>Communication and collaboration Critical thinking and problem solving</p>	<p>Love Respect Responsibility</p>	<p>(Genesis 1:27, Matthew 6:9)</p> <p><input type="checkbox"/> Learners could be guided to recite simple short poems on God as his/her Sole Creator, based on respect for God.(Genesis 1:27)</p> <p><input type="checkbox"/> In groups learners to sing songs on God as their Heavenly Father to develop the virtue of love(Matthew 6:9)</p> <p><input type="checkbox"/> Organize learners in small groups to sing thanksgiving songs to God as their sole Creator and Heavenly Father.(Genesis 1:27)</p>	<b>Realia charts</b>	<b>.Observation 2.Oral questions</b>	
7	1	<b>GOD'S CREATION</b>	<b>Myself</b>	<p><b>By the end of the sub-theme the learner should be able to:</b></p>	<p>1. What is your name? 2. Who created</p>	<p>Communication and collaboration Critical thinking and problem solving</p>	<p>Love Respect Peace</p>	<p>Learners are guided to mention their names</p> <p><input type="checkbox"/> Learners are</p>	<b>Realia charts</b>	<b>.Observation 2.Oral questions</b>	

				<p>a) Mention his /her name for self-awareness b) Sing songs as special creature created in the image and likeness of God.</p>	<p>you? 3. Who created your friend? 4. Do you know any song of God's Creation</p>	Self efficacy		<p>guided in small groups to mention each other's' names. (Isaiah 43:1)</p>			
8	1		Myself	<p><b>By the end of the sub-theme the learner should be able to:</b></p> <p>a) Mention his /her name for self-awareness b) Sing songs as special creature created in the image and likeness of God.</p>	<p>1. What is your name? 2. Who created you? 3. Who created your friend? 4. Do you know any song of God's Creation</p>	<p>Communication and collaboration Critical thinking and problem solving Self efficacy</p>	<p>Love Respect Peace</p>	<p>Learners are guided to mention their names <input type="checkbox"/> Learners are guided in small groups to mention each other's' names. (Isaiah 43:1) <input type="checkbox"/> Learners are guided to listen to stories on God's creation (1:27)</p>	Realia	.Observation 2.Oral questions	
9	1		Myself	<p><b>By the end of the sub-theme the learner should be able to:</b></p> <p>a) Mention his /her name for self-awareness</p>	<p>1. What is your name? 2. Who created you? 3. Who created your friend? 4. Do you know any song of God's Creation</p>	<p>Communication and collaboration Critical thinking and problem solving Self efficacy</p>	<p>Love Respect Peace</p>	<p>Learners are guided to mention their names <input type="checkbox"/> Learners are guided in small groups to mention each other's' names. (Isaiah 43:1) <input type="checkbox"/> Learners are guided to listen to stories on God's creation</p>	Realia counters	.Observation 2.Oral questions	

								<input type="checkbox"/> Learners are guided to sing songs signifying him/herself as a child of God, created in His image and likeness. (Genesis 1:27)			
1 0	1		<b>Myself</b>  <b>By the end of the sub-theme the learner should be able to:</b>  a) Sing songs as special creature created in the image and likeness of God.	1. What is your name? 2. Who created you? 3. Who created your friend? 4. Do you know any song of God's Creation	Communication and collaboration Critical thinking and problem solving Self efficacy	Love Respect Peace	Learners are guided to mention their names <input type="checkbox"/> Learners are guided in small groups to mention each other's' names. (Isaiah 43:1) <input type="checkbox"/> Learners are guided to listen to stories on God's creation <input type="checkbox"/> Learners are guided to sing songs signifying him/herself as a child of God, created in His image and likeness. (Genesis 1:27)	<b>Realia</b>	<b>.Observation</b> <b>2.Oral questions</b>		
1 1	1		<b>Myself</b>  <b>By the end of the sub-theme the learner should be able to:</b> a) Sing songs as special creature created in the image and likeness of God. b) Appreciate himself/herself as	1. What is your name? 2. Who created you? 3. Who created your friend?	Communication and collaboration Critical thinking and problem solving Self efficacy	Love Respect Peace	Learners are guided to mention their names <input type="checkbox"/> Learners are guided in small groups to mention each other's' names. (Isaiah	<b>Realia</b>	<b>.Observation</b> <b>2.Oral questions</b>		



