

Curriculum design

CRE Grade Two

Essence Statement

This learning area builds on the competencies introduced at pre-primary level concerning God's self-revelation to man through Jesus Christ. The learners will be equipped with moral values, life skills and attitudes that assist them to live with self and others peacefully. This will be guided by the greatest and the most important commandment in Mathew 22:37, which states, 'Love the Lord your God with all your heart, with all your soul, and with all your mind. The secondmost important commandment in Mathew 22:39 states, 'Love your neighbour as you love yourself.'

The curriculum will therefore, inculcate values and attitudes which the learner needs to uphold in daily life based on the teachings of the Holy Bible. These values include obedience, sharing, responsibility, honesty and respect for self and others to mention but a few. These values will foster harmonious living and formation of healthy relationships amongst the learners and their communities

The learner will also acquire basic principles for Christian living through the Holy Bible. In line with constructivist theory, some of the essential principles include making links between learners' own experiences, needs, interests, questions and beliefs. Hence the life approach method will be used this implies that the teacher begins the lesson by exploring the experiences of the learner and guiding him/her to discover the religious significance of his/her experiences in relation to the Christian faith.

General Learning Outcomes

By the end of Early Years Education, the learner should be able to:

- a) Demonstrate an awareness of the love of God as their sole creator and heavenly father
- b) Appreciate the Holy Bible as the word of God and apply it in their daily life for holistic living
- c) Appreciate the life of Jesus Christ by applying His teachings in their relationships with others
- d) Apply Christian values in their interaction with others from diverse backgrounds to form healthy relationships
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Self-Awareness	By the end of the Sub strand, the learner should be able to:	<ul style="list-style-type: none"> • Learners to read Genesis 1:27 • 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 • 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 	<ol style="list-style-type: none"> 1. Who created you? 2. What is your name? 3. How important are you before God?
	8 lessons	<ol style="list-style-type: none"> a) recognize themselves as uniquely created in the image and likeness of God for His glory b) mention their names for identification and self-awareness c) recognize that God knows them by their names as part of His creation d) appreciate themselves as unique and special creation before God. 		
Core-Competences to be developed: Self-efficacy; children will engage in activities involving appreciating themselves, communication and collaboration; group and pair up as they mention their names and sing songs, imagination and creativity; draw and write their names				
Link to PCIs : Life skills; Self-awareness, self-esteem and effective communication			Link to Values: Cooperation and love	
Link to other learning activity areas: Language Activities as they learn new vocabulary, Movement and Creative Activities as they sing and draw			Suggested Community Service Learning activities: Involve parents to affirm the learners in order to enhance their self –esteem	
Suggested Non-formal activities to support learning: Children participate in church ceremonies such as baptism, sing songs on their uniqueness			Suggested assessment: Oral questions, portfolios, observation, written quizzes ,sorting and grouping, matching	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurate understanding of self in terms of name and uniqueness and consistently traces their identity to God	Good understanding of self in terms of name and uniqueness and traces their identity to God	Fair understanding of self in terms of name and uniqueness and sometimes traces their identity to God	Hardly understands self in terms of name and uniqueness and seldom traces their identity to God

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.2 My Family 6 lessons	By the end of the Sub strand, the learner should be able to: a) name members of their nuclear family for a sense of belonging b) pray with their family members to promote unity c) desire to participate in family prayers in order to grow in faith d) identify items they share at home to enhance togetherness e) appreciate the importance of sharing at home for family unity	<ul style="list-style-type: none"> • Learners to name members of their nuclear family • 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 • 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. • Learners to sing the song, '<i>Read your Bible pray every day.....</i>' 	<ol style="list-style-type: none"> 1. Who are the members of your nuclear family? 2. Who leads prayers at home? 3. When do you pray at home? 4. What do you share at home?
Core-Competences to be developed: Communication and collaboration as they share meals, learning to learn as they read and recite the Bible				
Link to PCIs : Life Skill; effective communication, Citizenship; cohesion			Links to values: Sharing ,love, respect	
Link to other learning activity areas: Mathematical Activities; on number of times they pray, Language Activities as they read the Bible			Suggested Community Service Activities: Learners count and record the number of times they pray as they share meals in the family	

Suggested Non formal Activity to support learning: Singing songs	Suggested assessment : Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists ,project
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently identifies members of the nuclear family, what they share and always pray with them	Accurately identifies members of the nuclear family, what they share and pray with them	Can only identify a few members of the nuclear family, occasionally mention what they share and sometimes pray with them	Hardly identifies members of the nuclear family neither mentions what they share nor pray with them

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.3 Creation of Plants and Animals 6 lessons	By the end of the Sub strand, the learner should be able to: a) mention some plants and animals that God created as part of the environment b) care for plants and animals as part of God's creation. c) appreciate plants and animals as part of God's creation	<ul style="list-style-type: none"> ● 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 	<ol style="list-style-type: none"> 1. Who created plants and animals? 2. Why do you take care of plants? 3. Why do you take care of animals?
Core-Competences to be developed: Learning to learn; learners will develop the desire to explore and discover more about plants and animals in the surrounding, imagination and creativity; modelling and drawing animals and plants, communication and collaboration; nature walk				
Link to PCIs : Animals welfare and animal safety			Link to Values: Responsibility and respect	
Link to other learning activity areas: Environmental Activities as they take care of plants and animals			Suggested Community Service Learning activities: Planting trees and watering them	

Suggested Non formal Activity to support learning: Singing songs	Suggested assessment : Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists ,project
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently identifies members of the nuclear family, what they share and always pray with them	Accurately identifies members of the nuclear family, what they share and pray with them	Can only identify a few members of the nuclear family, occasionally mention what they share and sometimes pray with them	Hardly identifies members of the nuclear family neither mentions what they share nor pray with them

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.3 Creation of Plants and Animals 6 lessons	By the end of the Sub strand, the learner should be able to: a) mention some plants and animals that God created as part of the environment b) care for plants and animals as part of God's creation. c) appreciate plants and animals as part of God's creation	<ul style="list-style-type: none"> ● 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 	<ol style="list-style-type: none"> 1. Who created plants and animals? 2. Why do you take care of plants? 3. Why do you take care of animals?
Core-Competences to be developed: Learning to learn; learners will develop the desire to explore and discover more about plants and animals in the surrounding, imagination and creativity; modelling and drawing animals and plants, communication and collaboration; nature walk				
Link to PCIs : Animals welfare and animal safety			Link to Values: Responsibility and respect	
Link to other learning activity areas: Environmental Activities as they take care of plants and animals			Suggested Community Service Learning activities: Planting trees and watering them	

Creative Activities as they role play	
Non-formal activities to support learning: Singing, participate in Bible clubs, participate in Pastoral activities	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, filling in blank spaces

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectations
Perfectly and consistently handles the Holy Bible with care	Accurately handles the Bible with care	Fairly handles the Bible with care	Hardly handles the Bible with care
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectations
Consistently identifies the divisions of the Holy Bible and names the first two Gospel books accurately	Correctly identifies the two divisions of the Holy Bible and names the first two Gospel books	Occasionally identifies the two divisions of the Holy Bible but names only the first Gospel book	hardly identifies the two divisions of the Holy Bible

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
2.0 The Holy Bible	2.2Bible Story: David and Goliath 6 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of David and Goliath and desire to depend on God in their day to day lives b) appreciate the story of David and Goliath in their lives by having faith in God	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Who was David? 2. How did David kill Goliath? 3. Whom did David depend on to kill Goliath?
Core Competences: Imagination and creativity as they draw David and Goliath, communication and collaboration as they discuss and share their drawings, learning to learn as they recite the verse, digital literacy as they watch the videos				

Link to PCIs: Life skills: Self-esteem, assertiveness, creativity, decision making, Citizenship; leadership skills, patriotism	Link to Values: loyalty, obedience, responsibility, trust, courage
Link to other learning activity areas: Language Activities through reciting verses, Movement and Creative Activities as they draw and colour	Suggested Community Service Learning activities: Visit a senior citizen in the company of a parent or guardian who will enlighten them on the consequences of fighting between communities
Suggested Non-formal Activity to support learning: Learners engage in sports where a winner is declared	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Appropriately and accurately narrates and applies values acquired from the Bible story in their lives	Appropriately narrates and applies values acquired from the Bible story in their lives	Periodically narrates and applies values acquired from the Bible story in their lives	Rarely narrates the Bible story nor applies the values acquired in their day to day lives.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.3 The Bible Story: Joseph and his Coat of Many Colours 6 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of Joseph and relate it to their daily lives b) discuss Joseph's brothers' reaction to his dreams and desire to love their siblings c) apply lessons learnt from the story of Joseph in their relationship with others	<ul style="list-style-type: none"> ● 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 ● In pairs, learners to say why Joseph's brothers hated him. ● Learners to list in groups why they should love their brothers and sisters ● Learners to watch a video clip on Joseph's coat of many colours ● Learners to draw a coat and colour it 	<ol style="list-style-type: none"> 1. Who had a coat of many colours? 2. Why did Joseph's brothers hate him? 3. What did the brothers say about Joseph's dreams?

			<ul style="list-style-type: none"> • Learners to role play what Joseph's brothers said when he told them about his dream • Learners to sing a song about Joseph and his brothers 	
Core Competences to be developed : Digital literacy as they watch the video about Joseph and his brothers, communication and collaboration as learners discuss, sing and role play, imagination and creativity as learners sing and draw				
Link to PCIs: Life skills; Effective communication, assertiveness, self-esteem, interpersonal relationship, Citizenship; leadership.			Link to Values: Love, respect, responsibility, tolerance	
Link to other learning activity areas: Language Activities through reading, Movement and Creative Activities through drawing and colouring, role play			Suggested Community Service Learning activities: Observe parents and family members as they demonstrate love in the family	
Suggested Non formal Activity to support learning: Dramatize Joseph and his brothers			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and appropriately narrates the story of Joseph and his coat of many colours and applies the values acquired in their daily interactions	Appropriately narrates the story of Joseph and his coat of many colours and applies the values acquired in their daily interactions	Periodically narrates and applies the values acquired from the story the story of Joseph and his coat of many colours in their daily interactions	Rarely narrates the story of Joseph and his coat of many colours and does not apply the values acquired in their daily interactions

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.4 The Bible Story; Elijah and the chariot of fire 3 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of Elijah and the chariot and apply it in their relationship	<ul style="list-style-type: none"> • Learners to read 2 kings 2:11-12 • Learners to list in pairs ways of pleasing God • Learners to role play Elijah and Elisha walking and talking until the chariot appeared 	1. What appeared between Elijah and Elisha as they were walking and talking?

		with God b) appreciate the father-son relationship between Elijah and Elisha and desire to honour their parents	<ul style="list-style-type: none"> • Learners to sing a song about Elijah being taken up to heaven by a whirlwind. • Learners to recite 2 Kings 2:12 • Learners to watch a video clip on Elijah and the chariot of fire • Learners to draw a chariot of fire 	2. What did Elisha say when he saw Elijah taken up to heaven?
Core Competence to be developed: Imagination and creativity as they role play and sing, communication and collaboration as they discuss and read the Bible verses.				
Link to PCIs: Citizenship; mentorship, service learning and parental empowerment and engagement as shown by the father son relationship between Elijah and Elisha Life skills; effective communication, self –awareness, self esteem			Link to Values: Holiness, unity, love	
Link to other learning activity areas: Language Activities as they learn the term chariot, Movement and Creative activities as the learners sing			Suggested Community Service Learning Activities: Learners go to church to be mentored by church leaders	
Suggested Non formal Activity to support learning: Talks during school assemblies by teachers and peer educators to sensitize learners on the importance of mentorship, participate in Bible club activities			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and precisely describes the Bible story and applies the values acquired in their day to day life	Accurately describes the Bible story and applies the values acquired in their day to day life	Periodically describes the Bible story and sometimes applies the values acquired in their day to day life	Rarely describes the Bible story nor applies the values acquired in their day to day life

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The early life of Jesus Christ	3.1 The birth of Jesus Christ 8 lessons	By the end of the Sub strand, the learner should be able to:	<ul style="list-style-type: none"> • Learners to read Matthew 2:1 • Learners to role play the birth of Jesus Christ • Learners to read Luke 2:15-18 • Learners to listen to the recorded carol ‘Jingle bells’ • Learners to sing a song related to Luke 2:13-14 • Learners to observe pictures of Jesus Christ with His parents and name each of them as they point at the picture • Learners to observe pictures of shepherds worshipping baby Jesus • Learners to read Luke 2: 22-24 • Learners to role play the dedication of baby Jesus • Learners to sing the song the angels sang when Jesus Christ was born 	<ol style="list-style-type: none"> 1. In which city was Jesus Christ born? 2. What are the names of the parents of Jesus Christ? 3. How did the shepherds express joy at the birth of Jesus Christ? 4. Which song did the angels sing? 5. Which rituals were performed after Jesus’ birth?
		a) identify the city of Jesus’ Birth to develop a sense of belonging		
		b) mention the parents of Jesus Christ to identify with their own parents		
		c) analyze the joy of the shepherds and relate it to Christmas celebrations		
		d) explain the naming and dedication of Jesus Christ and relate it to their own life experience		
Core Competences to be developed: Communication and collaboration through group discussions and role play, imagination and creativity through role play , digital literacy as they watch videos				
Link to PCIs: Citizenship; children’s rights to name and parental care, patriotism, Service learning, Parental empowerment and engagement, Life skills; creative thinking and decision making ,self-awareness and self esteem			Link to Values: Humility and thanksgiving	
Link to other learning activity areas: Movement and Creative Activities reinforced through singing and role play Language Activities through reading the Bible			Suggested Community Service Learning activities: Attend church dedication ceremonies and ask their parents when and where they were born	
Suggested Non formal activity to support learning: Singing Christmas carols			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of the Birth of Jesus Christ and consistently relates it to their daily lives	Good understanding of the Birth of Jesus Christ and relates it to their daily lives	Fair understanding of the birth of Jesus Christ and sometimes relates it to their daily lives	Minimal understanding of the Birth of Jesus Christ and hardly relates it to their daily lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.2 Jesus Christ in the Temple 4 lessons	By the end of the Sub strand, the learner should be able to: a) emulate Jesus Christ's example by obeying parents in day to day life b) desire to follow Jesus Christ's example by accompanying their parents to church	<ul style="list-style-type: none"> • Learners to read Luke 2: 42-49 • Learners to tell how Jesus Christ obeyed his parents • Learners to role play how Jesus Christ showed assertiveness when questioned by His parents • Learners to sequentially arrange flash cards on the events that took place when Jesus was left in the temple • Learners to draw and colour a church 	<ol style="list-style-type: none"> 1. Why did Jesus go to the temple? 2. In which ways do you obey your parents? 3. How did Jesus respond to His parent's question?
Core Competences to be developed: Imagination and creativity as they draw and role play, communication and collaboration as they discuss				
Link to PCIs : Life skills; assertiveness, critical thinking, effective communication, Parental empowerment; parents went to look for Jesus			Link to Value: Respect, responsibility, obedience, love	
Link to other learning activity areas: Movement and Creative Activities; drawing, colouring and role play			Suggested Community Service Learning activities: Learners accompany their parents to church	
Suggested Non formal activity to support learning: Participating in Pastoral Programmes, Bible Clubs			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently describes events in the early life of Jesus Christ and always relates them to their lives	Clearly describes events in the early life of Jesus Christ and relates them to their lives	Fairly describes events in the early life of Jesus Christ and occasionally relates them to their lives	Hardly describes events in the early life of Jesus Christ and rarely relates them to their lives.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.3 Baptism of Jesus Christ 6 lessons	By the end of the Sub strand, the learner should be able to: a) name the place where Jesus Christ was baptized and relate it to their life b) identify the person who baptized Jesus Christ and appreciate their church leaders c) acquire the value of humility for peaceful co-existence with others	<ul style="list-style-type: none"> Learners to mention incidences of baptism they may have witnessed in their churches Learners to read Matthew 3: 13-15 about the baptism of Jesus Learners to watch a video clip on Jesus' baptism Learners to mention the place where Jesus was baptized and the person who baptized Him Learners to role play the baptism of Jesus Christ. Learners to draw and colour Jesus being baptized Learners to sing baptismal songs 	<ol style="list-style-type: none"> In which place was Jesus Christ baptized? Who baptized Jesus Christ? How did Jesus Christ express humility?
Core Competences: Communication and collaboration; expressed in role play and discussions whereby children interact and share, imagination and creativity expressed in drawing, colouring and role play				
Link to PCIs: Life skills; negotiation, assertiveness, decision making Citizenship; social cohesion			Link to Values: Humility, obedience, respect	
Link to other learning activity areas: Movement and Creative Activities through singing and drawing			Suggested Community Service Learning activities: Learners attend church baptism ceremonies.	
Suggested Non formal activity to support learning: Learners sing baptismal songs			Suggested assessment: Observation, written quizzes, question and answer, listening, reciting	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently describes events in the early life of Jesus Christ and always relates them to their lives	Clearly describes events in the early life of Jesus Christ and relates them to their lives	Fairly describes events in the early life of Jesus Christ and occasionally relates them to their lives	Hardly describes events in the early life of Jesus Christ and rarely relates them to their lives.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.3 Baptism of Jesus Christ 6 lessons	By the end of the Sub strand, the learner should be able to: a) name the place where Jesus Christ was baptized and relate it to their life b) identify the person who baptized Jesus Christ and appreciate their church leaders c) acquire the value of humility for peaceful co-existence with others	<ul style="list-style-type: none"> • Learners to mention incidences of baptism they may have witnessed in their churches • Learners to read Matthew 3: 13-15 about the baptism of Jesus • Learners to watch a video clip on Jesus' baptism • Learners to mention the place where Jesus was baptized and the person who baptized Him • Learners to role play the baptism of Jesus Christ. • Learners to draw and colour Jesus being baptized • Learners to sing baptismal songs 	<ol style="list-style-type: none"> 1. In which place was Jesus Christ baptized? 2. Who baptized Jesus Christ? 3. How did Jesus Christ express humility?
Core Competences: Communication and collaboration; expressed in role play and discussions whereby children interact and share, imagination and creativity expressed in drawing, colouring and role play				
Link to PCIs: Life skills; negotiation, assertiveness, decision making Citizenship; social cohesion			Link to Values: Humility, obedience, respect	
Link to other learning activity areas: Movement and Creative Activities through singing and drawing			Suggested Community Service Learning activities: Learners attend church baptism ceremonies.	
Suggested Non formal activity to support learning: Learners sing baptismal songs			Suggested assessment: Observation, written quizzes, question and answer, listening, reciting	

Suggested Non formal Activity to support learning: Learners practice singing, wedding songs in the Music Club	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, observation
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately describes the wedding at Cana and consistently depends on God in their daily lives	Clearly describes the wedding at Cana and depends on God in their daily lives	To some extent describes the wedding at Cana and at times depends on God in their daily lives	Barely describes the wedding at Cana and never applies it to their lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.5 Healing of Simon Peter's mother-in-law 3 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the healing of Simon Peter's mother-in-law and relate it to their daily lives b) appreciate Simon Peter's mother-in-law's reaction by expressing gratitude for every good gift they receive	<ul style="list-style-type: none"> • Learners to read Matthew 8: 14-15 • Learners to role play how Jesus healed Simon's mother-in-law • Learners to draw and colour sad faces and happy faces • Learners to discuss how Simon's mother-in-law expressed gratitude for being healed. • Learners to sing thanksgiving songs to express gratitude to God 	<ol style="list-style-type: none"> 1. What happened when Jesus visited Simon Peter's mother-in-law? 2. How did she express gratitude?
Core Competences: Communication and collaboration through discussion and role play, imagination and creativity through role play and drawing				
PCIs Health : Non communicable diseases Life skills: Problem solving, friendship formation and maintenance			Link to Values: Thankfulness, hospitality, kindness, faith, love, responsibility	
Link to other learning activity areas: Health and Nutritional Activities in teaching types of diseases, Language Activities in teaching new			Suggested Community Service Learning activities: Learners interact with their parents and find out ways of managing common diseases.	

Suggested Non formal Activity to support learning: Learners practice singing, wedding songs in the Music Club	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, observation
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately describes the wedding at Cana and consistently depends on God in their daily lives	Clearly describes the wedding at Cana and depends on God in their daily lives	To some extent describes the wedding at Cana and at times depends on God in their daily lives	Barely describes the wedding at Cana and never applies it to their lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.5 Healing of Simon Peter's mother-in-law 3 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the healing of Simon Peter's mother-in-law and relate it to their daily lives b) appreciate Simon Peter's mother-in-law's reaction by expressing gratitude for every good gift they receive	<ul style="list-style-type: none"> Learners to read Matthew 8: 14-15 Learners to role play how Jesus healed Simon's mother-in-law Learners to draw and colour sad faces and happy faces Learners to discuss how Simon's mother-in-law expressed gratitude for being healed. Learners to sing thanksgiving songs to express gratitude to God 	<ol style="list-style-type: none"> What happened when Jesus visited Simon Peter's mother-in-law? How did she express gratitude?
Core Competences: Communication and collaboration through discussion and role play, imagination and creativity through role play and drawing				
PCIs Health : Non communicable diseases Life skills: Problem solving, friendship formation and maintenance			Link to Values: Thankfulness, hospitality, kindness, faith, love, responsibility	
Link to other learning activity areas: Health and Nutritional Activities in teaching types of diseases, Language Activities in teaching new			Suggested Community Service Learning activities: Learners interact with their parents and find out ways of managing common diseases.	

Food security: Do not waste food	
Link to other learning activity areas: Environmental Activities collect leftovers	Suggested Community Service Learning activities: Visit the elderly and share with them
Non formal activity to support learning: Sharing playing materials, for example, balls, swings, bean bags, skipping ropes	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answer, listening, reciting, checklists

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Appropriately and consistently share with others at home and relates well with them	Appropriately shares with others at home and relates well with them	Occasionally share with others at home and relates minimally with them	Hardly shares with others and does not relate well with them

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian values	4.2 Obedience 3 lessons	By the end of the Sub strand, the learner should be able to: a) describe the importance of obedience to promote peace and harmony at home b) demonstrate obedience by obeying parents and older siblings at home.	<ul style="list-style-type: none"> Learners to read Ephesians 6:1-2 In groups, learners to list why they should obey parents and siblings Learners to say the benefits of obeying parents Learners to role play obedience at home Learners to recite Ephesians 6:2-3 	<ol style="list-style-type: none"> Why should you obey parents? What is the promise of obeying parents according Ephesians 6:3?
Core Competences to be develop: Learning to learn as they list importance of obedience, imagination and creativity as they role play, communication and collaboration as they list in groups				
Link to PCIs: Life skills; self- awareness, interpersonal relationship, Citizenship; social cohesion			Link to Values: Obedience, love, respect, unity, humility	
Link to other learning activity areas: Movement and Creative Activities as they role play, Language Activities as the read the Holy Bible			Suggested Community Service Learning activities: Interact with the senior members of the society and learn about the importance of obedience	

Suggested Non formal Activity to support learning: Obey the children's government as they interact with them	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Excellent demonstrates obedience to their parents and older siblings at home	Demonstrates obedience to parents and older siblings	Sometimes demonstrates obedience to parents and older siblings	Rarely demonstrates obedience to parents and older siblings

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(s)
4.0 Christian values	4.3 Honesty 4 Lessons	By the end of the Sub strand, the learner should be able to: a) state reasons for telling the truth and apply it in their everyday life b) avoid taking other people's items without permission for peaceful co-existence c) demonstrate punctuality at school and at home to be a responsible citizen	<ul style="list-style-type: none"> • Learners to read Ephesians 4:25 • Learners to state reasons for telling the truth always. • Learners to say why they should not steal or pick items that don't belong to them • Learners to role play situations of honesty while dealing with other people's items • Learners to mention reasons for getting home and school on time (punctuality) 	<ol style="list-style-type: none"> 1. Why is it good to always tell the truth? 2. Why is it wrong to take other peoples' items? 3. Why should you get to school on time? 4. Why should you get home on time after school?
Core Competences: Communication and collaboration as they read in groups, imagination and creativity as they role play , self-efficacy as they say reasons for telling the truth, learning to learn as they mention reasons for telling the truth				
Link to PCIs: Citizenship; integrity, social cohesion, Life skills; self-awareness, assertiveness, decision making, effective communication			Link to Values: Honesty, love, respect, responsibility	
Link to other learning activity areas: Language Activities as they read the Holy Bible, Movement and Creative Activities as they role play			Suggested Community Service Learning activities: Interact with members of the community and learn more about good moral values and virtues	

Suggested Non formal activity to support learning: Storytelling, participate in integrity club where values such as, honesty are emphasized	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists
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Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of honesty	Good understanding of honesty	Fair understanding of honesty	Hardly understands honesty

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian values	4.4 Thankfulness 3 lessons	By the end of the Sub strand, the learner should be able to: a) mention ways of expressing gratitude to their parents. b) thank their parents always to promote good parent-child relationship	<ul style="list-style-type: none"> • Learners to read 1Thessalonians 5:18 • Learners to say why they should thank their parents • Learners to state when to thank parents • Learners to role play how to thank parents • Learners to compose a poem on thanking their parents • Learners to sing a song, praising God for the gift of parents 	<ol style="list-style-type: none"> 1. Why should you thank your parents? 2. When do you thank your parents? 3. In which ways do you thank your parents?

Core-Competences to be developed: Imagination and creativity as they compose poems and role play, communication and collaboration as they discuss

Link to PCIs: Life skills; effective communication, interpersonal relationships
Parental engagement; thankfulness to parents
Citizenship; social cohesion

Link to Values: Thanksgiving, respect

Link to other learning activity areas: Language Activities as they discuss, Movement and Creative Activities as they compose poems and role play

Suggested Community Service Learning activities: Learners interact with their parents and thank them for care and love

Suggested Non formal Activity to support learning: Appreciate parents in different occasions

Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of thankfulness	Good understanding of thankfulness	Fair understanding of thankfulness	Minimal understanding of thankfulness

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.1 Church as a House of God 4 lessons	By the end of the Sub strand, the learner should be able to: a) recognise the Church as a place of worship and respect it b) acquire a sense of responsibility by serving God in Church c) desire to grow in faith by attending Sunday School	<ul style="list-style-type: none"> • Learners to read Psalms 100:4 • Learners to list in pairs how to respect the church as a place of worship • Learners to state the benefits of going to church • Learners to be given a task to record the number of times they go to church • Learners to role play activities they do in church (e.g. praying, reading the Bible, singing,). • Learners to sing songs they sing in Sunday school 	<ol style="list-style-type: none"> 1. Why should you respect the Church? 2. Why do you go to Church? 3. How many times do you attend Sunday school? 4. What do you do in Church?
Core Competences to be developed: Communication and collaboration as they discuss in groups, imagination and creativity as they role play				
Link to PCIs: Life skill; effective communication, self-esteem and self-awareness, friendship formation and maintenance Citizenship; social cohesion			Link to Values: Responsibility, respect, faith, unity and love	
Link to other learning activity areas: Mathematical Activities on the number of times they go to church Movement and Creative Activities as they role play			Suggested Community Service Learning Activities: Learners mention and record how they serve God in church, learners to record the number of times they go to church with their parents	
Suggested Non formal Activity to support learning: Participating in Bible club activities and Pastoral Instruction Programmes			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Actively and regularly participates in church activities	Actively participates in church activities	Sometimes participates in church activities	Seldom participates in church activities

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
5.0 The Church	5.2 Church as a house of Prayer 2 lessons	By the end of the Sub strand, the learner should be able to: a) say simple prayers to thank God for His provision b) appreciate prayer as a way of communicating with God	<ul style="list-style-type: none"> ● Learners to read Mathew 21:13 ● Learners to compose simple prayers in groups ● learners to say simple prayers in turns ● Learners to practice saying simple prayers before and after taking meals and before they leave for home 	<ol style="list-style-type: none"> 1. What is prayer? 2. Why do you pray? 3. How do you say a simple prayer?
Core Competences to be developed: Communication and collaboration as they say prayers in groups, imagination and creativity as they compose prayers				
Link to PCIs: Life skills; assertiveness, self-awareness, self-esteem, effective communication, coping with emotions			Link to Values: Unity, love, faith, thankfulness, patience	
Link to other learning activity areas: Language Activities through composing simple prayers, Mathematical Activities as they record the number of times they pray at home			Suggested Community Service Learning activities: Learners to participate in prayers at home and in church with the guidance of parents	
Suggested Non formal Activity to support learning: Conduct prayers in school assemblies with the guidance of teachers, Participate in the Bible club activities			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers , reciting, checklists, drawing, filling in blank spaces, puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Perfectly and consistently says simple prayers	Perfectly says simple prayers	Occasionally says simple prayers	Hardly say simple prayers.