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| **GRADE 6 OXFORD GROWING IN CHRIST CRE SCHEMES OF WORK TERM 2**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **SCHOOL** | **PP/GRADE** | **LEARNING AREA** | **TERM** | **YEAR** | |  | **6** | **CRE** | **2** |  | | | | | | | | | | | | | | | | | | |
| Week | Lesson | | Strand | | Sub strand | | Specific learning outcomes | | Learning experiences | | Key inquiry questions | | Learning resources | | assessment | REF | |
| **1** | **Opening and new term preparation** | | | | | | | | | | | | | | | | |
| 2 | **1** | | The life of Jesus Christ | | Ways in which different people are called to serve God in the society | | By the end of the lesson, the learner should be able to:   1. Discuss ways in which people are called to serve God. 2. Create a tune for the song on page 65 and sing it. 3. Appreciate different ways in which people are called to serve God. | | Learners are guided to:  -Discuss ways in which people are called to serve God.  -Create a tune for the song on page 65 and sing it. | | How are people called to serve God?  How do you serve God? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 65-67*** | | Written Quizzes  Checklists,  Oral questions |  | |
|  | **2** | | The life of Jesus Christ | | The temptations of Jesus Christ | | By the end of the lesson, the learner should be able to:   1. Explain the meaning of temptation. 2. Recognize some of the temptations that they face in your daily life. 3. Appreciate the importance of avoiding temptations. | | Learners are guided to:  -Explain the meaning of temptation.  -Recognize some of the temptations that they face in your daily life | | What is temptation? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 68*** | | Written Quizzes  Checklists,  Oral questions |  | |
|  | **3** | | The life of Jesus Christ | | The temptations of Jesus Christ | | By the end of the lesson, the learner should be able to:   1. Read the Bible; Luke 4:1-13 2. Discuss the lessons learnt from the temptations of Jesus Christ. 3. Narrate the temptations of Jesus Christ according to Luke 4:1-13 4. Have a desire to follow the actions of Jesus Christ. | | Learners are guided to:  -Read the Bible; Luke 4:1-13  -Discuss the lessons learnt from the temptations of Jesus Christ.  -Narrate the temptations of Jesus Christ according to Luke 4:1-13 | | What lessons have you learnt from the temptations of Jesus Christ? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts * Oxford Growing in Christ CRE page 69-70 | | Written Quizzes  Checklists,  Oral questions |  | |
| 3 | **1** | | The life of Jesus Christ | | Temptations that Christians face in their daily lives. | | By the end of the lesson, the learner should be able to:   1. List examples of temptations that Christians face in their daily lives. 2. Read the flash cards on page 71 and answer the questions that follow. 3. Explain how the qualities found in Luke 4: 1-13 help us overcome temptations. 4. Appreciate the importance of overcoming temptations. | | Learners are guided to:  -In groups, list examples of temptations that Christians face in their daily lives.  -Read the flash cards on page 71 and answer the questions that follow.  -Explain how the qualities found in Luke 4: 1-13 help us overcome temptations. | | What will you do to overcome temptations that you may face in future? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 71-73*** | | Written Quizzes  Checklists,  Oral questions |  | |
|  | **2** | | The life of Jesus Christ | | Miracles of Jesus Christ;  The healing of the Roman officer’s servant by Jesus Christ | | By the end of the lesson, the learner should be able to:   1. Define a miracle. 2. Read the Bible; Matthew 8: 5-13 3. Narrate the story of the healing of the Roman officer’s servant by Jesus Christ. 4. Appreciate the story of the Roman Officer’s servant. | | Learners are guided to:  -Define a miracle.  -Read the Bible; Matthew 8: 5-13  -Narrate the story of the healing of the Roman officer’s servant by Jesus Christ | | What is a miracle?  What would you do if one of your family members fell sick? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 75-76*** | | Written Quizzes  Checklists,  Oral questions |  | |
|  | **3** | | The life of Jesus Christ | | The lessons learnt from the healing of the Roman officer’s servant by Jesus Christ. | | By the end of the lesson, the learner should be able to:   1. Identify the lessons learnt from the healing of the Roman officer’s servant by Jesus Christ. 2. Role-play the story of the healing of the Roman officer’s servant. 3. Apply the lessons learnt from the story of the Roman officer’s servant in daily life. | | Learners are guided to:  -Identify the lessons learnt from the healing of the Roman officer’s servant by Jesus Christ.  -Role-play the story of the healing of the Roman officer’s servant | | What are the lessons learnt from the healing of the Roman officer’s servant by Jesus Christ?  Why is it important to help the sick? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 76-77*** | | Written Quizzes  Checklists,  Oral questions |  | |
| 4 | **1** | | The life of Jesus Christ | | Faith in God; The miracle of the healing of the bleeding woman by Jesus Christ. | | By the end of the lesson, the learner should be able to:   1. Read the Bible; Luke 8:43-48 2. Read the story of Jesus Christ healing the bleeding woman and answer the questions that follow. 3. Narrate the miracle of the bleeding woman. 4. Appreciate the importance of having faith in God. | | Learners are guided to:  -Read the Bible; Luke 8:43-48  -Read the story of Jesus Christ healing the bleeding woman and answer the questions that follow.  -Narrate the miracle of the bleeding woman | | What do you do when you are sick?  How did Jesus show compassion for the woman? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 81-82*** | | Written Quizzes  Checklists,  Oral questions |  | |
|  | **2** | | The life of Jesus Christ | | Ways in which the church helps the sick in the society | | By the end of the lesson, the learner should be able to:   1. Identify ways in which the government helps the sick. 2. List ways in which churches help the sick. 3. Compose a song about the healing power of Jesus Christ. 4. Appreciate the ways in which the church helps the sick in the society. | | Learners are guided to:  -Identify ways in which the government helps the sick.  -List ways in which churches help the sick.  -Compose a song about the healing power of Jesus Christ. | | Why does the Government of Kenya provide medical services to its citizens? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 83-85*** | | Written Quizzes  Checklists,  Oral questions |  | |
|  | **3** | | The life of Jesus Christ | | Lessons learnt from the miracle of the healing of the bleeding woman. | | By the end of the lesson, the learner should be able to:   1. Identify the lessons learnt from the miracle of the healing of the bleeding woman. 2. Role-play the miracle of the healing of the bleeding woman. 3. Emulate Jesus Christ by showing compassion to others. | | Learners are guided to:  -Identify the lessons learnt from the miracle of the healing of the bleeding woman.  -Role-play the miracle of the healing of the bleeding woman | | What are the lessons learnt from the miracle of the healing of the bleeding woman?  How do you depend on Jesus for healing? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 85-87*** | | Written Quizzes  Checklists,  Oral questions |  | |
| 5 | **1** | The life of Jesus Christ | | Jesus’ power over death; The miracles of the raising of Lazarus from the dead | | By the end of the lesson, the learner should be able to:   1. Read the Bible; John 11:32-45 2. Discuss how Jesus showed He has power over death. 3. Role-play the raising of Lazarus from the dead. 4. Appreciate Jesus’ power over death. | | Learners are guided to:  -Read the Bible; John 11:32-45  -Discuss how Jesus showed He has power over death  -Role-play the raising of Lazarus from the dead | | How do you show love and compassion of the needy people around you?  Why did Jesus raise Lazarus from the dead? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 88-90*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **2** | The life of Jesus Christ | | Lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ. | | By the end of the lesson, the learner should be able to:   1. Identify the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ. 2. Compose a poem on ‘God’s power over death’ and recite the poem. 3. Appreciate the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ. | | Learners are guided to:  -Identify the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ.  -Compose a poem on ‘God’s power over death’ and recite the poem | | What are the lessons we learn from the miracle of the raising of Lazarus from the dead by Jesus Christ? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 90-93*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **3** | The life of Jesus Christ | | The Kingdom of God; The parable of the hidden treasure | | By the end of the lesson, the learner should be able to:   1. Brainstorm the meaning if a parable 2. Read the Bible; Matthew 13:44 3. Narrate the parable of the hidden treasure. 4. Appreciate the importance of the parable of the hidden treasure. | | Learners are guided to:  -In groups, brainstorm the meaning if a parable.  -Read the Bible; Matthew 13:44  -Narrate the parable of the hidden treasure | | What did Jesus teach His disciples about the value of the Kingdom of heaven?  What do you learn from the parable? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts * Oxford Growing in Christ CRE page 94-95 | | Written Quizzes  Checklists,  Oral questions | | |  |
| 6 | **1** | The life of Jesus Christ | | The teachings from the parables of the hidden treasure | | By the end of the lesson, the learner should be able to:   1. Identify teachings from the parables of the hidden treasure and the pearl. 2. Compose a song about the value of the Kingdom of God and sing it. 3. Apply the teachings from the parables of the hidden treasure and the pearl in day to day life. | | Learners are guided to:  -Identify teachings from the parables of the hidden treasure and the pearl.  -Compose a song about the value of the Kingdom of God and sing it | | Why is the kingdom of God valuable?  What should you do to inherit the Kingdom of God? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 96-99*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **2** | The life of Jesus Christ | | Attitude towards wealth; The parable of the rich man and Lazarus | | By the end of the lesson, the learner should be able to:   1. Read the Bible; Luke 16:19-31 2. Read the story on page 100 and answer the questions that follow. 3. Discuss about social justice and social injustice. 4. Narrate the parable of the rich man and Lazarus. 5. Appreciate the parable of the rich man and Lazarus | | Learner are guided to:  -Read the Bible; Luke 16:19-31  -Read the story on page 100 and answer the questions that follow.  -Discuss about social justice and social injustice  -Narrate the parable of the rich man and Lazarus | | What is the meaning of social injustice?  Where did the rich man go after he died? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 100-101*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **3** | The life of Jesus Christ | | The lessons learnt from the parable of the rich man and Lazarus | | By the end of the lesson, the learner should be able to:   1. Identify the lessons learnt from the parable of the rich man and Lazarus. 2. Discuss ways of using our resources to help the needy. 3. Role play the story of the rich man and Lazarus. 4. Appreciate the lessons learnt from the parable of the rich man and Lazarus. | | Learners are guided to:  -Identify the lessons learnt from the parable of the rich man and Lazarus.  -In groups, discuss ways of using our resources to help the needy.  -In pairs, role play the story of the rich man and Lazarus | | How did the rich man in the parable of the rich man and Lazarus, practice social injustice?  What are the lessons learnt from the parable of the rich man and Lazarus? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 102-105*** | | Written Quizzes  Checklists,  Oral questions | | |  |
| 7 | **1** | The Church | | The apostles’ Creed; Reasons for the Apostles Creed in Christianity | | By the end of the lesson, the learner should be able to:   1. Explain the meaning of ‘Apostles’ Creed. 2. Give reasons for the Apostles’ Creed in Christianity. 3. Recite the Apostles’ Creed. 4. Appreciate the reasons for the Apostles Creed in Christianity. | | Learners are guided to:  -Explain the meaning of ‘Apostles’ Creed  -Give reasons for the Apostles’ Creed in Christianity.  -Recite the Apostles’ Creed | | Why did the Christians need the Apostles’ Creed?  When do you recite the Apostles’ Creed in your church? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 106-108*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **2** | The Church | | Teachings outlined in the Apostles’ Creed | | By the end of the lesson, the learner should be able to:   1. Identify the teachings outlined in the Apostles’ Creed. 2. Discuss ways in which the Apostles’ Creed can promote unity in the church. 3. Appreciate the teachings outlined in the Apostles’ Creed. | | Learners are guided to:  -Identify the teachings outlined in the Apostles’ Creed.  -Discuss ways in which the Apostles’ Creed can promote unity in the church | | How do you use the teachings in the Apostles’ Creed in your life as a Christian? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 108-109*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **3** | The Church | | Importance of the Apostles’ Creed to Christianity | | By the end of the lesson, the learner should be able to:   1. Read the conversation between Ezra and his mother on page 109 2. Identify the importance of the Apostles’ Creed. 3. Match each statement in column A with the correct answer in Column B on page 110 4. Appreciate the importance of the Apostles’ Creed to Christianity. | | Learners are guided to:  -In pairs, read the conversation between Ezra and his mother on page 109.  -Identify the importance of the Apostles’ Creed  -Match each statement in column A with the correct answer in Column B on page 110 | | How is the Apostles’ Creed important to you? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 109-110*** | | Written Quizzes  Checklists,  Oral questions | | |  |
| **8** |  |  | |  | |  | |  | |  | |  | |  | | |  |
| 9 | **1** | The Church | | The three persons in the Holy Trinity | | By the end of the lesson, the learner should be able to:   1. State the meaning of Holy Trinity. 2. Explain why he/she believes in God, in Jesus Christ and in the Holy Spirit. 3. Sing the song, ‘The Holy Trinity’ 4. Appreciate the three persons in the Holy Trinity | | Learners are guided to:  -State the meaning of Holy Trinity.  -Explain why he/she believes in God, in Jesus Christ and in the Holy Spirit.  -Sing the song, ‘The Holy Trinity’ | | What does the Holy Trinity mean? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 110-112*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **2** | The Church | | The Christian suffering; The teachings of Paul on Christian suffering | | By the end of the lesson, the learner should be able to:   1. Read the story about martyr Charles Lwanga and answer the questions that follow. 2. Read the Bible; 2 Corinthians 6:3-7 3. Analyse the meaning of 2 Corinthians 6:3-7 4. Match the form of suffering with the correct description on page 115 5. Appreciate the teachings of Paul on Christian suffering. | | Learners are guided to:  -In pairs, read the story about martyr Charles Lwanga and answer the questions that follow  -Read the Bible; 2 Corinthians 6:3-7  -Match the form of suffering with the correct description on page 115 | | What is Christian suffering?  How do you apply these teachings in your daily lives? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 113-116*** | | Written Quizzes  Checklists,  Oral questions | | |  |
|  | **3** | The Church | | The values learnt from the teachings of Paul on Christian suffering | | By the end of the lesson, the learner should be able to:   1. Identify the values that help us endure Christian suffering. 2. Discuss the importance of Christian suffering. 3. Compose a song on the importance of Christian suffering. 4. Apply the values learnt from the teachings of Paul on Christian suffering. | | Learners are guided to:  -Identify the values that help us endure Christian suffering.  -In groups, discuss the importance of Christian suffering  -Compose a song on the importance of Christian suffering | | What are the values learnt from the teachings of Paul on Christian suffering? | | * Good News Bible * Flash cards * Pictures Songs Digital devices * Charts   ***Oxford Growing in Christ CRE page 116-119*** | | Written Quizzes  Checklists,  Oral questions | | |  |

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| **10** | **1** | The Church | Church unity; The meaning of church unity in Christianity | By the end of the lesson, the learner should be able to:   1. Define church unity. 2. Brainstorm on the unity among Christians of the Early Church. 3. Draw the picture on learner’s book. 4. Appreciate the importance of church unity. | Learners are guided to:  -Define church unity.  -Brainstorm on the unity among Christians of the  Early Church.  -Draw the picture on learner’s book. | What activities promote unity in the church today? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 120-121 | Written Quizzes  Checklists,  Oral questions |  |
|  | **2** | The Church | The teaching of the Bible on Christianity | By the end of the lesson, the learner should be able to:   1. Read the Bible; John:20-23 2. Discuss the teachings of the Bible on Christian unity. 3. Memorize Matthew 16:18 4. Appreciate the teaching of the Bible on Christianity | Learners are guided to:  -Read the Bible; John:20-23  -Discuss the teachings of the Bible on Christian unity.  -Memorize Matthew 16:18 | What is the purpose of unity according to John 17:21?  How do the teachings promote unity among churches in the society? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 121 | Written Quizzes  Checklists,  Oral questions |  |
|  | **3** | The Church | Ways in which the church unity fosters peaceful co-existence | By the end of the lesson, the learner should be able to:   1. Explain the meaning of peaceful co-existence 2. Discuss ways in which the church promotes peaceful co-existence. 3. Create a tune for the song on learner’s book and sing it. 4. Appreciate the ways in which the church unity fosters peaceful co-existence. | Learners are guided to:  -Explain the meaning of peaceful co-existence  -Discuss ways in which the church promotes peaceful co-existence.  -Create a tune for the song on learner’s book and sing it. | What is peaceful co-existence?  How does the church fosters peaceful co-existence? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 122-124 | Written Quizzes  Checklists,  Oral questions |  |
| **11** | **1** | The Church | Good citizenship; The role of good citizens | By the end of the lesson, the learner should be able to:   1. Explain the meaning of a citizen and citizenship. 2. Identify the qualities of a good citizen. 3. Draw a picture on learner’s book. 4. Have a desire to be a good citizen. | Learners are guided to:  -Explain the meaning of a citizen and citizenship.  -Identify the qualities of a good citizen.  -Draw a picture on learner’s book. | Who is a citizen?  What is good citizenship? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 125-126 | Written Quizzes  Checklists,  Oral questions |  |
|  | **2** | The Church | Ways in which we can promote harmonious living | By the end of the lesson, the learner should be able to:   1. Explain how to promote harmonious living at home and in the community. 2. Recognize ways in which good citizens promote harmonious living. 3. Appreciate ways in which we can promote harmonious living. | Learners are guided to:  -Explain how to promote harmonious living at home and in the community.  -Recognize ways in which good citizens promote harmonious living. | What are the ways in which we can promote harmonious living? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 127 | Written Quizzes  Checklists,  Oral questions |  |
|  | **3** | The Church | The Bible’s teachings on good citizenship | By the end of the lesson, the learner should be able to:   1. Read the Bible; 1 Peter 2:13-17 2. Discuss the Bible teachings on good citizenship. 3. Analyse the meaning of 1 Peter 2:13-17 4. Design a flash card on good citizenship. 5. Have a desire to read the Bible every day. | Learners are guided to:  -Read the Bible; 1 Peter 2:13-17  -Discuss the Bible teachings on good citizenship.  -Analyse the meaning of 1 Peter 2:13-17  -Design a flash card on good citizenship | Why should Christians obey their rulers?  How can people use the teachings of the Bible to promote harmonious living in the society? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 128-129 | Written Quizzes  Checklists,  Oral questions |  |
| **12** | **1** | The Church | How Christians can live godly lives on earth | By the end of the lesson, the learner should be able to:   1. Identify ways in which we can live godly lives. 2. Compose a poem on ‘I am a good citizen’ and recite the poem. 3. Have fun and enjoy reciting a poem. | Learners are guided to:  -Identify ways in which we can live godly lives.  -Compose a poem on ‘I am a good citizen’ and recite the poem. | How do you live a godly life as a good citizen? | Good News Bible  Flash cards  Digital devices  Oxford Growing in Christ CRE page 129-131 | Written Quizzes  Checklists,  Oral questions |  |
|  | **2** | The Church | Interpersonal relationship among Christians | By the end of the lesson, the learner should be able to:   1. Brainstorm on the meaning of interpersonal relationship among Christians. 2. Discuss ways in which Christians relate well with one another in the community. 3. Draw the pictures on learner’s book. 4. Appreciate interpersonal relationship among Christians. | Learners are guided to:  -Brainstorm on the meaning of interpersonal relationship among Christians.  -Discuss ways in which Christians relate well with one another in the community.  -Draw the pictures on learner’s book. | How should Christians relate with one another? | Good News Bible  Flash cards  Pictures Songs Digital devices  Charts  Oxford Growing in Christ CRE page 132-133 | Written Quizzes  Checklists,  Oral questions |  |
|  | **3** | REVISION | | | | | | | |
| **13-14** | **ASSESSMENT** | | | | | | | | |