

**SUBJECT: C.R.E SCHEMES OF WORK GRADE 3 Term 1**

| W | LESSONS | STRANDS  | SUB STANDS              | SPECIFIC LEARNING OUTCOMES  | KEY INQUIRY QUESTIONS   | LEARNING EXPERIENCES   | LEARNING RESOURCES | ASSESSMENT                    | REF |
|---|---------|----------|-------------------------|---|---|--|--------------------|-------------------------------|-----|
| 1 |         |          |                         | REVISION  |   |  |                    |                               |     |
| 2 | 1-3     | CREATION | Creating self awareness | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) appreciate himself/herself as created in the image and likeness of God for His glory</p> <p>b) recognise God as the Creator of every part of his/her body to glorify Him</p> <p>c) control thoughts and feelings in daily life</p> <p>d) make choices that are acceptable to God in their lives</p> | <p>In whose image and likeness are you created?</p> <p>Who created all parts of your body</p> | <ul style="list-style-type: none"> <li>● Learners to read Genesis 1:27</li> <li>● Learners to recite Psalms 139:13</li> <li>● sing</li> </ul> <p>Dicussion</p> | Realia Bible       | Oral questions<br>Observation |     |
| 3 |         |          | Creating self awareness | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) appreciate himself/herself as created in the image and likeness of God for His glory</p> <p>b) recognise God as the Creator of every part of his/her body to glorify Him</p>  | <p>In whose image and likeness are you created?</p> <p>Who created all parts of you body</p>  | <ul style="list-style-type: none"> <li>● Learners to read Genesis 1:27</li> <li>● Learners to recite Psalms 139:13</li> <li>● sing</li> </ul> <p>Dicussion</p> | Realia Bible       |                               |     |

|   |     |          |          |   |  |   |                             |                       |  |
|---|-----|----------|----------|---|--|---|-----------------------------|-----------------------|--|
|   |     |          |          | <p>c) control thoughts and feelings in daily life</p> <p>d) make choices that are acceptable to God in their</p>  |  |   |                             |                       |  |
| 4 | 1-3 |          | Family   | <p>By the end of the Sub strand the learner should be able to:</p> <p>a) recognise the head of the family respect them</p> <p>b) name family members in nuclear and extended family</p> <p>c) draw the family tree to understand relationships within</p>   |  | <p>Drawing the family tree</p> <p>Naming the head of the family</p> <p>Discussion</p>   | <p>pencils</p> <p>Bible</p> | <p>Observation</p>    |  |
| 5 | 1-3 | CREATION | Adam&Eve | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) acknowledge God as the creator of Adam and Eve as our first parents on earth</p> <p>b) describe how Adam and Eve disobeyed God and desire to obey God in their daily lives</p> <p>c) state the results of disobeying God's command to avoid sin</p> <p>d) explain the importance of obeying parents to live a harmonious family life</p> <p>e) explain the importance of obeying teachers to promote good relationships at school</p> | <p>1. Who created Adam and Eve?</p> <p>2. How did man disobey God?</p> <p>3. What was the result of man's disobedience?</p> <p>4. Why should you obey your parents?</p> <p>5. Why should you obey teachers</p> | <ul style="list-style-type: none"> <li>● Learners to read Genesis 2:7, 21</li> <li>● Learners to read Genesis 2:16-17</li> <li>● Learners to tell how man disobeyed God in Genesis 3:6-7</li> <li>● Learners to mention the result of man's disobedience; Genesis 3:23</li> <li>● Learners to list the importance of obeying parents</li> <li>● Learners to recite Ephesians 6:2</li> <li>● Learners to compose a poem on the importance of obeying teachers</li> </ul> | <p>Bibles</p>               | <p>Oral questions</p> |  |
| 6 | 1   |          |          | <p>e) explain the importance of obeying teachers to promote good</p>  |  |   |                             |                       |  |

|   |     |           |                              |   |  |   |       |              |  |
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|   |     |           |                              | relationships at school   |  |   |       |              |  |
|   | 2-3 | BIBLE     | The Bible as the word of God | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) differentiate the Bible from other books as a Holy Book used by Christians</p> <p>b) explain how the writing of the Bible was different from other books and respect it</p> <p>c) state the number of books in the New testament and develop interest in reading it</p> | <p>1. What is the Bible?</p> <p>2. Who wrote the Bible?</p> <p>3. How many books are in the New Testament?</p> | <p>Learners to sing the song “My Bible and I.....”</p> <ul style="list-style-type: none"> <li>● Learners to read 2 Timothy 3:16 and discuss why they should respect the Bible</li> <li>● In pairs, learners to state the number of books in the New Testament</li> <li>● In pairs, learners to name the four Gospel books</li> <li>● Learners to discuss the importance of reading the Bible always</li> <li>● The learners to recite Psalms 119:105</li> </ul> | Bible | Observations |  |
| 7 | 1-3 | BIBLE     | Bible as the word of God     | <p>By the end of the Sub strand, the learner should be able to;</p> <p>d) name the four Gospel books in the New Testament and relate them to the teachings of Jesus Christ</p> <p>e) Appreciate the Bible as a guide in their</p>   | <p>1. What is the Bible?</p> <p>2. Who wrote the Bible?</p> <p>3. How many books are in the New Testament?</p> | <ul style="list-style-type: none"> <li>● In pairs, learners to name the four Gospel books</li> <li>● Learners to discuss the importance of reading the Bible always</li> <li>● The learners to recite Psalms 119:105</li> </ul>   | Bible |              |  |
| 8 | 1-3 | THE BIBLE | The Bible story              | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) narrate what happened in the story of Moses and the burning bush and relate it with the holy places of worship</p> <p>b) discuss how Moses expressed</p>  | <p>1. What happened to Moses at Mt. Sinai?</p> <p>2. What did Moses do to show the place was holy?</p>         | <ul style="list-style-type: none"> <li>● Learners to read Exodus 3:1-6</li> <li>● Learners to watch a video of Moses and the burning bush</li> <li>● In groups, learners to role play the story of Moses and the burning bush</li> </ul>  |       |              |  |

|    |     |       |             |  |   |   |       |                |  |
|----|-----|-------|-------------|--|---|---|-------|----------------|--|
|    |     |       |             | obedience and apply it in their daily lives  | 3. How did Moses express obedience  | <ul style="list-style-type: none"> <li>● In pairs, learners to discuss the value of obedience</li> <li>● Learners to sing a song about Moses and the burning bush</li> </ul>  |       |                |  |
| 9  | 1-3 | BIBLE | Bible story | By the end of the Sub strand, the learner should be able to:<br>a) narrate the story of Jonah and be obedient to God<br>b) explain results of Jonah's disobedience and desire to obey God  | 1. How did Jonah disobey God?<br>2. What was the result of Jonah's disobedience?  | Learners to read the story of Jonah 1: 1- 4,15, 17; 2:10<br><ul style="list-style-type: none"> <li>● Learners to watch a video on t</li> <li>● In pairs, learners to draw and colour the big fish</li> <li>● In groups, learners to state why they should be obedient to God and</li> <li>● Learners to sing a song, "<i>The big fish swallows Jonah</i>....."</li> </ul> | BIBLE | Oral questions |  |
| 10 | 1-3 | BIBLE | Bible story | By the end of the Sub strand, the learner should be able to:<br>a) describe the healing of Naaman and desire to have faith in God<br>b) appreciate God as the healer of all diseases       | 1. Which disease was Naaman suffering from?<br>2. Which instructions were given to Naaman by Prophet Elisha?<br>3. Who healed | <ul style="list-style-type: none"> <li>● Learners to read the story of Naaman in 2 Kings 5:1-14</li> <li>● In groups, learners to list instructions given to Naaman by prophet Elisha</li> <li>● Learners to watch a video clip on Naaman's healing</li> <li>● Learners to dramatize the story of Naaman</li> </ul>   | BIBLE | Oral questions |  |
|    |     |       |             | By the end of the Sub strand, the learner should be able to:<br>a) narrate the story of the three Hebrew men and strengthen their relationship with God<br>b) trust God to cope with daily | What happened to the three Hebrew men?  | <ul style="list-style-type: none"> <li>● Learners to read Daniel 3:15-16, 18, 23-30</li> <li>● Learners to watch a video on the story</li> <li>● Learners to tell why the three</li> </ul>  |       |                |  |

|        |         |  |                    |   |  |  |       |                |  |
|--------|---------|--|--------------------|---|--|--|-------|----------------|--|
|        |         |  |                    | challenges  |  | men were thrown into the fire  |       |                |  |
| 1<br>1 | 1-<br>3 | THE<br>BIBLE                               | The bible<br>story | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) explain the story of Elisha and the boys and relate it to their day to day lives</p> <p>b) apply the story in their daily lives by respecting the elderly at home, church, school and the community</p> | <p>1. Why was Elisha annoyed with the boys?</p> <p>2. What did Elisha say to the boys?</p> | <p>Learners to read 2 Kings 2: 23-24</p> <ul style="list-style-type: none"> <li>• Learners to mention the number of boys in the story</li> <li>• Learners to draw ,colour and display pictures of two bears</li> <li>• Learners to role play the story of Elisha and the boys</li> <li>• Learners to sing a simple song on Elisha and the</li> </ul> | Bible | Oral questions |  |
| 1<br>2 | 1-<br>2 | THE<br>EARLY<br>LIFE OF<br>JESUS<br>CHRIST | Wisemen            | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) identify the star that guided the wise men and desire to be led by God in their daily lives</p>   | <p>1. Who were the wise men?</p> <p>2. What guided the wise men?</p>                       | <ul style="list-style-type: none"> <li>• Learners to draw stars and colour them</li> <li><input type="checkbox"/> Learners to watch a video clip on the wise men from the East</li> <li><input type="checkbox"/> Learners to sing a song about the stars</li> </ul>  |       |                |  |
| 1<br>3 | 1-<br>3 |  |                    | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) name the home town of</p>   |  | <ul style="list-style-type: none"> <li>• Learners to mention where they come from</li> </ul>   |       |                |  |

|             |  |  |  |   |     |  |     |  |  |
|-------------|--|--|--|---|-----|--|-----|--|--|
|             |  |  |  | Jesus Christ and their own home towns to promote a sense of belonging |     | <ul style="list-style-type: none"> <li>• Learners to say what they like about their home town</li> <li>• Learners to name the town where Jesus grew up Luke 2: 39-40</li> <li>• Learners to compose a poem about the home town of</li> </ul> |     |  |  |
| 1<br>-<br>4 |  |  |  | CAT   | CAT | CAT  | CAT |  |  |