

| | | | | | | | | | |
|---|---|--|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|
| | 2 | | Thoughts and feelings | e) desire to control emotions in their interactions with others | <ol style="list-style-type: none"> How do you control your thoughts and feelings? How do you cope with anger or sadness? | <ul style="list-style-type: none"> Learners to use digital devices to draw and colour pictures of faces depicting various emotions Learners role play on forgiving others Learners to sing songs related to rejoicing in the Lord (Philippians 4:4) | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 3 | | Making choices | <ol style="list-style-type: none"> identify personal choices that are acceptable to God discuss results of choices they make in their daily lives | <ol style="list-style-type: none"> What are the effects of the choices you make? | <ul style="list-style-type: none"> In pairs, learners to list good choices learners to list results of choices that they make | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| 3 | 1 | | Making choices | <ol style="list-style-type: none"> make right choices in their day to day lives acquire responsibility by making right choices | <ol style="list-style-type: none"> What are the effects of the choices you make? | <ul style="list-style-type: none"> In pairs, learners to list good choices learners to list results of choices that they make | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 2 | | Making choices | <ol style="list-style-type: none"> make right choices in their day to day lives acquire responsibility by making right choices | <ol style="list-style-type: none"> What are the effects of the choices you make? | <ul style="list-style-type: none"> Learners to sing a song about good choices Learners to role play 'making right choices that are acceptable to God' | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 3 | | My family: Family members | <p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> name family members in the nuclear family identify members of the extended family | <ol style="list-style-type: none"> Who are your family members? Why should you respect family members? | <ul style="list-style-type: none"> Learners to sing the song related to family relationships Learners to name family members in the nuclear family Learners to name family members in the extended family (cousins, aunts, uncles, grandparents and great grandparents) | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |

| | | | | | | | | | |
|---|---|--|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|
| 4 | 1 | | My family: Family members | <p>c) draw a family tree and explain the relationships within the family</p> <p>d) respect members of the family for harmonious co-existence</p> | <p>1. Who are your family members?</p> <p>2. Why should you respect family members?</p> | <ul style="list-style-type: none"> Learner to draw a family tree and write names of family members on it Learners to list ways of respecting family members Learners to type a poem on their digital devices about respect for family members | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| | 2 | | My family: Family members | <p>e) explain why it is important to honour parents as stated in Ephesians 6:1-3</p> | <p>1. Who are your family members?</p> <p>2. Why should you respect family members?</p> | <ul style="list-style-type: none"> Learners to watch a video clip of family members eating or praying together Learners to recite Ephesians 6:1-3 on respecting parents | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| | 3 | | Family relationships | <p>a) read the story of Ammon and Tamar in 2 Samuel 13:4-14</p> <p>b) take care when alone with people of the opposite sex</p> | <p>1. How should you protect yourself from sexual abuse?</p> <p>2. Whom do you report to if touched inappropriately?</p> | <ul style="list-style-type: none"> Learners to sing a song related to respecting their body Learners to read 2 Samuel 13:4-14 Learners in groups to list how to protect themselves from sexual abuse | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| 5 | 1 | | Family relationships | <p>c) identify ways of protecting oneself from sexual abuse</p> <p>d) recognize whom to report to if touched inappropriately/ sexually abused</p> | <p>1. How should you protect yourself from sexual abuse?</p> <p>2. Whom do you report to if touched inappropriately?</p> | <ul style="list-style-type: none"> Learners to say whom to report to if they are touched inappropriately/sexually abused Learners to role play ways to protect themselves from sexual abuse because their bodies are the temple of the Holy Spirit (1 Corinthians 6:19) | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| | 2 | | Family relationships | <p>e) acquire the value of chastity and say no! to sexual sins</p> <p>f) recognise that the body is the temple of the Holy Spirit as stated in 1 Corinthians 6:19</p> <p>g) appreciate the body as a temple of the Holy Spirit and live a holy life</p> | <p>1. How should you protect yourself from sexual abuse?</p> <p>2. Whom do you report to if touched inappropriately?</p> | <ul style="list-style-type: none"> Learners to watch a video clip of children being tempted with gifts but they say NO! to strangers | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |

| | | | | | | | | | |
|---|---|-----------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|
| | 3 | | Attributes of God | By the end of the Sub strand, the learner should be able to: a) identify the attributes of God and revere Him b) appreciate God as a loving Father in their day to day lives | 1. Which are the attributes of God? 2. Why should you know the attributes? | <ul style="list-style-type: none"> Learners to sort and match letters on attributes of God (Sole creator, Loving, Holy) Learners to join words about the attributes of God from a puzzle (sole creator, loving, holy) Learners to compose a poem on, 'God our loving Father' Learners to sing a song about the love of God | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| 6 | 1 | The Holy Bible | Respect for the Holy Bible | By the end of the Sub strand, the learner should be able to: a) handle the Bible with respect as the inspired word of God b) identify the books in the Old and New Testament | 1. Why should you respect the Holy Bible? 2. Why is it important to know the books in the Bible? 3. Why should you read your Bible always? | <ul style="list-style-type: none"> Learners to sing a song related to respecting the Bible Learners to role play ways of handling the Bible with respect | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 2 | | Respect for the Holy Bible | c) play a game on naming some Books in the Old and New Testament d) recite Isaiah 49:16 and desire to read the Holy Bible always | 1. Why should you respect the Holy Bible? 2. Why is it important to know the books in the Bible? 3. Why should you read your Bible always? | <ul style="list-style-type: none"> In pairs learners to observe and read charts containing books in the Old and New Testament Learners to play games on naming some Books in the Old and the New Testament | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 3 | | Respect for the Holy Bible | c) play a game on naming some Books in the Old and New Testament d) recite Isaiah 49:16 and desire to read the Holy Bible always | 1. Why should you respect the Holy Bible? 2. Why is it important to know the books in the Bible? 3. Why should you read your Bible always? | <ul style="list-style-type: none"> Learners to recite Isaiah 49:16 Learners to sing a song about the books in the Holy Bible | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| 7 | 1 | | Bible stories: Zacchaeus the tax collector | By the end of the Sub strand, the learner should be able to: a) read the story of Zacchaeus in Luke 19:2-10 b) recount how Zacchaeus changed his behaviour positively | 1. Why did Zacchaeus climb the sycamore tree? 2. What happened after Zacchaeus climbed down from the tree? 3. What should we do to be like Christ? | <ul style="list-style-type: none"> In groups, learners to read Luke 19:2-10 Learners to draw and colour Zacchaeus on a tree, then share the drawings | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, | Oral questions, Portfolio, Observation, QA, Reciting, | |

| | | | | | | | | | |
|---|---|--|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|
| | | | | | | | pencils, projector | Authentic tests | |
| | 2 | | Bible stories: Zacchaeus the tax collector | c) demonstrate integrity when using money d) discuss why it is important to repent sins in order to be like Christ | 1. Why did Zacchaeus climb the sycamore tree? 2. What happened after Zacchaeus climbed down from the tree? 3. What should we do to be like Christ? | <ul style="list-style-type: none"> Learners to tell a friend how to turn away from bad behaviour Learners to role play the story of Zacchaeus | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observatio n, QA, Reciting, Authentic tests | |
| | 3 | | Bible stories: Zacchaeus the tax collector | c) demonstrate integrity when using money d) discuss why it is important to repent sins in order to be like Christ | 1. Why did Zacchaeus climb the sycamore tree? 2. What happened after Zacchaeus climbed down from the tree? 3. What should we do to be like Christ? | <ul style="list-style-type: none"> Learners to list ways of using money wisely Learners to Sing a song related to Jesus Christ as the saviour | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observatio n, QA, Reciting, Authentic tests | |
| 8 | 1 | | Balaam's donkey | By the end of the Sub strand, the learner should be able to: a) read Numbers 22:1-6, 20-34 and retell the story of Balaam and his donkey b) apply the story in their lives by obeying God's instructions | 1. Why did the donkey talk' 2. Why should we obey God? 3. What are the results of disobedienc | <ul style="list-style-type: none"> In groups learners to read Numbers 22:1-6, 20-34 In pairs learners to list the importance of obeying God and their seniors' | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observatio n, QA, Reciting, Authentic tests | |
| | 2 | | Balaam's donkey | c) acquire the value of love by speaking good things about others d) acknowledge God's greatness by revering Him in his/her day to day life | 1. Why did the donkey talk' 2. Why should we obey God? 3. What are the results of disobedienc | <ul style="list-style-type: none"> Learners to role play the story of Balaam's Donkey Learners to discuss why they should bless and not curse/speak ill about others as per Numbers 22:1-6, 20-34 | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observatio n, QA, Reciting, Authentic tests | |

| | | | | | | | | | |
|---|---|--|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|
| | 3 | | Balaam's donkey | <p>c) acquire the value of love by speaking good things about others</p> <p>d) acknowledge God's greatness by revering Him in his/her day to day life</p> | <ol style="list-style-type: none"> 1. Why did the donkey talk? 2. Why should we obey God? 3. What are the results of disobedience? | <ul style="list-style-type: none"> • Learners to use a digital device and draw the scenarios in this story • Learners to sing a song related to obedience | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| 9 | 1 | | Samson kills a lion | <p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) read Judges 14: 5- 9 and retell the story of Samson b) acknowledge God's power in his/her life c) trust in God to cope with the challenges of life | <ol style="list-style-type: none"> 1. How did Samson kill a lion? 2. What do you do when faced with challenges? | <ul style="list-style-type: none"> • Learners to read Judges 14:5-9 • Learners to model/draw a lion • Learners to write a poem on 'Samson kills a lion' | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| | 2 | | Samson kills a lion | <p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) read Judges 14: 5- 9 and retell the story of Samson b) acknowledge God's power in his/her life c) trust in God to cope with the challenges of life | <ol style="list-style-type: none"> 1. How did Samson kill a lion? 2. What do you do when faced with challenges? | <ul style="list-style-type: none"> • Learners to sing a song on God's power • Learners to role play the story, 'Samson kills a Lion' | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |
| | 3 | | Joseph interprets the dream | <p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) read Genesis 41:14-24, 28-30 and retell the story of Joseph interpreting the dream b) apply the lessons learnt and trust in God's wisdom | <ol style="list-style-type: none"> 1. What is a dream? 2. What did Pharaoh dream about? 3. How was the dream interpreted? | <ul style="list-style-type: none"> • In turns, learners to read Genesis 41:14-24, 28-30 • Learners to share dreams they have dreamt about and try to interpret them | <p>Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector</p> | <p>Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests</p> | |

| | | | | | | | | | |
|----|---|---------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|
| 10 | 1 | | Joseph interprets the dream | By the end of the Sub strand, the learner should be able to: a) read Genesis 41:14-24, 28-30 and retell the story of Joseph interpreting the dream b) apply the lessons learnt and trust in God's wisdom | 1. What is a dream? 2. What did Pharaoh dream about? 3. How was the dream interpreted? | <ul style="list-style-type: none"> Learners to dramatize Joseph interpreting the dream Learners to draw a picture of Joseph before Pharaoh and colour it | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 2 | | Joseph interprets the dream | c) demonstrate an awareness that the fear of God is the beginning of wisdom | 1. What is a dream? 2. What did Pharaoh dream about? 3. How was the dream interpreted? | <ul style="list-style-type: none"> Learners to sing a song related to this story Learners to recite Proverbs 1:7 | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 3 | | Bible patriarchs: Abraham | By the end of the Sub strand, the learner should be able to: a) read Genesis 12:1-5 and recount the call of Abraham b) obey God's instructions in his/her day to day life | 1. Why was the name Abram changed? 2. Why is your name important? 3. How did Abraham show obedience to God? | <ul style="list-style-type: none"> Learners to sing the song on Abraham the father of faith Learners to read Genesis 12: 1-5 Learner to role play the call of Abraham | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| 11 | 1 | | Bible patriarchs: Abraham | c) mention his/ her name and it's meaning for self-identity d) discuss Abram's change of name to Abraham as outlined in Genesis 17:1-5 e) recite Genesis 12:3 and appreciate God's blessings in his or her life | 1. Why was the name Abram changed? 2. Why is your name important? 3. How did Abraham show obedience to God? | <ul style="list-style-type: none"> Learner to tell the meaning of their names Learner to read Genesis 17:1-5 on the change of Abraham's name Learner to recite Genesis 12:3 | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |
| | 2 | The Life Of Jesus Christ | The birth of Jesus Christ: Annunciation of the birth of Jesus Christ | By the end of the Sub strand, the learner should be able to: a) narrate the annunciation of the Birth of Jesus Christ as outlined in Luke 1: 26-37 b) acknowledge the uniqueness of the birth of Jesus Christ | 1. Why should you live holy lives? 2. Who announced the birth of Jesus Christ? 3. Why is the birth of Jesus Christ unique? | <ul style="list-style-type: none"> In turns, learners to read Luke 1:26-37 Learners to role play the annunciation of the birth of Jesus Christ | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | |

| | | | | | | | | | | |
|-------|---|----------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|--|
| | 3 | | The birth of Jesus Christ: Annunciation of the birth of Jesus Christ | c) recite Luke 1:37 and trust in God's power in his/her life d) Emulate Mary the mother of Jesus and abstain from sexual sins before marriage | 1. Why should you live holy lives? 2. Who announced the birth of Jesus Christ? 3. Why is the birth of Jesus Christ unique? | <ul style="list-style-type: none"> Learners to watch a video clip on the annunciation of Jesus Christ's birth Learners to sing a song about the annunciation of the birth of Jesus Christ Learners to recite Luke 1:37 | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | | |
| 12 | 1 | | The birth of Jesus Christ: Annunciation of the birth of Jesus Christ | c) recite Luke 1:37 and trust in God's power in his/her life d) Emulate Mary the mother of Jesus and abstain from sexual sins before marriage | 1. Why should you live holy lives? 2. Who announced the birth of Jesus Christ? 3. Why is the birth of Jesus Christ unique? | <ul style="list-style-type: none"> Learners to watch a video clip on the annunciation of Jesus Christ's birth Learners to sing a song about the annunciation of the birth of Jesus Christ Learners to recite Luke 1:37 | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | | |
| | 2 | | Birth of John the Baptist | a) retell the Birth of John the Baptist as written in Luke 1:5-13,57 b) discuss how John the Baptist prepared the way for the Messiah as outlined in Luke 1:76-79 c) appreciate the need to live a righteous life by turning away from sins | 1. Who was John the Baptist? 2. What was his role? | <ul style="list-style-type: none"> In pairs, learners to read Luke 1:5-13 role play the angel's appearance to Zechariah in the temple | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | | |
| | 3 | | Birth of John the Baptist | a) retell the Birth of John the Baptist as written in Luke 1:5-13,57 b) discuss how John the Baptist prepared the way for the Messiah as outlined in Luke 1:76-79 c) appreciate the need to live a righteous life by turning away from sins | 1. Who was John the Baptist? 2. What was his role? | <ul style="list-style-type: none"> Learners to watch a video clip on the birth of John the Baptist Learners to read Luke 1:76-79 Learners to sing a song about John the Baptist | Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils, projector | Oral questions, Portfolio, Observation, QA, Reciting, Authentic tests | | |
| 13-14 | | End Term Assessment | | | | | | | | |