



C.R.E SCHEME OF WORK GRADE 5 TERM 2

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	5	C.R.E	2	

Week	Lsn	Strand	Sub Strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Questions	Learning Resources	Assessment	Remarks
1	1	The Life of Jesus	Preparation for the coming of Jesus	By the end of the sub strand the learner should be able to: a) explain the teachings of John the Baptist in preparation for the coming the Messiah. b) Practice how Christians today are preparing for the coming of messiah. c) appreciate the lessons learnt from the teachings of John the Baptist to Christians.	<ul style="list-style-type: none"> •learners brainstorm meaning and causes of social injustices in society today •learners to read Luke 3:3 and explain the teachings from the text •Learners discuss what John the Baptist discouraged people from doing and what happens in their community •Learners share on the meaning of justice and baptism of 	What did John the Baptist tell the crowd?	Good News Bible Flash cards Pictures Songs Digital devices Charts poems One Planet CRE page 68-68	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions 	

					repentance				
	2	The Life of Jesus	Preparation for the coming of Jesus	By the end of the sub strand the learner should be able to: a) identify the values taught by John the Baptist. b) Present the values taught by the John the Baptist in class. c) apply the values taught by John the Baptist in their daily lives for harmonious living.	<ul style="list-style-type: none"> •Learners in turns read Luke 3:9-14 and list instructions given to the crowds by John the Baptist •Learners to list the values they have learnt from the teachings of John the Baptist •Learners to say how they practice the values mentioned in the bible text 	What values should guide you as a Christian?	Good News Bible Flash cards Pictures Songs Digital devices Charts poems One Planet CRE page 69-70	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions 	
	3	The Life of Jesus	Preparation for the coming of Jesus	By the end of the sub strand the learner should be able to: a) Identify the causes of social evils in the society. b) Make a poster showing others social evils you would like them to stop. c)Sing a song asking people to stop	<ul style="list-style-type: none"> •Learners are guided to discuss the meaning of social injustice, identify the causes of social evil in the society such as corruption, stealing etc. •In groups to sing a song on 	How do can we stop social injustice in the society?	Good News Bible Flash cards Pictures Songs Digital devices Charts poems One Planet CRE page 70	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions 	

				practicing social evils	hot to stop social injustice. <ul style="list-style-type: none"> •Individually make a poster showing how to stop social justice for example stop corruption, stealing etc. 				
2	1	The Life of Jesus	The Baptism of Jesus	By the end of the sub strand the learner should be able to: a) outline the events that took place at the baptism of Jesus Christ. b) Identify reasons why Jesus was baptized. c)Appreciate the baptism of Jesus Christ.	<ul style="list-style-type: none"> •Learners in pairs to state the meaning of baptism and report to the class •Learners to share their own experiences of baptism •Learners in pairs read the story of the baptism of Jesus. Luke 3:21-22 •In small groups learners to identify the key events that took place during the baptism of Jesus 	What is baptism? Why was Jesus baptized?	Good News Bible Flash cards Pictures Song Digital devices Chart One Planet CRE page 72	<ul style="list-style-type: none"> •Aural oral •Projects •Journals •Written Quizzes •Checklists, 	
	2	The Life of Jesus	The Baptism of Jesus	By the end of the sub strand the learner	<ul style="list-style-type: none"> •Learners to role play the baptism 	Why was Jesus baptized?	Good News Bible	<ul style="list-style-type: none"> •Aural oral •Projects 	

				<p>should be able to:</p> <p>a) Role play the baptism of Jesus Christ.</p> <p>b) Draw and colour pictures of baptism of Jesus Christ.</p> <p>c) Display the pictures in class.</p>	<p>of Jesus</p> <ul style="list-style-type: none"> •Learners to draw a picture on the baptism of Jesus and pin it on the notice board 		<p>Flash cards</p> <p>Pictures Songs</p> <p>Digital devices</p> <p>Chart</p> <p>One Planet</p> <p>CRE page 72-73</p>	<ul style="list-style-type: none"> •Journals •Written Quizzes •Checklists, 	
	3	The Life of Jesus	The Baptism of Jesus	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Discuss the importance of baptism in the life of a Christian.</p> <p>b) Emulate Jesus Christ by exercising humility in his/her relationship with others.</p> <p>c) Recite a poem about the John the baptism.</p>	<ul style="list-style-type: none"> •Learners in small groups to discuss the importance of baptism in the life of a Christian. In groups learners to recite a poem about the John the baptism 	<p>What is the importance of baptism in the life of a Christian?</p>	<p>Good News</p> <p>Bible</p> <p>Flash cards</p> <p>Pictures Songs</p> <p>Digital devices</p> <p>Chart</p> <p>One Planet</p> <p>CRE page 73-74</p>	<ul style="list-style-type: none"> •Aural oral •Projects •Journals •Written Quizzes •Checklists, 	
3	1	The Life of Jesus	God's power over nature	<p>By the end of the sub strand the learner should be able to:</p> <p>a) narrate the miracle of calming the storm to understand the power of God over</p>	<ul style="list-style-type: none"> •Learners to brainstorm on life threatening situations people face in life •Learners to watch a video 	<p>How did Jesus calm the storm?</p>	<p>Good News</p> <p>Bible</p> <p>Flash cards,</p> <p>Pictures, Songs</p> <p>Digital devices</p> <p>charts</p>	<ul style="list-style-type: none"> •Portfolio •Profiles •Written questions •Assessment rubric 	

				<p>nature.</p> <p>b) discuss lessons learnt from the miracle of Calming the storm for spiritual growth.</p> <p>c)Apply the lesson learnt from the miracle of calming the storm to understand the power of God over nature.</p>	<p>clip on Jesus calming the storm and explain what happened</p> <ul style="list-style-type: none"> •Learners to discuss how Jesus proved the power of God over nature 		<p>Realia</p> <p>One Planet</p> <p>CRE page 77-78</p>		
	2	The Life of Jesus	God's power over nature	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Draw and colour the picture of Jesus calming the storm.</p> <p>b) Role play the story of Jesus calming the storm.</p> <p>c) Appreciate the role of Jesus calming our storm on life.</p>	<p>In groups learners to role play the story of Jesus Christ. Individually learners to draw and colour the pictures of Jesus calming the storm. Learners are guided to read Mark 4:35-39.</p>	<p>How did Jesus calm the storm?</p>	<p>Good News Bible</p> <p>Flash cards, Pictures, Songs</p> <p>Digital devices charts</p> <p>Realia</p> <p>One Planet</p> <p>CRE page 76.</p>	<ul style="list-style-type: none"> •Portfolio •Profiles •Written questions •Assessment rubric 	
	3	The Life of Jesus	God's power over nature	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explain ways through which Christians strive to overcome challenges</p> <p>b) Appreciate God's</p>	<ul style="list-style-type: none"> •Learners to discuss lessons learnt from the miracle •Sing a song about Jesus calming the storm 	<p>Why do you do when faced with difficult situations?</p>	<p>Good News Bible</p> <p>Flash cards, Hymn books</p> <p>Resource persons, Digital devices</p> <p>One Planet</p>	<ul style="list-style-type: none"> •Portfolio •Profiles •Written questions 	

				power over nature by seeking him during challenges c) sing a song on Jesus calming the storm.	•Write a poem on God's power over nature		CRE page 77-78		
4	1	The Life of Jesus	Compassion for the Needy	By the end of the sub strand, the learner should be able to; a) describe the story of the feeding of four thousand men as a sign of compassion by Jesus. b) Role play the story of feeding the four thousand men. c) Apply the lesson learnt from the story of feeding thousand men in their daily lives.	•Learners in groups read Matthew 15:32-38 and retell the story in class •Learners to watch a video clip on the feeding of the four thousand men •Learners to role play the feeding of the four thousand men.	Why did Jesus feed the four thousand men?	Good News Bible Flash cards, Hymn books, Resource persons, community resources Pictures Songs Digital devices Charts One Planet CRE page 81.	•Anecdotal Notes, •Aural questions •Profiles •Authentic tasks	
	2	The Life of Jesus	Compassion for the Needy	By the end of the sub strand, the learner should be able to; a) Observe the pictures and read the headlines on the newspaper about helping the needy in the society. b) explain ways through Christians show compassion for the needy in the community.	•Learners brainstorm reasons Christians and leaders pull resources to support those who are affected by disasters. •Learners in small groups to discuss why showing	Why should you help those in need?	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 82-83.	•Observation Schedules, •Written Quizzes •Checklists, •Oral questions	

				c) appreciate the importance of supporting the needy for responsible living	kindness to others is important to Christians Observing and reading pictures of how Christians show kindness to the needy.				
	3	The Life of Jesus	Compassion for the Needy	By the end of the sub strand, the learner should be able to; a) Discuss and identify how Christians and leaders work together to help those affected in disaster. b) Draw a chart showing how Christians show compassion for the needy. c) Appreciate helping the needy in the society.	<ul style="list-style-type: none"> •Learners are guided to identify how to show compassion to the needy. •Learners are guided to discuss and identify how Christians and leaders in the community help those affected in disasters. 	Why should you help those in need?	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 83	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	
5	1	The Life of Jesus	Power of Jesus over Life	By the end of the sub strand, the learner should be able to: a) Describe the healing of the paralyzed man to understand the power faith in Jesus.	<ul style="list-style-type: none"> •Learners discuss different ways people solve their problems whenever they are sick •Learners in pairs read the 	What did Jesus do to the paralyzed man?	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	

				<p>b) Write down the story of healing of the paralyzed man to understand the power faith in Jesus.</p> <p>c) Appreciate the healing power of Jesus Christ.</p>	<p>story in Mark 2:1-5 and describe what they have learnt from the Bible text</p>		<p>One Planet CRE page 85-86</p>		
	2	The Life of Jesus	Power of Jesus over Life	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Watch a video clip on the story of the healing of the paralysed man.</p> <p>b) Role play the story of Jesus healing the paralysed man.</p> <p>c) Appreciate helping the sick as Jesus Christ.</p>	<p>Why was the paralyzed man brought to Jesus?</p>	<p>Learners to watch a video clip on Jesus healing the paralytic man. In groups learners to role play Jesus healing the paralyzed man.</p>	<p>Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 86</p>	<ul style="list-style-type: none"> ●Observation Schedules, ●Written Quizzes ●Checklists, ●Oral questions 	
	3	The Life of Jesus	Power of Jesus over Life	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explain lessons Christians learn from the healing of the paralyzed man.</p> <p>b) recite a prayer for healing of the sick.</p> <p>c) appreciate the great work of Jesus for healing the paralytic</p>	<p>What lesson do you learn from the healing of the paralyzed man?</p>	<ul style="list-style-type: none"> ●Learners in small groups to discuss lessons learnt about the people who brought the paralytic man. ●Learners to compose a thanksgiving prayer for 	<p>Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 87-88</p>	<ul style="list-style-type: none"> ●Observation Schedules, ●Written Quizzes ●Checklists, ●Oral questions 	

				man.		healing of the sick.			
7	1	Life of Jesus	Teachings of Jesus Christ Recovery of the lost human beings	By the end of the sub strand, the learner should be able to; a) narrate the parable of the lost sheep to give gratitude to God. b) Discuss how Christians attract others to become Christians. c) Appreciate practicing the good behaviours	Who is the lost sheep in the parable?	<ul style="list-style-type: none"> •Learners brainstorm ways through which Christians get followers •Learners in pairs to read Luke 15:1-7 and narrate the teachings of the parable. 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 90	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	
	2	Life of Jesus	Teachings of Jesus Christ Recovery of the lost human beings	By the end of the sub strand, the learner should be able to; a) explain lessons which Christians can learn from the parable of the lost sheep. b) Role play the parable of the lost sheep. c) Appreciate Jesus' love for the lost sinners by showing concern for others.	What was the shepherds react lion to the lost sheep?	<ul style="list-style-type: none"> •Learners to role play the parable of the lost sheep •Learners in small groups to discuss lessons learnt from the parable •Learners to discuss in small groups the meaning of the parable and relate it to their life experiences 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 92-93.	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	

	3	Life of Jesus	Teachings of Jesus Christ Recovery of the lost human beings	By the end of the sub strand, the learner should be able to; a)Read the words of the song titled God is love . b) Create a tune and use it to sing the song in class. c) Enjoy sing the song God is love.	Why should Christians search for a lost sheep?	In groups learners to sing a song on the love of God for those lost in sin. As a class learners are guided to read the words of song titled God is love. Discuss what you have learnt from the song for example God forgives sinners etc.	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 94	<ul style="list-style-type: none"> ●Observation Schedules, ●Written Quizzes ●Checklists, ●Oral questions 	
8	1	Life of Jesus	Responsible Living (Teachings from the Sermon on the Mountain)	By the end of the sub strand, the learner should be able to; a) Outline the virtues Jesus taught in the Sermon on the Mountain. b) Identify the meaning of the virtues taught in the mountain. c)Appreciate applying the virtues in day-to-day life	What virtues did Jesus teaches in the Sermon on the Mount?	<ul style="list-style-type: none"> ●Learners brainstorm the benefits of observing the virtues as taught by Jesus ●Learners to list the virtues in Matthew 5:7-9 and their meaning to human beings ●Learners in pairs to discuss 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 96	<ul style="list-style-type: none"> ●Observation Schedules, ●Written Quizzes ●Checklists, ●Oral questions 	

						the meanings of virtues and report to the class			
	2	Life of Jesus	Responsible Living (Teachings from the Sermon on the Mountain)	By the end of the sub-strand the learner should be able to; a) Identify the values that can enhance interpersonal relations. b) Role play how they can demonstrate different virtues to others. c) Appreciate demonstrating the virtues to their pers.	What virtues did Jesus teach in the Sermon on the Mount?	<ul style="list-style-type: none"> •Learners share how they should relate with their peers during interclass competitions •List the values that can enhance good interpersonal relations during interclass competitions. •Learners in small groups to discuss how they demonstrate the virtues in their relationship with others 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 96-97	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	
	3	Life of Jesus	Responsible Living (Teachings from the Sermon on the Mountain)	By the end of the sub-strand the learner should be able to; a) explain the benefits of	What virtues did Jesus teach in the Sermon on the Mount?	<ul style="list-style-type: none"> •I Learners are guided to brainstorm the benefits of observing the 	Good News Bible, Flash cards, Pictures, Songs,	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	

				<p>observing the moral teachings of Jesus for own self and others.</p> <p>b) recognize the importance of living in harmony with others for peaceful co-existence</p> <p>c) Appreciate living in harmony with others for peaceful co-existence</p>		<p>virtues and share with the class</p> <ul style="list-style-type: none"> •In pairs learners to share incidences when they demonstrated the virtues mentioned in the Bible verses provided. 	<p>Digital devices, Charts, poems, Realia</p> <p>One Planet CRE page 98-99</p>		
9	1	Life of Jesus	Empowering the Needy	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) narrate the story of the rich young man for moral application</p> <p>b) outline the relevance of the teachings of Jesus in the story of the rich young man and the society.</p> <p>c)Appreciate obeying God’s commandments in our lives.</p>	What did Jesus teach in the story?	<ul style="list-style-type: none"> •learners in pairs read Matthew 19:16-22 and explain lessons learnt •learners in groups to identify temptations that can keep them away from God •learners to brainstorm the meaning of eternal life and report to the class 	<p>Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 101-102</p>	<ul style="list-style-type: none"> •Observation Schedules, •Written Quizzes •Checklists, •Oral questions 	
	2	Life of	Empowering	By the end of the sub	Which projects	•Learners in	Good News	•Observation	

		Jesus	the Needy	-strand the learner should be able to; a) Role play the story of the rich man. b) Identify why people in their community work together in supporting the needy. c) Appreciate activities carried out by their leaders to empower the poor	are carried out in the community to support the needy?	pairs discuss why people in their community work together in supporting the needy •Learners explain activities carried out by their leaders to empower the poor •Learners to role play the story of the rich young man	Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 102-103	Schedules, •Written Quizzes •Checklists, •Oral questions	
3	Life of Jesus	Empowering the Needy	By the end of the sub-strand the learner should be able to; a) Compose a poem on how people empower the needy. b) Discuss how you can help the needy in the society. c) appreciate the importance respecting spiritual and material resources	Why did the rich young man find it difficult to share with others?	In groups learners to compose a poem on how to help the needy in the society. Learners are guided on how to help the needy in the society. They discuss the importance	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, Realia One Planet CRE page 106-107.	•Observation Schedules, •Written Quizzes •Checklists, •Oral questions		

						of respecting the spiritual and material resources			
10-11	END OF TERM ASSESSMENT AND CLOSING								