Oxford Christian Religious Activities Grade 3

Term Three Year Scheme of Work

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| W | LE  SS  O  N  S | STRAND  S | SUB  STANDS | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTIONS | LEARNING EXPERIENCES | LEARNIN  G  RESOUR  CES | ASSESSM  ENT | REF |
| 1 | 1 | THE EARLY LIFE OF JESUS CHRIST | Easter | By the end of the Sub strand, the learner should be able to: a) mention the importance of Easter in the life of a Christian b) identify the events that take place during Easter celebrations c) appreciate the resurrection of Jesus Christ by taking part in Easter celebrations | 1. Why do we celebrate Easter? 2. Which activities take place during Easter? 3. Why is Easter important to us? | ● Learners to read Mathew 28:1-6 ● Learners to list the activities that take place during Easter celebrations ● Learners to list in groups the importance of celebrating Easter ● Learners to role play the resurrection of Jesus in Mathew 28:1-6 ● Learners to recite Mathew 28:6 ● Learners to sing songs about Jesus resurrection | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 62-63 | Oral questions  Written exercise |  |
|  | 2 |  | Easter | By the end of the Sub strand, the learner should be able to: a) mention the importance of Easter in the life of a Christian b) identify the events that take place during Easter celebrations c) appreciate the resurrection of Jesus Christ by taking part in Easter celebrations | 1. Why do we celebrate Easter? 2. Which activities take place during Easter? 3. Why is Easter important to us? | ● Learners to read Mathew 28:1-6 ● Learners to list the activities that take place during Easter celebrations ● Learners to list in groups the importance of celebrating Easter ● Learners to role play the resurrection of Jesus in Mathew 28:1-6 ● Learners to recite Mathew 28:6 ● Learners to sing songs about Jesus resurrection | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 62-63 | Oral questions  Written exercise |  |
|  | 3 | CHRISTIAN VALUES | Honesty | By the end of the Sub strand, the learner should be able to: a) narrate the story of Ananias and Sapphira and  b)desire to be honest in their lives | 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items? | ●Learners to read the story of Ananias and Sapphira in Acts 5:1-11 ●Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. ●Learners to role play the story of Ananias and Sapphira ●Learners to discuss the importance of being honest with church offerings. ●Learners to role play ways of respecting other people’s items. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 66-68 | Oral questions  Written exercise |  |
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|  | 2 |  | Giving offering in church | By the end of the Sub strand, the learner should be able to:  a) practise honesty by taking offerings to church | 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items? | ●Learners to read the story of Ananias and Sapphira in Acts 5:1-11 ●Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. ●Learners to role play the story of Ananias and Sapphira ●Learners to discuss the importance of being honest with church offerings. ●Learners to role play ways of respecting other people’s items. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 68-69 | Oral questions  Written exercise |  |
|  | 3 |  | Respecting other people’s items | By the end of the Sub strand, the learner should be able to:  a) explain the importance of respecting other people’s items for harmonious living | 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items? | ●Learners to read the story of Ananias and Sapphira in Acts 5:1-11 ●Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. ●Learners to role play the story of Ananias and Sapphira ●Learners to discuss the importance of being honest with church offerings. ●Learners to role play ways of respecting other people’s items. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 70-71 | Oral questions  Written exercise |  |
| 3 | 1 |  | Honesty | By the end of the Sub strand, the learner should be able to:  a) practise honesty by taking offerings to church b) explain the importance of respecting other peoples items for harmonious living | 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items? | ●Learners to read the story of Ananias and Sapphira in Acts 5:1-11 ●Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. ●Learners to role play the story of Ananias and Sapphira ●Learners to discuss the importance of being honest with church offerings. ●Learners to role play ways of respecting other people’s items. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 66-68 | Oral questions  Written exercise |  |
|  | 2 |  | Honesty | By the end of the Sub strand, the learner should be able to:  a) practise honesty by taking offerings to church b) explain the importance of respecting other peoples items for harmonious living | 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items? | ●Learners to read the story of Ananias and Sapphira in Acts 5:1-11 ●Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. ●Learners to role play the story of Ananias and Sapphira ●Learners to discuss the importance of being honest with church offerings. ●Learners to role play ways of respecting other people’s items. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 66-68 | Oral questions  Written exercise |  |
|  | 3 |  | Thankfulness | By the end of the Sub strand, the learner should be able to: a) describe ways of thanking God for creating them | 1. How do you thank God as your creator? 2. Why should you thank God for your family, friends and teachers? | ● Learners to recite Psalms 136:1 ●Learners to write on flash cards some of the reasons for thanking God, family, friends and teachers ●Learners to say a simple, ‘Thank you’ prayer to God ●Learners to sing a thanksgiving song | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 66-68 | Oral questions  Written exercise |  |
| 4 | 1 |  | Thanking God for other people | By the end of the Sub strand, the learner should be able to:  a) thank God for their family, friends and teachers and appreciate them all the time | 1. How do you thank God as your creator? 2. Why should you thank God for your family, friends and teachers? | ● Learners to recite Psalms 136:1 ●Learners to write on flash cards some of the reasons for thanking God, family, friends and teachers ●Learners to say a simple, ‘Thank you’ prayer to God ●Learners to sing a thanksgiving song | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 66-68 | Oral questions  Written exercise |  |
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|  | 3 |  | Forgiveness: the story of the unforgiving servant | By the end of the Sub strand, the learner should be able to: a) describe the story of the unforgiving servant and relate it to their interaction with others | 1. What do we learn from the story of the unforgiving servant? 2. What happens when you do not forgive others? | ●Learners to read the story of the unforgiving servant in Matthew 18:21-35 ●Learners to watch a video on the unforgiving servant ●Learners to role play the Bible story of the unforgiving servant ●Learners to always say, ‘Sorry’ when they wrong others ●Learners to write on flash cards the verse from Colossians 3:13 and recite it aloud in turns | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 76-77 | Oral questions  Written exercise |  |
| 5 | 1 |  | Forgiving others | By the end of the Sub strand, the learner should be able to:  a) desire to forgive others in their day to day lives | 1. What do we learn from the story of the unforgiving servant? 2. What happens when you do not forgive others? | ●Learners to read the story of the unforgiving servant in Matthew 18:21-35 ●Learners to watch a video on the unforgiving servant ●Learners to role play the Bible story of the unforgiving servant ●Learners to always say, ‘Sorry’ when they wrong others ●Learners to write on flash cards the verse from Colossians 3:13 and recite it aloud in turns | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 76-77 | Oral questions  Written exercise |  |
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| 6 | 1 |  | Trust : people we can trust | By the end of the Sub strand, the learner should be able to: a) identify people they can trust for their own safety b) mention the people to report to in case of danger for appropriate action to be taken | 1. Whom do you trust? 2. Who do you report to in case of danger? 3. How do you feel when people talk about you? | ● Learners to read Proverbs 11:13 ● Learners to identify people they can trust ● Learners to mention the people to report to in cases of danger for appropriate action to be taken ● In groups or pairs, learners to role play, ‘How to behave when confronted by a stranger’ | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 76-77 | Oral questions  Written exercise |  |
|  | 2 |  | Talking about others | By the end of the Sub strand, the learner should be able to:  a) discuss the effects of talking about others for harmonious living | 4. Why is it wrong to talk about others? | ● Learners to discuss effects of talking about others ● Learners to sing the song, “Trust andobey………….” | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 82-83 | Oral questions  Written exercise |  |
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| 7 | 1 |  | Responsibility: personal cleanliness | By the end of the Sub strand, the learner should be able to: a) discuss the importance of personal hygiene for healthy living | 1. Why should you always observe personal cleanliness? | ● Learners to list the importance of personal cleanliness ● Learners to report students who play mischief ● Learners to role play doing household chores without expecting rewards from parents ● Learners to recite Philippians 2:4 | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 82-83 | Oral questions  Written exercise |  |
|  | 2 |  | Correcting others | By the end of the Sub strand, the learner should be able to:  a) acquire the value of responsibility by correcting those in the wrong | 2. What should you do if your brother or sister is not doing the right thing? | ● Learners to list the importance of personal cleanliness ● Learners to report students who play mischief ● Learners to role play doing household chores without expecting rewards from parents ● Learners to recite Philippians 2:4 | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 86-87 | Oral questions  Written exercise |  |
|  | 3 |  | Responsibility: working at home | By the end of the Sub strand, the learner should be able to:  a) develop responsibility by not expecting a reward when they do chores at home | 3. Why should you not expect rewards after doing household chores | ● Learners to list the importance of personal cleanliness ● Learners to report students who play mischief ● Learners to role play doing household chores without expecting rewards from parents ● Learners to recite Philippians 2:4 | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 87-89 | Oral questions  Written exercise |  |
| 8 | 1 |  | Responsibility: working at home | By the end of the Sub strand, the learner should be able to:  a) develop responsibility by not expecting a reward when they do chores at home | 3. Why should you not expect rewards after doing household chores | ● Learners to list the importance of personal cleanliness ● Learners to report students who play mischief ● Learners to role play doing household chores without expecting rewards from parents ● Learners to recite Philippians 2:4 | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 87-89 | Oral questions  Written exercise |  |
|  | 2 | THE CHURCH | PRAYER: THE LORDS PRAYER | By the end of the Sub strand, the learner should be able to: a) recite the Lord’s prayer and apply it in their daily lives | 1. Which prayer did Jesus Christ teach His disciples? | ● Learners to recite the Lord’s prayer Mathew 6:9-13 ● Learners to read the Lord’s prayer from a chart displayed in class ● Learners to role play ways of showing respect to God during prayers. ● Learners to sing the Lord’s Prayer. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 90-92 | Oral questions  Written exercise |  |
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| 9 | 1 |  | Showing respect to God during prayer | By the end of the Sub strand, the learner should be able to:  a) show respect to God during prayer by adopting different postures of prayer | 2. How can you show respect to God during prayer? | ● Learners to recite the Lord’s prayer Mathew 6:9-13 ● Learners to read the Lord’s prayer from a chart displayed in class ● Learners to role play ways of showing respect to God during prayers. ● Learners to sing the Lord’s Prayer. | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 90-92 | Oral questions  Written exercise |  |
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|  |  |  | The Holy spirit: the coming of the Holy spirit | By the end of the Sub strand, the learner should be able to: a) discuss the coming of the Holy Spirit on the day of Pentecost and relate it to their lives | 1. What happened on the day of Pentecost? | ● Learners to read Acts 2:1-4 ● Learners to watch a video clip on the coming of the Holy Spirit to model and label four fruits of the Holy Spirit (love, joy, peace and kindness) ● Learners to sing songs on the coming of the Holy Spirit | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 94-95 | Oral questions  Written exercise |  |
|  |  |  | The fruit of the Holy spirit | By the end of the Sub strand, the learner should be able to: a) appreciate the fruit of the Holy Spirit by living harmoniously with others b) desire to be led by the Holy spirit as they make decisions in life | 2. Which are some of the fruits of the Holy Spirit? | ● Learners to read Galatians 5:22 ● Learners to draw a tree and attach labels of the fruits of the Holy Spirit (love, joy, peace and kindness) ● In groups, learners | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 95-96 | Oral questions  Written exercise |  |
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|  |  |  | The work of the Holy spirit | By the end of the Sub strand, the learner should be able to:  a) identify the work of the Holy spirit in the life of a Christian | 3. What is the work of the Holy Spirit in the life of a Christians? | ● Learners to read Galatians 5:22 ● Learners to draw a tree and attach labels of the fruits of the Holy Spirit (love, joy, peace and kindness) ● In groups, learners | Good news bible  Props and costumes for role playing  Learner’s Book 3 page 97-99 | Oral questions  Written exercise |  |
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