

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD A

Subject: Mathematics

Topics: Number

Skills to be developed: Comparing, identifying, grouping, matching, discrimination, counting and numeracy

Methods to be used:

- ❖ Problem solving
- ❖ Discovery
- ❖ Questioning
- ❖ Group projects
- ❖ Discussion
- ❖ Song and dance

Broad aims:

- ❖ To help learners to develop mathematical knowledge and skills.
- ❖ To help learners to lay a foundation for the learning of mathematics.
- ❖ To help learners to have an opportunity to experience and discover mathematical concepts such as the use of numbers, learning numbers and number concepts like matching, ordering, construction, sorting etc.
- ❖ To help learners understand and appreciate the role of mathematics across the curriculum.

Cross Cutting Themes: ICT, Financial literacy, Business enterprise

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/26 L1 TUE	NUMBER Matching Object matching.	By the end of the lesson learners should be able to: Identify and match objects according to colour.	visual discrimination finger dexterity matching	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 2	Assumed knowledge: Lnrs know primary colours. Intro: Singing rhyme “colours, colours”. 1: Tr explains and demo on matching objects. 2: Lnrs match objects in pairs. 3: Groups give feedback. 4: Individual work. Conclusion: Lnrs pick randomly and match objects with similar colour.	Different objects	
L2 WED	Matching pictures.	Match pictures according to colour.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 3	Assumed knowledge: Lnrs can match colours. Intro: Recap on matching objects. 1: Tr demo matching pictures according to colour. 2: Lnrs match pictures in groups of three. 3: Group give feedback. 4: Individual written work. Conclusion: Class discussion.	Picture cards	
L3 THUR	Matching blocks.	Match blocks according to shape.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 4	Assumed knowledge: Lnrs can match objects. Intro: Lnrs collect different blocks. 1: Tr explains and demo matching blocks while Lnrs observe. 2: In grps of four Lnrs match the given blocks. 3: Grps give feedback with the help of the tr. 4: Written work. Conclusion: Questioning and answer.	Blocks	

L4 FRI	Matching objects	Identify and match objects according to size.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 1	Assumed knowledge: Lnrs can match colours Intro: Reciting “ God’s love is like a circle ”. 1: Tr explains on matching objects according to size. 2: In pairs, lnrs match given objects. 3: Feedback from the groups. 4: Individual work. Conclusion: Class discussion.	Different objects	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK2 23/01/26 L1 &2 MON	Counting Zero up to 1	By the end of the lesson learners should be able to: Count from 0 up to 1.	Numeracy Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 5	Assumed knowledge: Lnrs know a circle. Intro: Reciting “ I can count ”. 1: Tr demo counting from 0 up to 1. 2: Lnrs count in pairs. 3: Grps give feedback with the help of the tr. 4: Lnrs count individually. Conclusion: Revision of the lesson.	Counters	
L3 TUE	Number sets of 1	Make at least 2 sets of one object	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 10	Assumed knowledge: Lnrs can count. Intro: Recap on counting up to 1. 1: Tr demonstrates making set of 1. 2: Lnrs make sets of 1 in pairs. 3: Groups give feedback and tr assists the weak. 4: Individual written work. Conclusion: Revision of the work.	Counters Utensils	
L4 WED	Number pattern 1 1 1 1	Write at least three number pattern of one	Numeracy Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 5	Assumed knowledge: Lnrs can count up 1. Intro: Recap on number sets. 1: Tr demo writing number pattern. 2: Lnrs write the number pattern of one in pairs. 3: Grps presentation. 4: Lnrs write number pattern individually. Conclusion: Singing “ five little ducks ”	Chalk board illustration Crayons	

L5 THUR	Counting rhymes	Sing at least one counting rhyme	Numeracy Counting Refinement of vocabulary	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can sing. Intro: Singing “ five in the family ”. 1: Tr introduces and demo singing “ one buckle my shoe ”. 2: Lnrs sing the introduced rhyme in fours. 3: Feedback from the groups. 4: Lnrs sing the rhyme individually. Conclusion: Questioning and answer.	ICT tools	
L6 FRID	Revision	Answer at least two questions correctly	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can answer questions. Intro: Reciting “ I can count ”. 1: Tr gives Lnrs task on counting in groups. 2: Lnrs work on given task in pairs. 3: Feedback from the groups. 4: Individual work Conclusion: Revision of the lesson.	Counters	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 3 30/01/26 L1 & 2 MON	Counting Counting up to 2	By the end of the lesson learners should be able to: Count from zero up to two	Numeracy Left to right orientation Counting	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 6	Assumed knowledge: Lnrs can count up to 1. Intro: Lnrs sing the rhyme “ I can count ”. 1: Tr demo counting up to two. 2: Lnrs practice counting up to 2 in pairs. 3: Grps present their work with the help of the tr. 4: Lnrs count up to 2 individually. Conclusion: Revision of the lesson.	Counters Locally available materials	
L3 TUE	Number sets of 2	Make at least 2 sets of two objects	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up 2. Intro: Recap on counting. 1: Tr demo making sets of two. 2: Learners make sets of 2 in pairs. 3: Groups present their work and tr assists the weak.	Different objects Bottle tops	

					4: Individual written work. Conclusion: Revision of the work.		
L4 WED	Number pattern 2 2 2 2 2	Write at least three number pattern of two	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 6	Assumed knowledge: Learners can count up to 2. Intro: Lnrs count up to 2 orally. 1: Tr demo writing number pattern of two. 2: Lnrs write the number pattern on ground. 3: Tr assists the weak. 4: Lnrs write the number pattern on paper individually. Conclusion: Singing “five little ducks”	Outdoor Crayons Chalk board illustration	
L5 THUR	Matching sets of 2.	Compare and match sets of two objects	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 2. Intro: Singing “five in the family” 1: Tr gives an example of matching sets of objects. 2: Lnrs match objects to sets in threes. 3: Feedback from the groups. 4: Written work individually. Conclusion: Questioning and answer.	Locally available materials	
L6 FRID	Counting games- Nhodo	Demonstrate playing counting games.	Eye hand coordination Turn taking	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs play games. Intro: Singing “five in the family”. 1: Tr demo playing nhodo while lnrs observe. 2: Learners play nhodo in pairs. 3: Tr assists the weak. Conclusion: Class discussion.	Outdoor Stones	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK4 06/02/26 L1 & 2	Counting Counting up to 3	By the end of the lesson learners should be able to:	Numeracy Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 7	Assumed knowledge: Lnrs can count up to 2. Intro: Lnrs sing the rhyme “one buckle my shoe”. 1: Tr demo counting up to three. 2: Lnrs count up to 3 in pairs.	Counters Locally available resources	

MON		Count from zero up to 3	Counting		3: Grps give feedback with the help of the tr. 4: Lnrs count up to 3 individually. Conclusion: Revision of the lesson.		
L3 TUE	Number sets of 3	Make at least 2 sets of three objects	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up 3. Intro: Recap on counting. 1: Tr demo making sets of three. 2: Lnrs make sets of 3 in pairs. 3: Groups present their work and tr assists the weak. 4: Individually Lnrs make sets of 3. Conclusion: Revision of work.	Different objects	
L4 WED	Number pattern 3 3 3 3	Write at least three number pattern of three	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 7	Assumed knowledge: Lnrs can count up 3. Intro: Lnrs count up to 3 orally. 1: Tr demo writing number pattern of three. 2: Lnrs write the number pattern on ground. 3: Tr assists the weak. 4: Lnrs write the number pattern on paper individually. Conclusion: Singing “ five little ducks”	Papers Crayons Chalk board illustration	
L5 THUR	Matching sets of 3.	Compare and match sets of four objects	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 2. Intro: Singing “five in the family” 1: Tr gives an example of matching sets of objects. 2: Lnrs match numbers to sets in threes. 3: Feedback from the groups. 4: Written work individually. Conclusion: Questioning and answer.	Locally available materials Crayons	
L6	Counting card games	Demonstrate counting	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs play games. Intro: Lnrs name the games they know. 1: Tr demo playing the card game. 2: Lnrs play card game in pairs.	Outdoor Stones	

FRID		through playing card games.	Turn taking		3: Groups give feedback. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK5 13/02/26 L1 & 2 MON	Counting Counting up to 4	By the end of the lesson learners should be able to: Count from zero up to four	Numeracy Left to right orientation Counting	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 8	Assumed knowledge: Lnrs can count up to 3. Intro: Lnrs sing the rhyme “I can count” . 1: Tr demo counting up to four. 2: Lnrs practice counting up to 4 in pairs. 3: Grps present their work with the help of the tr. 4: Lnrs count up to 4 individually. Conclusion: Revision of the lesson.	Counters Locally available materials	
L3 TUE	Number sets of 4	Make at least 2 sets of four objects	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 4. Intro: Recap on counting. 1: Tr demo making sets of four. 2: Lnrs make sets of 4 in pairs. 3: Groups present their work. Tr assist the weak. 4: Individually lnrs make set of four. Conclusion: Revision of the work.	Different objects Bottle tops	
L4 WED	Number pattern 4 4 4 4	Write at least three number pattern of four	Numeracy Counting Left to right	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 8	Assumed knowledge: Lnrs can count up to 4. Intro: Lnrs count up to 4 orally. 1: Tr demo writing number pattern of four. 2: Lnrs write the number pattern on ground. 3: Tr assists the weak. 4: Lnrs write the number pattern individually. Conclusion: Singing “ five little ducks”	Outdoor Crayons Chalk board illustration	
L5 THUR	Matching sets of 4	Compare and match sets of four objects	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 4. Intro: Singing “I can count” 1: Tr gives an example of matching sets of objects. 2: Lnrs match sets of threes. 3: Feedback from the groups.	Locally available materials	

					4: Lnrs match sets of objects individually. Conclusion: Questioning and answer.		
L6 FRID	Counting rhymes – five green paw paws	Demonstrate counting through singing rhymes.	Numeracy Counting Turn taking	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can sing rhymes. Intro: Lnrs count up to 4. 1: Tr introduces the rhyme “ five green paw paws ”. 2: Lnrs sing the introduced rhyme in fours. 3: Tr assists the weak. 4: Lnrs sing the rhyme individually. Conclusion: Class discussion.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK6 20/02/26 L1 & 2 MON	Counting Counting up to 5	By the end of the lesson learners should be able to: Count from zero up to five	Numeracy Left to right orientation Counting	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 9	Assumed knowledge: Lnrs can count up to 4. Intro: Singing the rhyme “ five in the family ”. 1: Tr demo counting up to five. 2: Lnrs practice counting up to 5 in threes. 3: Grps present their work. 4: Lnrs count up to 5 individually. Conclusion: Revision of the lesson.	Counters Locally available materials	
L3 TUE	Number sets of 5	Make at least 2 sets of five objects	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up 5. Intro: Recap on counting. 1: Tr demo making sets of five. 2: Lnrs make sets of 5 in pairs. 3: Groups present their work and tr assist the weak. 4: Individually lnrs make set of five. Conclusion: Revision of the work.	Different objects Bottle tops	
L4 WED	Number pattern 5 5 5 5	Write at least three number pattern of five	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up 5. Intro: Lnrs count up to 5 orally. 1: Tr demo writing number pattern of five. 2: Lnrs write the number pattern on ground.	Outdoor Crayons	

			Left to right orientation	Plus one pg 9[p	3: Tr assists the weak. 4: Lnrs write the number pattern individually. Conclusion: Singing “ five little ducks ”	Chalk board illustration	
L5 THUR	Matching sets of 5	Compare and match sets of five objects	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 4. Intro: Singing “ I can count ” 1: Tr gives an example of matching sets of objects. 2: Lnrs match sets of fives. 3: Feedback from the groups. 4: Lnrs match sets of objects individually. Conclusion: Questioning and answer.	Locally available materials	
L6 FRID FRID	Counting rhymes – one finger up	Demonstrate counting through singing rhymes.	Numeracy Counting Team work	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can recite poems. Intro: Lnrs count up to 5. 1: Tr introduces counting rhyme “ I can count ”. 2: Lnrs sing the introduced rhyme in threes. 3: Tr assists the weak. 4: Lnrs sing the counting rhyme individually. Conclusion: Class discussion.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK7 27/02/26 L1 & 2 MON	Ordering Ordering according to colour.	By the end of the lesson learners should be able to: Arrange objects according to colour.	Comparing Discrimination Ordering Numeracy	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 14	Assumed knowledge: Lnrs can match objects. Intro: Tr introduces and explains on ordering. 1: Tr demo arranging objects according to colour while lnrs observe. 2: In fours lnrs arrange given objects according to colour. 3: Groups present their work. 4: Individually lnrs arrange given objects according to colour. Conclusion: Reciting “ colours, colours ”.	Blocks Locally available materials	

L3 TUE	Ordering according to colour.	Arrange pictures according to colour.	Comparing Discrimination Numeracy	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 15	Assumed knowledge: Lnrs can match colours. Intro: Recap of the previous lesson. 1: Tr explains on arranging pictures according to colour. 2: In pairs, lnrs arrange pictures according to colour. 3: Groups give feedback. 4: Individually lnrs arrange pictures according to colour. Conclusion: Questioning and answer.	Pictures	
L4 WED	Ordering according to type.	Identify and sort similar objects according to type.	Comparing Discrimination Numeracy	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 23	Assumed knowledge: Lnrs can match objects. Intro: Reciting “colours, colours”. 1: Tr demo ordering objects according to type while lnrs observe. 2: In fours lnrs demo ordering given objects according to type. 3: Groups present their work. 4: Individually lnrs demo ordering the given objects. Conclusion: Class discussion.	Locally available materials	
L5 THUR	Ordering according to size.	Arrange objects from smallest to biggest	Comparing Discrimination Numeracy	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can compare colours. Intro: Recap on the matching of objects according to colour. 1: Tr explains and demo on arranging objects from the smallest to the biggest. 2: In pairs, lnrs arrange given objects from the smallest. 3: Groups give feedback. 4: Individually lnrs arrange given objects from the smallest.	Locally available materials	

					Conclusion: Questioning and answer.		
L6 FRID	Ordering according to size.	Arrange pictures from biggest to smallest.	Numeracy Counting Left to right	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrns can match objects. Intro: Reciting “Jongwe mukuru ndiani”. 1: Tr demo arranging objects from the biggest to the smallest. 2: In pairs, learners arrange given objects. 3: Groups give feedback. 4: Individually lnrns arrange given objects. Conclusion: Revision of the lesson.	Locally available materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK8 06/03/26 L1 & 2 MON	Construction Constructing different objects using different materials.	By the end of the lesson lnrns should be able to: Construct different objects using different local available materials.	Inquiry mind Self esteem Fine motor skills Eye hand coordination	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 16-17	Assumed knowledge: Learners can draw. Intro: Tr explains on construction. 1: Lnrns name displayed materials. 2: Tr demo construction using displayed materials. 3: Lnrns construct using given materials. 4: Tr assists the weak. Conclusion: Class discussion and displaying of work.	Locally available materials	
L3 TUE	Patterns	Form patterns using different given pieces	Critical thinking Eye hand coordination Fine motor skills Creative skills	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrns can write up down pattern. Intro: Recap of the previous lesson. 1: Tr demo forming a pattern using seeds. 2: In pairs, lnrns form patterns of their own choice using seeds. 3: Lnrns present their work. 4: Individually lnrns create their own patterns. Conclusion: Questioning and answer.	Seeds Paint	

L4 WED	Threading hollow	Thread at least one hollow materials.	Sensory skills Eye hand coordination Finger dexterity Creative skills	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs know a necklace. Intro: Tr explains on threading a hollow. 1: Tr demo threading beads. 2: In pairs lnrs thread beads while tr monitors. 3: Groups present their work. 4: Individually lnrs thread beads. Conclusion: Learners display their work singing the song “ Amai ndakanaka. ”	Strings Beads Straws Locally available materials	
L5 THUR	Block construction	construct patterns using blocks of different colours	Sensory skills Eye hand coordination Finger dexterity Creative skills	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can thread beads. Intro: Recap of the previous lesson. 1: Tr demo constructing construction using blocks while learners observe. 2: In pairs lnrs construct blocks with the help of the teacher. 3: Groups give feedback. 4: Individually lnrs construct using blocks. Conclusion: Class discussion.	Blocks Locally available materials	
L6 FRID	Construction games	Demonstrate ICT construction games.	Critical thinking Eye hand coordination Finger dexterity Creative skills	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can construct blocks. Intro: Lnrs name the ICT games they know. 1: Tr demo playing ICT constructing games while learners observe. 2: In pairs learners play ICT games. 3: Teacher monitors lnrs. 4: Lnrs play the game individually. Conclusion: Revision of the lesson.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 9 13/03/26 L1 & 2 MON	Sorting Object sorting- colour	By the end of the lesson learners should be able to: Sort objects according to their colour	Discrimination Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 22	Assumed knowledge: Lnrs know primary colours. Intro: Singing “colours, colours”. 1: Tr demo matching objects according to colour. 2: In pairs learners match given objects according to colour. 3: Groups give feedback. 4: Individual matching of objects with the same colour. Conclusion: Singing “sing for blue...”	Different objects	
L3 TUE	Object sorting- size	Sort objects according to their size	Discrimination Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 18	Assumed knowledge: Lnrs can match colours. Intro: Tr explains on matching objects according to size. 1: Tr demo sorting objects according to size. 2: Lnrs sort given objects in pairs according to size. 3: Groups give feedback. 4: Individually lnrs sort objects according to size. Conclusion: Singing “Dai ndiri karuva kadiki...”	Locally available materials	
L4 WED	Object sorting- type	Sort objects according to type	Discrimination Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 19	Assumed knowledge: Lnrs can sort objects according to size. Intro: Tr explains on sorting objects according to type. 1: Tr demo sorting objects according to type. 2: In pairs, learners sort objects according to their type. 3: Groups give feedback 4: Individually lnrs sort given objects. Conclusion: Questioning and answer.	Different objects	

L5 THUR	Object sorting-use	Sort objects according to use	Discrimination Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can match objects. Intro: Tr explains on sorting objects according to use. 1: Lnrs name objects on the display. 2: In groups of three learners sort given objects according to their use. 3: Groups present their work with the assistance of the teacher. 4: Individually lnrs sort given objects Conclusion: Revision of the lesson.	Locally available materials	
L6 FRID	Picture sorting	Sort different pictures of clothes according to weather	Discrimination Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Learners know a sun. Intro: Learners sing “rain, rain go away”. 1: Lnrs name clothes shown on the pictures. 2: In pairs lnrs sort given clothes according to weather. 3: Groups present their work. 4: Individually learners draw a hat. Conclusion: Revision of the lesson.	Crayons Clothes Pictures of clothes	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK10 20/03/26 L1 & 2 MON	REVISION NUMBER Matching Sorting objects	By the end of the lesson learners should be able to: Identify and and colour big or small objects.	visual discrimination finger dexterity matching one to one correspondence	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs know primary colours. Intro: Singing rhyme “God’s love is like a circle”. 1: Tr explains and demo on the terms big and small. 2: Lnrs identify big and small objects in pairs. 3: Groups give feedback. 4: Individual colouring of big and small objects. Conclusion: Lnrs pick randomly and match objects with similar colour.	Different objects	

L3 TUE	Matching pictures.	Match pictures according to colour.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syll page 14 Plus one pg 25	Assumed knowledge: Lnrns know colours. Intro: Recap on matching objects. 1: Tr demo matching pictures according to colour. 2: Lnrns match pictures in groups of three. 3: Group give feedback. 4: Individual work. Conclusion: Class discussion.	Picture cards	
L4 WED	Matching blocks according to colour.	Match blocks according to colour.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrns can match objects. Intro: Lnrns collect different blocks. 1: Tr demo matching blocks while lnrns observe. 2: In grps of four lnrns match the given blocks. 3: Grps give feedback with the help of the tr. 4: Individual written work. Conclusion: Questioning and answer.	Blocks	
L5 THUR	Matching objects.	Identify and match objects according to size.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrns can match colours Intro: Reciting “ God’s love is like a circle ”. 1: Tr explains on the matching objects according to size. 2: In pairs, lnrns match given objects. 3: Feedback from the groups. 4: Individual work. Conclusion: Class discussion.	Different objects	
L6 FRID	Object matching	Identify and match objects according to colour.	Visual discrimination Finger dexterity One to one correspondence	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrns know primary colours. Intro: Singing rhyme “ colours, colours ”. 1: Tr explains and demo on matching objects. 2: Lnrns match objects in pairs. 3: Groups give feedback. 4: Individual work.	Different objects	

					Conclusion: Lnrs pick randomly and match objects with similar colour.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK11 27/03/26 L1 & 2 MON	Counting Counting up to 5	By the end of the lesson learners should be able to: Count from zero up to five	Numeracy Left to right orientation Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 4. Intro: Singing the rhyme “ five in the family ”. 1: Tr demo counting up to five. 2: Lnrs practice counting up to 5 in threes. 3: Grps present their work. 4: Lnrs count up to 5 individually. Conclusion: Revision of the lesson.	Counters Locally available materials	
L3 TUE	Number sets of 5	Make at least 2 sets of objects up to 5	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 5. Intro: Recap on counting. 1: Tr demo making sets of numbers. 2: Lnrs make sets of given numbers in pairs. 3: Groups present their work and tr assists the weak. 4: Individually lnrs make assigned set of numbers. Conclusion: Revision of the work.	Different objects Bottle tops	
L4 WED	Number pattern	Write at least three number patterns.	Numeracy Counting Left to right	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 5. Intro: Lnrs count up to 5 orally. 1: Tr demonstrates writing number patterns. 2: Lnrs write the number pattern on the ground. 3: Tr assists the weak. 4: Learners write the number pattern individually. Conclusion: Singing “ five little ducks ”	Outdoor Crayons Chalk board illustration	
L5	Matching sets of numbers	Compare and match sets of objects	Numeracy Counting	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs can count up to 4. Intro: Singing “ I can count ” 1: Tr gives an example of matching sets of objects.	Locally available materials	

THUR			Left to right orientation		2: Lnrs match sets of objects in pairs. 3: Feedback from the groups. 4: Lnrs match sets of objects individually. Conclusion: Questioning and answer.		
L6 FRID	Counting rhymes	Demonstrate counting through playing indigenous games.	Numeracy Counting Team work	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Lnrs play games. Intro: Lnrs count up to 5. 1: Tr introduces counting rhyme “ one finger up ”. 2: Learners sing counting rhymes in threes. 3: Tr assists the weak. 4: Lnrs the rhyme individually. Conclusion: Class discussion.	ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 12 03/04/26 MON-FRID	REVISION Number	By the end of the lesson learners should be able to: Write revision tests correctly.	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syll page 14	Assumed knowledge: Learners have grasped all concept covered. Intro: Singing rhymes. 1: Demonstration by the teacher. 2: Learners work on given tasks in groups. 3: feedback from groups. 4: Individual work. Conclusion: Revision of exercises and tests.	Chalk board illustration Pencils	

Teacher’s Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD A

Subject: Physical Education

Topics:

- ❖ Safety and health
- ❖ Human body
- ❖ History of Arts
- ❖ Gymnastics

Skills to be developed: Conservation, problem solving, classifying, observation, finger dexterity, logic and manipulative skills.

Methods to be used

- ❖ Discussions
- ❖ Group projects
- ❖ Demonstrations

Broad aims

- ❖ To help learners to lay a foundation of cultural practices, historical perspectives into science and technology education.
- ❖ To help learners to have an understanding of the learning area which will promote cultural appreciation in its diverse nature.

Cross Cutting Themes

- ❖ Cultural diversity
- ❖ Environmental management
- ❖ Healthy and safety

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/26 TUE L1 & 2	SAFETY AND HEALTH Safety rules Hazardous objects.	By the end of lesson learners should be able to: Identify hazardous objects in the environment.	Logic Team work Visual skills Awareness	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 1	Assumed knowledge: Lnrs know dangers of playing with fire. Intro: Lnrs name dangers they know when playing. 1: Tr explains on hazardous objects. 2: In groups lnrs classify objects that are hazardous and non -hazardous. 3: Grps present their work. 4: Individually lnrs name hazardous objects. Conclusion: Revision of work.	Outdoor Safety equipment	

WED L 3 & 4	Safety rules in Physical Education and Arts play areas.	Discuss and list at least two safety rules of the playing area.	Logic Team work Visual skills Awareness	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 2	Assumed knowledge: Lnrs know hazardous objects. Intro: Singing “ usarase marara ” while picking litter. 1: Tr explains on safety rules of the play area. 2: In grps of three lnrs demo safety rules. 3: Feedback from the grps. 4: Individually lnrs state two safety rules. Conclusion: Class discussion.	Outdoor play area	
THUR L 5 & 6	Safety rules with self and others.	Suggest safety rules pertaining to Physical education and Arts.	Logic Team work Visual skills Critical thinking	Physical Education ECDA – Grade 2 Syllabus page 18	Assumed knowledge: Lnrs know safety rules of the play area. Intro: Recap on safety rules. 1: Tr explains on safety with others. 2: In pairs lnrs suggest their own safety rules. 3: Feedback from the groups. 4: Individually lnrs identify danger and state its safety. Conclusion: Class discussion le.	Outdoor Safety equipment	
FRID L 7 & 8	Caring for the environment.	Identify and discuss about various ways of caring for the environment.	Logic Team work Visual skills Fine motor skills	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 3	Assumed knowledge: Lnrs know safety rules of the play area. Intro: Recap on safety rules. 1: Tr explains on how to care for the environment. 2: In groups lnrs clean the school environment. 3: Grps give back on ways they did to clean the school premise. 4: Individually lnrs state one way of keeping the environment clean. Conclusion: Class discussion.	School premise Classroom ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 2 23/01/26 MON L 1 & 2	SAFETY AND HEALTH Health Physical health and fitness.	By the end of lesson learners should be able to: Demonstrate exercises that maintain physical fitness and mental health.	Gross motor skills Coordination of muscles Weight transfer and bearing	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 4	Assumed knowledge: Lnrs know how to care for the environment. Intro: Singing “ chibata mabvi chauya ” 1: Tr explains on physical fitness and mental health. 2: In grps of four Lnrs play games that promotes physical fitness and mental health. 3: Feedback from the grps. 4: Lnrs state activities that promote physical fitness individually. Conclusion: Revision of work.	School premise Safety equipment	
TUE L 3 & 4	Personal and environmental hygiene.	Demonstrate and discuss about personal and environmental hygiene.	Gross motor skills Coordination of muscles Weight transfer and bearing	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 7-8	Assumed knowledge: Lnrs know physical fitness activities. Intro: Singing “ don’t throw rubbish ”. 1: Tr explains on personal and environmental hygiene. Lnrs pick litter. 2: Lnrs demo bending, stretching and twisting in grps of three. 3: Grps present their work. 4: Individual demo on bending. Conclusion: Singing “ chii chinorwadza ”	School ground Safety equipment	
WED L 5 & 6	Healthy foods.	Name healthy and unhealthy foods.	Audio skills Visual skills Team work Creativity	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 5-6	Assumed knowledge: Lnrs know ways of promoting personal hygiene. Intro: Singing “ food is very good ”. 1: Tr explains on healthy and unhealthy food. 2: In groups of four Lnrs identify healthy and unhealthy food. 3: Feedback from the groups. 4: Individually Lnrs paste pictures of healthy food. Conclusion: Revision of work.	Pictures Food pyramid Glue	

THUR L 7 & 8	Good eating habits	Identify and demonstrate good eating habits.	Auditory skills Self-expression Turn taking	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 9	Assumed knowledge: Lnrns can distinguish healthy and unhealthy food. Intro: Recap on healthy and unhealthy food. 1: Tr explains on good eating habits. 2: In groups lnrns demo good eating habits. 3: Groups present their work. 4: Individually lnrns demo good eating habits. Conclusion: Class discussion.	Pictures ICT tools	
FRID L 9 & 10	Health and wellness tests and measurements	Explain the dangers of poor hygiene.	Gross motor skills Coordination of muscles Refinement of vocabulary	Physical Education ECDA – Grade 2 Syllabus page 18 Plus one pg 10	Assumed knowledge: Lnrns know personal upkeep. Intro: Recap on good eating habits. 1: Tr gives an explanation on dangers of poor hygiene. 2: In groups of five lnrns role play the dangers of poor hygiene. 3: Groups presentation. 4: Individually lnrns state one danger caused by poor hygiene. Conclusion: Singing “manyoka nekurutsa zvinouraya”	Pictures of health issues ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 3 30/01/26 MON L 1 & 2	HUMAN BODY Body parts Different parts of the human body.	By the end of lesson lnrns should be able to: Identify and name parts of their body.	Naming Language development	Physical Education ECDA – Grade 2 Syllabus page 19 Plus one pg 11	Assumed knowledge: Lnrns can describe themselves. Intro: Lnrns identify and name their body parts. 1: Tr introduces the rhyme “ head and shoulders ”. 2: Lnrns recite the rhyme in groups of three. 3: Grps presentation. 4: Individually lnrns sing the introduced rhyme. Conclusion: Class discussion.	Chart Dolls Pictures	

TUE L 3 & 4	Functions of body parts.	State the functions of the body parts.	Naming Body movement Coordination. Language development	Physical Education ECDA – Grade 2 Syllabus page 19	Assumed knowledge: Lnrs know a leg. Intro: Recap on human body parts. 1: Tr and Lnrs discuss about the functions of different body parts. 2: In pairs Lnrs demo how to use their body parts. 3: Feedback from groups. 4: Individual matching of body parts to their function. Conclusion: Singing “bata musoro”	Chart of human body Crayons	
WED L 5 & 6	Human beings are of different sexes.	Differentiate between males and females through playing games. Draw themselves.	Naming Language development Visual skills	Physical Education ECDA – Grade 2 Syllabus page 19	Assumed knowledge: Lnrs know their sex. Intro: Recap on the uses of body parts. 1: Tr and Lnrs discuss about the difference between girls and boys. 2: In grps of five learners play a game song “ dudu muduri ” naming of boys and girls. 3: Groups give feedback. 4: Lnrs draw themselves. Conclusion: Revision of work.	Charts Crayons	
THUR L 7 & 8	Jigsaw puzzle	Fix picture puzzles of human body.	Naming Body movement Coordination. Language development	Physical Education ECDA – Grade 2 Syllabus page 19	Assumed knowledge: Lnrs know body parts. Intro: Recap of the previous lesson on different sexes. 1: Tr explains and demo fixing puzzle while Lnrs observe. 2: In pairs Lnrs fix puzzles of given pictures. 3: Grps present their work. 4: Individual fixing of the puzzle. Conclusion: Class discussion.	Puzzles Pictures Glue	
FRID L 9 & 10	Left to right orientation	Demonstrate left to right orientation.	Left to right orientation	Physical Education ECDA – Grade 2	Assumed knowledge: Lnrs can fix puzzles. Intro: Game song “ mberi shure ”. 1: Tr demo drawing lines from left to right. 2: Learners draw lines on the ground.	Chalk board illustration	

			Visual skills	Syllabus page 19 Plus one pg 12	3: Tr assists the weak. 4: Individual written work. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 4 06/02/26 MON L 1 & 2	HISTORY OF ARTS Music and dance Folk music	By the end of lesson learners should be able to: Identify folk songs in the past and present.	Auditory skills Creativity Cooperation	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 13	Assumed knowledge: Lnrs can sing rhymes. Intro: Lnrs listen to the played music. 1: Tr explains on past and present folk music. 2: In groups of four lnrs sing and dance the folk music played. 3: Groups present their work. 4: Individually lnrs identify one present folk music. Conclusion: Class discussion.	Folk songs Recorded music	
TUE L 3 & 4	Jigsaw puzzles of musicians	Name local musicians and complete jigsaw puzzles of musicians.	Auditory skills Critical thinking Cooperation Visual skills	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Lnrs can sing. Intro: Recap on folk music. 1: Lnrs name local musicians they know. 2: In pairs lnrs imitate singing songs of musician they know. 3: Groups present their work. 4: Individually lnrs fix jigsaw puzzles of musicians. Conclusion: Dancing the song “gore richitanga”	ICT tools Pictures of local musician	
WED L 5 & 6	Role of music and dance.	Discuss the role of music and dance in different ceremonies in	Auditory skills Creativity Cooperation	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Lnrs know local music. Intro: Recap on local musicians. 1: Discussion about music roles at ceremonies as a class. 2: In groups of three lnrs name ceremonial music and their roles both past and present.	Recorded music P.E and Art area.	

		the past and present.	Logic		3: Feedback from the groups. 4: Individually stating two roles of music. Conclusion: Revision of work.		
THUR L 7 & 8	Community dances	Identify dances in their community.	Auditory skills Creativity Cooperation Turn taking	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 14	Assumed knowledge: Learners can dance. Intro: Tr play a recorded music and lnrs imitate. 1: Teacher explains on community dances. 2: Lnrs perform community dances in groups of four. 3: Groups give feedback. 4: Individual demo of community dance. Conclusion: Revision of the lesson.	Videos Props and costumes	
FRID L 9 & 10	Dancing music	Dance to a variety of music from their community.	Auditory skills Creativity Weight transfer and Bearing Gross motor skills	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Learners play games. Intro: Recap of the previous lesson on community dances. 1: Discussion about dances performed to a variety of music in the community. 2: In groups lnrs dance to variety of music. 3: Groups give feedback. 4: Performing dances individually. Conclusion: Revision of the lesson.	Video dances Props and costumes	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 5 13/02/26 MON L 1 & 2	HISTORY OF ARTS music and dance Percussion instruments.	By the end of lesson learners should be able to: Play simple percussion instruments.	Finger dexterity Auditory skills Logic Self – confidence	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Learners know a drum. Intro: Singing “jingle, jingle bells”. 1: Lnrs name displayed percussion musical instruments. 2: In groups of four lnrs play given instruments. 3: Groups present their work. 4: Drawing one percussion musical instruments. Conclusion: Revision of the work.	Percussion instrument Recorded music	

TUE L 3 & 4	Local traditional dance	Mime and dance to local traditional music.	Auditory skills Self – confidence Creativity Gross motor skills	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 16	Assumed knowledge: Lnrs know musical instruments. Intro: Recap on percussion instruments. 1: Tr explains and demo local traditional dance. 2: Lnrs perform Mhande dance in groups of five. 3: Groups present their work. 4: Individual performance. Conclusion: Revision of work.	Recorded music and videos Props and costumes	
WED L 5 & 6	Contemporary dance	Mime and dance to local contemporary music	Auditory skills Self – confidence Visual skills Gross motor skills	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Lnrs can perform local traditional dance. Intro: Tr plays a recorded music. 1: Tr explains and about contemporary dance and lnrs list the dances they know. 2: In groups of three learners dance contemporary music. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Props and costumes	
THUR L 7 & 8	Lullabies	Demonstrate actions miming at least two lullabies.	Refinement of vocabulary Auditory skills Visual skills	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 17	Assumed knowledge: Lnrs can sing rhymes. Intro: Tr explains about lullabies. 1: Tr demo singing the lullaby “ ehuwee nyarara mwana ”. 2: In groups of three lnrs sing the lullaby. 3: Groups present their work. 4: Individually lnrs sing the lullaby. Conclusion: Class discussion.	Recorded lullabies Resource person	
FRI L 9 & 10	Cultural costumes	Paste pictures of local musicians and musical instruments.	Finger dexterity Cooperation Visual skills	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Lnrs can sing and dance. Intro: Lnrs name the local musicians. 1: Lnrs sing and dance music of the local musicians.	Pictures of musicians and musical	

			Creativity		2: In groups lnrs do picture collection of local musicians. 3: Groups present their work. 4: Individually lnrs paste pictures of local musician. Conclusion: Questioning and answer.	instrument s Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/26 MON L 1 & 2	HISTORY OF ARTS Visual arts Artefacts and artworks	By the end of lesson lnrs should be able to: Identify past and present artefacts in the home environment.	Visual skills Team work Creativity Self - expression	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 18	Assumed knowledge: Lnrs know a clay pot. Intro: Lnrs identifying and name objects on the display. 1: Tr explains on artefacts giving examples. 2: In pairs lnrs identify past and present artefacts at home. 3: Groups give feedback. 4: Individually lnrs paste pictures of artefacts. Conclusion: Revision of work.	Magazines Glue ICT tools	
TUE L 3 & 4	Artefacts and artworks	Identify and describe at least two visual artists.	Visual skills Team work Finger dexterity Creativity	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 18	Assumed knowledge: Lnrs know artefacts. Intro: Tr introduces the lesson and explains on visual artists. 1: Tr gives examples of visual artists. 2: Lnrs discuss about visual roles of visual artists in pairs. 3: Groups present their work. 4: Free drawing individually. Conclusion: Revision of work done.	ICT tools Chart of 2D artefacts Paint	
WED L 5 & 6	Artefacts and artworks	Demonstrate painting using locally available materials.	Visual skills Self – expression Finger dexterity	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Learners can colour. Intro: Recap on artefacts. 1: Tr explains and demo painting using local available materials.	Paints Locally available material	

			Creativity	Plus one pg 19	2: In pairs lnrs name materials used on painting by the teacher. 3: Feedback from the groups. 4: Individual painting using local available materials. Conclusion: Revision of work.		
THUR L 7 & 8	Artefacts and artworks	Draw and colour at least two artefacts.	Visual skills Self – expression Finger dexterity Creativity	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 20	Assumed knowledge: Learners know a clay pot. Intro: Recap on artefacts. 1: Lnrs list the artefacts they know. 2: Lnrs draw two artefacts and colour them. 3: Tr monitors and assists the weak. 4: Displaying of work pictures. Conclusion: Class discussion.	Artefacts ICT tools Crayons	
FRID L 9 & 10	Artefacts and artworks	Identify and group artefacts according to their use.	Visual skills Logic Finger dexterity	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 21	Assumed knowledge: Lnrs know artefacts. Intro: Game song “dudu muduri” naming artefacts. 1: Tr explains on grouping artefacts according to their use. 2: In groups lnrs group given pictures of artefacts. 3: Groups present their work. 4: Individually lnrs group given pictures of artefacts. Conclusion: Class discussion.	Artefacts Pictures of artefacts ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 7 27/02/26 MON	HISTORY OF ARTS Theatre Children’s theatre performances	By the end of lesson lnrs should be able to: State the roles of children’s	Fluency Team work Logic	Physical Education ECDA – Grade 2 Syllabus page 20	Assumed knowledge: Learners know movies. Intro: Lnrs list movies they know. 1: Tr shows lnrs the equipment used in theatre. 2: In pairs learners discuss the use of given equipment. 3: Groups present their work.	Lights Torches ICT tools	

L 1 & 2	from past and present	theatre in the home environment.	Self – expression	Plus one pg 22	4: Colouring pictures that show children theatre. Conclusion: Revision of the lesson.	Crayons	
TUE L 3 & 4	Theatre performances	Identify their family members and their roles.	Visual skills Team work Logic Self – expression Creativity	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 23	Assumed knowledge: Learners know movies. Intro: Singing “mai vanoitei”. 1: Learners name their family members. 2: In groups lnrs state roles of their family members. 3: Feedback from groups. 4: Pasting of pictures of people doing work. Conclusion: Class discussion.	Pictures of people Glue	
WED L 5 & 6	Folk stories	Narrate the folk story sequencing events.	Auditory skills Team work Logic Self – expression	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 25	Assumed knowledge: Lnrs can recite poems. Intro: Recap on theatre performances. 1: Tr tells a folk story while lnrs are listening. 2: In pairs lnrs identify characters in the story and retell it. 3: Groups give their feedback. 4: Individually lnrs retell the story. Conclusion: Revision of the lesson.	ICT tools Picture books	
THUR L 7 & 8	Theatre performances.	Watch and imitate characters in plays.	Visual skills Team work Self – expression Creativity	Physical Education ECDA – Grade 2 Syllabus page 20 Plus one pg 24	Assumed knowledge: Lnrs can tell short stories. Intro: Tr asks lnrs the TV programs they like. 1: Lnrs watch a video on theatre performance. 2: In grps of four lnrs act out characters in the play. 3: Grps present their work. 4: Individually act out character of own choice. Conclusion: Class discussion	ICT tools	
FRID L 9 & 10	Theatre animation	Imitate the animation	Visual skills Team work	Physical Education ECDA – Grade 2	Assumed knowledge: Lnrs can dance. Intro: Recap of the previous lesson. 1: Teacher explains on past theatre animation. 2: In fours lnrs perform past theatre animation.	ICT tools	

		theatre of the past	Self – expression Creativity	Syllabus page 20	3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 8 06/03/26 MON L 1 & 2	GYMNASTICS Weight bearing/ balances One point balance	By the end of lesson lnrs should be able to: Demonstrate one point balance.	Weight bearing and transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 21 Plus one pg 26	Assumed knowledge: Lnrs can play pada. Intro: Game song “Jongwe mukuru”. 1: Tr explains and demo one point balance. 2: In pairs learners demo one point balance. 3: Presentation of groups. 4: Individual balancing with one leg. Conclusion: Class discussion.	Mats Outdoor	
TUE L 3 & 4	Two point balance - wheel barrow pushing.	Demonstrate wheel barrow pushing to balance on two points.	Weight bearing and transfer Balancing Eye hand coordination	Physical Education ECDA – Grade 2 Syllabus page 21 Plus one pg 29	Assumed knowledge: Lnrs can jump. Intro: Recap on one point balance. 1: Tr demo two point balance while lnrs observe. 2: In pairs lnrs demo wheel barrow pushing. 3: Groups present their work. 4: Individual balancing on two points of the body parts. Conclusion: Class discussion.	Outdoor	
WED L 5 & 6	Three point balance	Demonstrate three point balance.	Weight bearing Weight transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 21 Plus one pg 28	Assumed knowledge: Lnrs can balance on one leg. Intro: Recap on two balance. 1: Tr explains and demo three point balance. 2: Lnrs practice three point balance in threes. 3: Groups present their work. 4: Individual balancing on three points. Conclusion: Class discussion.	Mats School ground	
THUR	Four point balance		Weight bearing Weight transfer	Physical Education ECDA – Grade 2	Assumed knowledge: Learners can walk. Intro: Learners imitate how the dog walk.	Mats	

L 7 & 8	(bridge)	Demonstrate four point balance.	Balancing	Syllabus page 21	1: Tr demo on balancing using four parts of the body. 2: In fours learners form a bridge balance. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	School ground	
FRID L 9 & 10	Group balance	Demonstrate five point balance.	Weight bearing Weight transfer Balancing	Physical Edn ECDA – Grade 2 Syllabus page 21 Plus one pg 29	Assumed knowledge: Lnrs can balance on one leg. Intro: Recap on four point balance. 1: Tr demonstrates on five point balance. 2: In groups learners balance on five points. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	Mats School ground	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 9 13/03/26 MON L 1 & 2	GYMNASTICS Locomotion/ movements- elementary movements One time motion	By the end of lesson learners should be able to: Jump, kick, and walk in response to one time stimuli.	Weight bearing Weight transfer Balancing Eye hand coordination	Physical Edn ECDA – Grade 2 Syllabus page 21 Plus one pg 31	Assumed knowledge: Learners can walk. Intro: Warm up stretching muscles. 1: Tr demo walking, kicking and jumping. 2: In threes Lnrs move for a distance as instructed by the teacher. 3: Groups present their work. 4: Individual demonstration. Conclusion: Cool down “ dance around together ”	Cones Resource person	
TUE L 3 & 4	Continuous motion - Aerobics	Demonstrate aerobics in response to continuous motion under a	Weight bearing Weight transfer Balancing	Physical Edn ECDA – Grade 2 Syllabus page 21 Plus one pg 32	Assumed knowledge: Lnrs can dance. Intro: Recap of the previous lesson. 1: Tr demo aerobics while Lnrs observe. 2: In groups of five learners perform aerobics. 3: Groups present their work. 4: Individual performance.	Outdoor ICT tools	

		given instruction.			Conclusion: Class discussion.		
WED L 5 & 6	Free movement	Make movement to recorded music from point A to B in response to the stimuli.	Weight bearing Weight transfer Balancing Eye hand coordination	Physical Edn ECDA – Grade 2 Syllabus page 21	Assumed knowledge: Lnrs can walk. Intro: Recap on aerobics. 1: Tr explains and demo movement in response to the music. 2: In pairs learners make movement in response to the stimuli. 3: Groups present their work. 4: Individual performance. Conclusion: Revision of the lesson.	Drums ICT tools Recorded music	
THUR L 7 & 8	Responding to happy songs	Listen and respond to happy songs.	Auditory skills Self - expression	Physical Edn ECDA – Grade 2 Syllabus page 21	Assumed knowledge: Lnrs know a happy face. Intro: Reciting “if you are happy”. 1: Tr explains and plays a happy song. 2: In groups of four Lnrs listen and respond to the played song. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools	
FRID L 9 & 10	Free dance	Dance responding to the rhythm of the song.	Weight bearing Weight transfer	Physical Edn ECDA – Grade 2 Syllabus page 21	Assumed knowledge: Lnrs can dance. Intro: Recap of the previous lesson. 1: Tr plays a song and demo dancing while learners observe. 2: In pairs Lnrs dance responding to the rhythm of the song. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 10 20/03/26 MON L 1 & 2	Coordination Throwing and catching	By the end of lesson lnrs should be able to: Demonstrate throwing and catching a ball.	Body coordination Balancing Logic Turn taking	Physical Edn ECDA – Grade 2 Syllabus page 21 Plus one pg 33-35	Assumed knowledge: Lnrs can throw. Intro: Tr demo throwing and catching a ball. 1: Tr demo throwing and catching a ball. 2: In pairs lnrs throw and catch a ball. 3: Groups give feedback. 4: Individually lnrs colour pictures. Conclusion: Revision of work done.	Chart Pictures Crayons	
TUE L 3 & 4	Body percussion	Demonstrate body percussion accompanying short melodies.	Body coordination Balancing Logic Turn taking	Physical Edn ECDA – Grade 2 Syllabus page 21 Plus one pg 36-38	Assumed knowledge: Lnrs can clap. Intro: Tr explains on body percussion. 1: Tr demo body percussion accompanying short melodies. 2: In groups of four lnrs demo body percussion singing “ head and shoulders ”. 3: Presentation of groups. 4: Individual performance. Conclusion: Class discussion.	ICT tools	
WED L 5 & 6	Oral reading basic note values- Semibreve	Demonstrate reading semibreve orally.	Auditory skills Refinement of vocabulary Turn taking	Physical Edn ECDA – Grade 2 Syllabus page 21	Assumed knowledge: Lnrs can sing rhymes. Intro: Reciting “do mi do la la”. 1: Tr introduces and explains the basic note semibreve. 2: In pairs lnrs read the basic note orally. 3: Groups present their work. 4: Individual reading of the basic note. Conclusion: Revision of the lesson.	ICT tools Resource person	
THUR L 7 & 8	Quaver	Read the basic note Quaver orally.	Auditory skills Refinement of vocabulary Turn taking	Physical Edn ECDA – Grade 2 Syllabus page 21	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap on semibreve. 1: Tr introduces and explains the basic note quaver. 2: In pairs lnrs read the basic note orally. 3: Groups present their work.	ICT tools Resource person	

					4: Individual reading of the introduced basic note. Conclusion: Class discussion.		
FRID L 9 & 10	Minim	Demonstrate oral reading of the basic note minim.	Auditory skills Refinement of vocabulary Turn taking	Physical Edn ECDA – Grade 2 Syllabus page 21	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap on quaver. 1: Tr introduces and explains the basic note minim. 2: In pairs learners read the basic note orally. 3: Groups present their work. 4: Individual reading of the introduced basic note. Conclusion: Revision of the lesson.	ICT tools Resource person	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 – 12 27/03/26- 03/04/26 MON – FRID	REVISION Topics covered	By the end of lesson learners should be able to: answer questions from the topics covered.	Gross motor skills Weight transfer and bearing Self confidence Creativity	Physical Edn ECDA – Grade 2 Syllabus page 18- 21	Assumed knowledge: Learners can answer questions from the concept covered. Intro: Reciting rhymes. 1: Instructions and demonstrations from the teacher. 2: Working in group tasks. 3: Feedback from the groups. 4: Individual work. Conclusion: Revision of work.	Pictures Crayons Chalkboard illustration	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

Hwaro

Gwaro: ECD A

Chidzidzo: Indigenous Language

Misoro ichaitwa

- ❖ Nzwisiso/ Comprehension
- ❖ Mashandisirwo emutauro/ Language usage
- ❖ Maumbirwo emutauro/ Language structure
- ❖ Rondedzero/ Composition
- ❖ Tsika nemagariro/ Cultural Aspects

Zvichaitwa

- ❖ Mitambo
- ❖ Ngano
- ❖ Hurukuro

Vavariro/ Zvinangwa:

- ❖ Kubatsira vadzidzi kuti vakwanise kuvandudza hunyanzvi kwekuteerera, kutaura kuverenga nekunyora.
- ❖ Kubatsira vadzidzi vakwanise kuita hurukuro nevamwe vachishandisa mutauro wavo nemazvo uye kunzwisisa mutauro.

Madingindira anofanira kubuda mukudzidzisa:

- ❖ Zvidzidzo zvenhaka yemusiidzamwa.
- ❖ Kuraira nekupanga mazano.
- ❖ Kudzivirira njodzi.
- ❖ Nyaya dzekuchengetedza nharaunda.

Zita remudzidzisi: _____

VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
1 16/01/26 CHIPIRI L1	Kugashira vadzidzi nekunyoresa Ini	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku: Kutaura mazita avo uye kuteerera vamwe vachitaura mazita avo.	 Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 – 32 Plus one pg1	Fungidziro: Vana vanoziva mazita avo. Nhanganyaya: Kuimba “ dudu muduri ”. 1. Mudzidzisi anoudza vana zita rake. 2. Vana vanotaurirana mazita avo mumapoka 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotaura mazita avo sedungamunhu. Mhedziso: Vana vanodoma mazita evamwe vavo.	Vadzidzi	
 CHITATU L2	Kugashira vadzidzi Kuratidzana nzvimbo dzekudzidzira	 Kudoma imba yavo yekudzidzira.	 Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva pamba pavanogara. Nhanganyaya: Kuimba “ ndakaenda kwanaSusan ”. 1. Mudzidzisi anotsanangura nezveimba yekudzidzira nezvinotarisirwa. 2. Vana vanotaurirana nzira dzekuchengetedza imba yekudzidzira. 3. Vana vanotaura nzira imwe yaabata sedungamunhu.	Vadzidzi Imba yekudzidzira .	

					Mhedziso: Vana vanoimba rwiyo “ tumaoko, tumaoko ”.		
CHINA L3	Kugashira vadzidzi Chimbuzi	Kutaura nzira dzekuchengetedza chimbuzi zvakanaka. Kupana mukana pakushandisa chimbuzi.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vakamboshandisa chimbuzi kumba kwavo. Nhanganyaya: Vana vanodoma kune zvimbuzi zvavanoshandisa. 1. Vana vanoenda kuchimbuzi vari mumutsetse. 2. Mudzidzisi anopa muenzaniso wekushandisa chimbuzi. 3. Vana vanodzidzira kushandisa chimbuzi. 4. Vana vanogeza maoko vapedza kushandisa chimbuzi. Mhedziso: Vana vanotaura pamusoro pezvavadzidza.	Vadzidzi Zvimbuzi Mvura Matishu	
CHISHANU L4	Kunyora Kubata chinyoreso (chimuti).	Kubata chinyoreso neminwe mitatu inokodzera.	Kutaura Kubata	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kunyora. Nhanganyaya: Kuimba “ kana ndikadai zvoshamisa ”. 1. Mudzidzisi anopa muenzaniso wekubata chinyoreso. 2. Vana vanodhirowa zvavanoda vachishandisa zvimiti. 3. Mudzidzisi anobatsira vana vasina ruzivo rwekubata chinyoreso. Mhedziso: Hurukuro pamusoro pezvavadzidza.	Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK2 23/01/26	NHAU, NGANO NENYAYA	Pakupera kwechidzidzo vana vanofanirwa		Indigenous Languages Infants Syllabus ECD –	Fungidziro: Vadzidzi vanoziva ngano. Nhanganyaya: Kuimba rwiyo “ tsuro darika mutanda ”. 1: Vadzidzi vanodoma mhuka dziri murwiyo.	Mifananidzo yatsuro na gudo	

MUVHURO L1	Nhaurirano/ kuteerera Ngano- Tsuro na Gudo	kunge vakugona ku : Kutaura zvinhu kubva mungano.	Kutaura Kuteerera	GRADE 2 page 24 - 32	2: Mudzidzisi anotaura ngano yatsuro nagudo. 3: Mumapoka vana vanotaurirana zvavadzidza murungano. 4: Kupakurirana zvaitwa mumapoka. Mhedziso: Vana vanopindura mivhunzo kubva mungano.		
CHIPIRI L2	Kutaura Ngano	Kutaura ngano yaanoziva	Kutaura Kuteerera Kupana mukana	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kutaura zvakaiteka. Nhanganyaya: Rwiyo “ dai ndiri shiri ”. 1: Mudzidzisi anotaura ngano yake. 2: Mwana umwe neumwe anotaura ngano yake vamwe vakateerera vachipana mukana. Mhedziso: Hurukuro pamusoro pezvadzidzwa.	Vadzidzi	
CHITATU L3	Kuverenga Kubata bhuku zvakanaka	Kubata bhuku nemazvo rakatarira mudenga.	Kutaura Kuteerera ongororo	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vadzidzi vakambobata magwaro akanyorwa. Nhanganyaya: Kuimba “ kabhuku kanei ”. 1: Mudzidzisi anopa muenzaniso wekubata bhuku zvakanaka. 2: Vana vanopiwa mabhuku vomabata zvinotarisirwa. 3: Mudzidzisi anobatsira vana vasingagoni kubata mabhuku zvakanaka. Mhedziso: Hurukuro pamusoro pezvadzidzwa.	Mabhuku ekuverenga nekunyorera	
CHINA L4	Kuverenga Mifananidzo	Kudoma mazita emifananidzo yavaratidzwa.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 14	Fungidziro: Vana vanogona kubata mabhuku zvakanaka. Nhanganyaya: Vana vanodoma zvinhu zvavari kuona. 1: Mumapoka vana vanodoma mifananidzo yavapiwa. 2: Kupakurirana zvaitwa mumapoka.	Mifananidzo yakasiyana siyana	

					3: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Hurukuro pamusoro pezvadzidzwa.		
CHISHANU L 5	Kunyora Kudhirowa zvavanoda.	Kubata chinyoreso zvakanaka vachidhirowa zvavanoda.	Kunyora	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kubata chinyoreso zvakanaka. Nhanganyaya: Kuimba “ kana ndikadai zvoshamisa ”. 1. Mudzidzisi anotsanangurira vana zvinoda kuitwa. 2. Vana vanodhirowa zvavanoda pamapepa. 3. Mudzidzisi anobatsira vana vasina ruzivo rwekubata chinyoreso. Mhedziso: Vana vanoita hurukuro pamusoro pebasa ravanyora.	Zvinyoreso Mapepa ekunyorera	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 3 30/01/26 MUVHURO L1	INI NEMHURI YANGU NEVAMWE Ruzha Kuteerera /Kuona Kuziva manzwi	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuziva inzwi remudzidzisi wavo	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva manzwi emhuri dzavo. Nhanganyaya: Mudzidzisi anoridza nziyo padzimudzangara vana vodoma muimbi. 1. Mudzidzisi anotsanangura chidzidzo chekubata manzwi 2. Vana vanosungwa maziso votaure kuti ndiani wavanzwa 3. Vamwe vadzidzi vanouya votaure nevana vakasungwa kumeso vodoma inzwi reataura. Mhedziso: Dzokororo rebasa raitwa.	Vadzidzi	
CHIPIRI L2	INI NEMHURI YANGU NEVAMWE Kutaura	Kutaura zita remudzidzisi wavo	Kutaura	Indigenous Languages Infants Syllabus ECD –	Fungidziro: Vana vanoziva mazita avo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanotaura zita remudzidzisi wavo.	Mudzidzisi	

	Zita remudzidzisi	nekutsanangura chimiro chake.	Kuteerera	GRADE 2 page 24 - 32	2. Vana vanotsanangura chimiro chemudzidzisi wavo. 3. Kupakurirana zvaitwa mumapoka. Mhedziso: Vana vanoimba sarura wako anenge asarudzwa anotaura pamusoro pemudzidzisi.		
CHITATU L3	INI NEMHURI YANGU NEVAMWE Kutaura Mazita emhuri yavo	Kutaura mazita emhuri yavo	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 – 32 Plus one pg 2	Fungidziro: Vana vanoziva zita remudzidzisi wavo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanotaura mazita emhuri dzavo. 2. Vana vanotaurirana mazita emhuri dzavo neukama hwavo. 3. Kupakurirana zvaitwa mumapoka. Mhedziso: Kuimba rwiyo “baba pinda mukati” .	Mifananidzo yevanhu	
CHINA L4	Kuverenga Mifananidzo yekuverenga	Kuteedzera kuverenga kubva kuruboshwe kurudyi	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 – 32 Plus one pg 12	Fungidziro: Vana vanoziva midziyo yemumba. Nhanganyaya: Kuimba “chii chinorwadza” . 1. Mudzidzisi anotsanangura nekupa muenzaniso wekuverenga. 2. Vana vanofambisa ruoko kubva kuruboshwe ruchienda kurudyi. 3. Vana vanodoma nekuteedzera mifananidzo kubva kuruboshwe kuenda kurudyi. Mhedziso: Vana vanoita mutambo “mberi, shure”	Mifananidzo yakasiyana siyana	
CHISHANU L 5	Kunyora Ugono pakubata chinyoreso	Kubata chinyoreso nemazvo	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD –	Fungidziro: Vana vanogona kunyora nechimuti. Nhanganyaya: Dzokororo rebasa rakapfuura. 1. Mudzidzisi anotsanangurira vana mabatirwo anoitwa chinyoreso	Zvinyoreso Ruvara	

		vachidhirowa mudzidzisi wavo.		GRADE 2 page 24 – 32 Plus one pg 13	2. Vana vanobata chinyoreso vachidhirowa mufananidzo wemudzidzisi nekuisa ruvara. Mhedziso: Dzokororo yebasa raitwa.		
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 4 06/02/26 MUVHURO L1	INI NEMHURI YANGU NEVAMWE Kuteerera /Kuona Kuziva manzwi	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuziva inzwi reshamwari yake	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva mazita avo. Nhanganyaya: Kuimba “ mhoru shamwari yangu ” 1. Vanodoma mazita eshamwari dzavo. 2. Vana vanobuda panze vamwe votaura inzwi remunhu ataura vachipana mukana. 3. Vana vanotamba mumapoka neshamwari dzavo. Mhedziso: Dzokororo yechidzidzo.	Vadzidzi Dandaro	
CHIPIRI L2	Kutaura Shamwari dzangu	Kutsanangura kuti sei vachifarira shamwari dzavo. Kudoma mitambo yavanotamba neshamwari dzavo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 3	Fungidziro: Vana vanoziva mazita eshamwari dzavo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanodoma mitambo yavanoziva. 2. Vana vanotamba mumapoka neshamwari dzavo. 3. Kupakurirana zvaitwa mumapoka. Mhedziso: Dzokororo yechidzidzo.	Vadzidzi	
CHITATU L3	Kuverenga Mifananidzo yekuverenga	Kuteedzera kuverenga kubva kuruboshwe kuenda kurudyi	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 4	Fungidziro: Vana vanoziva rutivi rwerudyi neruboshwe. Nhanganyaya: Dzokororo kupindura mibvunzo pamusoro pechidzidzo chakapfuura. 1. Mudzidzisi anotsanangura zvichaitwa nekupa muenzaniso wekuverenga. 2. Vana vanoedzesera kuverenga sezvaita mudzidzisi mumapoka. 3. Kupakurirana zvabva mumapoka.	Mifananidzo	

					Mhedziso: Vana vanoimba “ kabhuku aka kanei ” vachiverenga mifananidzo yavanhonga.		
CHINA L4	Kunyora Kudhirowa shamwari	Kunyora kubata chinyoreso vachidhirowa shamwari dzavo	Kubata chinyoreso nemazvo	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kubata chinyoreso. Nhanganyaya: Mudzidzisi anotsanangurira vana mabafirwo anoitwa chinyoreso. 1. Vana vanodoma shamwari dzavo votsanangura chimiro chavo. 2. Vana vanodhirowa shamwari dzavo nekuisa ruvara. 3. Vana vanoratidzana basa ravaita nekushongedza muimba yekudzidzira. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso Ruvara	
CHISHANU L5	INI NEMHURI YANGU NEVAMWE Kutaura Hama	Kutaura mazita ehama dzavo uye kutsanangura ukama hwavo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva mazita emhuri dzavo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanodoma hama dzavanogara nadzo kumba. 2. Vana vanopa ukama huri pakati pevanhu vavanogara navo mumapoka. 3. Kupakurirana zvabva mumapoka. Mhedziso: Kuimba rwiyo “ sekuru varipi ”.	Mifananidzo dzemhuri dzakasiyana	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
5 13/02/26 MUVHURO	INI NECHIKORO CHANGU Kuteerera/ kuona	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku :	Kuteerera	Indigenous Languages Infants Syllabus ECD –	Fungidziro: Vana vanoziva inzwi remudzidzisi wavo. Nhanganyaya: Vana vanodoma zvinhu zvinoita ruzha. 1. Mudzidzisi anoenda nevana panze.	Nharaunda yechikoro	

L1	Ruzha munharaunda	Kudoma nekutsanangura ruzha munharaunda.	Kutaura	GRADE 2 page 24 - 32	2. Vana vanodoma ruzha rwuri munharaunda mumapoka. 3. Kupakurirana zvaitwa mumapoka. 4. Mwana anotaura ruzha rwaanawa sedungamunhu. Mhedziso: Dzokororo yezvaitwa muchidzidzo.		
CHIPIRI L2	Kutaura Zita rechikoro chavo	Kutaura zita rechikoro chavo	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva kwavanogara. Nhanganyaya: Rwiyo “ kudzidza kwakanaka ”. 1. Mudzidzisi anotsanangura nezvechikoro chavo. 2. Vana vanodoma zita rechikoro chavo. 3. Mumapoka vana vanotaurirana nezvembatya dzavanouya vakapfeka kuchikoro. 4. Kupakurirana zvaitwa mumapoka. Mhedziso: Mwana anotaura pamusoro pechikoro chake sedungamunhu.	Mbatya dzechikoro Vadzidzi Chikoro	
CHITATU L3	Kuverenga Zvinhu zviri pachikoro chavo	Kudoma zvinhu zviviri zvinowanikwa pachikoro.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 18	Fungidziro: Vana vanoziva zita rechikoro chavo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanodoma zvinhu zvinowanikwa pachikoro. 2. Mumapoka vana vanoverenga mifanadzo yechikoro. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanoisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Nharaunda yechikoro Mifananidzo Ruvara	
CHINA	Kunyora		Kubata chinyoreso	Indigenous Languages Infants	Fungidziro: Vana vanoziva zvinhu zviri pachikoro pavo.	Nharaunda yechikoro	

L4	Kudhirowa zviri pachikoro pavo	Kubata chinyoreso vachidhirowa zvinhu zvitatu zvinowanikwa pachikoro chavo.	Kutaura Kuteerera	Syllabus ECD – GRADE 2 page 24 - 32	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Mudzidzisi anotsanangura zvinoda kuitwa. 2. Vana vanotaurirana zvinhu zviri pachikoro. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanodhirowa zvinhu zvitatu zviri pachikoro. Mhedziso: Dzokororo yezvadzidzwa.	Zvinyoreso	
CHISHANU L5	Kutaura Kutsanangura mifananidzo.	Kutsanangura nekuisa ruvara pamifananidzo.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 19	Fungidziro: Vana vanoziva zviri pachikoro chavo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Mudzidzisi anopa vana mifananidzo yekuverenga. 2. Mumapoka vana vanotsanangura mifananidzo yavapiwa. 3. Kupakurirana zvaitwa mumapoka. 4. Sedungamunhu vana vanoisa ruvara pamifananidzo. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 6 20/02/26 MUVHURO L1	KUKWAZISA NENGUVA DZEZUVA Kuteerera/kuona Nyaya mudzimudzangara	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuteerera nekudzokorora	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva vaimbi vemu Zimbabwe. Nhanganyaya: Vana vanodoma zvirongwa zvavanzwa zvinoitwa mudzangaradzimu. 1. Mudzidzisi anonzwa vana nyaya iri mudzangaradzimu. 2. Mumapoka vana vanotaurirana zvavanzwa munyaya. 3. Kupakurirana zvaitwa mumapoka.	Dzimudzangara	

		nyaya yavanzwa mudzangaradzimu.			4. Sedungamunhu vana vanodzokorora nyaya. Mhedziso: Dzokororo yechidzidzo.		
CHIPIRI L2	Kutaura Nguva dzemangwanani	Kudoma mabasa avanoita nguva dzemangwanani.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva nguva yavanomuka. Nhanganyaya: Kuimba “ mangwanani akanaka ”. 1. Mudzidzisi anotsanangura zvichaitwa muchidzidzo. 2. Mumapoka vana vanotaurirana zvavanoita mangwanani. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanotaura zvavanoita mangwanani sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo	
CHITATU L3	Kuverenga Kubatanidza mifananidzo	Kuverenga nekubatanidza mifananidzo nemimvuri yayo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 23	Fungidziro: Vana vanogona kuverenga mifananidzo. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Mudzidzisi anopa muenzaniso wekubatanidza mufananidzo nemumvuri wawo. 2. Mumapoka vana vanobatanidza mifananidzo yavapiwa. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanobatanidza mifananidzo nemimivhuri yayo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo	
CHINA L4	Kunyora Chii chisipo	Kuongorora nekupedzisa kudhirowa chisipo pamufananidzo.	Kunyora	Indigenous Languages Infants Syllabus ECD –	Fungidziro: Vana vanogona kudhirowa mifananidzo. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Mifananidzo yakasiyana siyana. Namo	

				GRADE 2 page 24 – 32 Plus one pg 22	1. Mudzidzisi anopa vana mifananidzo yekuverenga. 2. Mumapoka vana vanoongorora nekutsanangura chisipo pamifananidzo yavapiwa. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanotara chisipo pamufananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
CHISHANU L5	Kunyora Peteni O I O I O I	Kunyora mapeteni vachitevedza mitsara yebhuku.	Kugona kubata chinyoreso	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 15	Fungidziro: Vana vanogona kubata chinyoreso zvakanaka. Nhanganyaya: Vana vanodzidzira kunyora mumhepo kubva kuruboshwe kuenda kurudyi. 1. Mudzidzisi anopa muenzaniso wekunyora peteni vana vakatarisa. 2. Vana vanodzidzira kunyora peteni muvhu. 3. Vana vanonyora peteni mumabhuku. 4. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 7 27/02/26 MUVHURO L1	KUKWAZISA NENGUVA DZEZUVA Kuteerera/kuona Vaimbi vemu Zimbabwe	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kudoma rwiyo neinzwi remuimbi.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoimba vachitamba. Nhanganyaya: Vana vanodoma vaimbi vavanoziva. 1: Mudzidzisi anoridza rwiyo vana vanodoma zita remuimbi. 2: Mumapoka vana vanoedzesera kuimba rwiyo rwaridzwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoimba sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Dzimudzang ara Mifananidzo yevaimbi.	
CHIPIRI	Kutaura			Indigenous Languages	Fungidziro: Vana vanoimba mabasa anoitwa nguva dzemangwanani.	Vadzidzi	

L2	Kukwazisa nguva dzemasikati	Kukwazisana masikati nemutauro wakafanira.	Kuteerera Kutaura	Infants Syllabus ECD – GRADE 2 page 24 - 32	Nhanganyaya: Rwiyo “zuva kudai ndina Jesu”. 1: Mudzidzisi anotsanangura nezvenguva yemasikati. 2: Mumapoka vana vanotaurirana zvavanoita masikati. 3: Kupakurirana zvaitwa mumapoka. 4: Kutaura zvavanoita masikati sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
CHITATU L3	Kuverenga Mifananidzo yezvinoitwa masikati	Kudoma nekutsanangura mifananidzo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva nguva yemangwanani. Nhanganyaya: Kuimba “kachembere kegudo”. 1: Vana vanodoma mabasa anoitwa masikati. 2: Mumapoka vana vanotsanangura mabasa ari kuitwa pamifananidzo yavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Sedungamunhu vana vanotsanangura zviri pamifananidzo. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo	
CHINA L4	Kunyora Peteni	Kunyora nekutevedzera peteni zvakanaka.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syll ECD – GRD 2 page 24 - 32 Plus one pg 16	Fungidziro: Vana vanogona kubata chinyoreso. Nhanganyaya: Kuimba “kana ndikadai”. 1: Mudzidzisi anotsanangura nekupa muenzaniso wekunyora peteni. 2: Vana vanodzidzira kunyora peteni muvhu. 3: Vana vanonyora peteni mumabhuku. Mhedziso: Kuimba rwiyo “tumaoko”	Basa pachidziro Zvinyoreso	
CHISHANU	Kutaura		Kuteerera	Indigenous Languages Infants	Fungidziro: Vana vanoziva nguva dzemasikati. Nhanganyaya: Kuimba “chii chinorwadza” 1: Vana vanodoma mitambo yavanoziva.	Nharaunda yechikoro	

L5	Mitambo yavanotamba masikati	Kudoma mitambo yavanotamba nguva dzemasikati.	Kutaura	Syllabus ECD – GRADE 2 page 24 - 32	2: Mumapoka vana vanotamba mitambo yavanofarira. 3: Kupakurirana zvaitwa mumapoka. 4: Mwana umwe neumwe anotaura mutambo waanofarira. Mhedziso: Dzokororo yechidzidzo.		
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 8 06/03/26 MUVHURO L1	KUKWAZISA NENGUVA DZEUVA Kuteerera/kuona Zviri kuitika pachikoro	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kutsanangura zviri kuitika pachikoro nemutauro wakanaka.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziwa zita rechikoro chavo. Nhanganyaya: Dzokororo yechidzidzo chakapfuura. 1: Mudzidzisi nevana vanoenda panze vachiongorora nharaunda yechikoro. 2: Mumapoka vana vanotaurirana zvavaona zvichiitika pachikoro. 3: Kupakurirana zvaitwa mumapoka. 4: Mwana umwe neumwe anotaura zvaaona. Mhedziso: Dzokororo yechidzidzo.	Nharaunda yechikoro.	
CHIPIRI L2	Kutaura Kukwazisana manheru	Kukwazisa nguva dzemanheru nemutauro wakanaka.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vakugona kukwazisa masikati nenzira yakanaka. Nhanganyaya: Kuimba “zuva kudai”. 1: Mudzidzisi anopa muenzaniso wekukwazisa manheru. 2: Mumapoka vana vanodzidzira kukwazisa nguva dzemanheru. 3: Kupakurirana zvaitwa mumapoka. 4: Mwana umwe neumwe anoedzesera kukwazisa kwamanheru. Mhedziso: Kuimba rwiyo “zuva kudai”.	Vadzidzi	
CHITATU	Kuverenga			Indigenous Languages	Fungidziro: Vana vanoziwa nguva dzemasikati.	Mifananidzo	

L3	Mifananidzo yenguva dzakasiyana siyana	Kuverenga nekutsanangura mifananidzo.	Kutaura Kuteerera	Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 26	Nhanganyaya: Dzokororo yechidzidzo chakapfuura. 1: Vana vanodoma nguva dzezuva dzavanoziva. 2: Mumapoka vana vanotsanangura zviri pamifananidzo yavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotsanangura mifananidzo yavapiwa sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
CHINA L4	Kunyora Kuisa ruvara pamufananidzo	Kuisa ruvara pamufananidzo zvine unyanzvi.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 27	Fungidziro: Vana vanogona kushandisa ruvara. Nhanganyaya: Vana vanodoma mazita eruvara avanoziva. 1: Mudzidzisi anotsanangura zvinoda kuitwa. 2: Vana vanodoma mazita emifananidzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara	
CHISHANU L5	Kunyora Peteni	Kunyora peteni zvine unyanzvi vachibva kuruboshwe kuenda kurudyi.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRD 2 page 24 - 32 Plus one pg 20	Fungidziro: Vana vanogona kubata chinyoreso. Nhanganyaya: Kuimba rwiyo “ kana ndikadai ”. 1: Mudzidzisi anopa muenzaniso wekunyora peteni. 2: Vana vanodzidzira kunyora peteni muvhu. 3: Vana vanonyora peteni mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 9 13/03/26	KUKWAZISA NENGUVA DZEZUVA	Pakupera kwechidzidzo vana vanofanirwa		Indigenous Languages Infants	Fungidziro: Vana vanogona kuimba. Nhanganyaya: Vana vanoimba rwiyo “ dzinomwa kuna save ”.	Dzimudzang ara	

MUVHURO L1	Kuteerera/kuona Nziyo dzechinyakare	kunge vakugona ku : Kuteerera nekugona kuimba nziyo dzechinyakare.	Kuteerera Kutaura	Syllabus ECD – GRADE 2 page 24 - 32	1: Mudzidzisi anotsanangura pamusoro penziyo dzechinyakare. 2: Vana vanoterera nziyo vachitamba mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vana vanoimba sedungamunhu rwiyo rwaridzwa. Mhedziso: Dzokororo yechidzidzo.		
CHIPIRI L2	Kutaura Kudaira kwaziso	Kudaira kwaziso nemutauro wakanaka.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kukwazisa. Nhanganyaya: Kuimba rwiyo “ marara here ”. 1: Vana vanodoma kwaziso dzenguva dzakasiyana dzavanzoziva. 2: Mudzidzisi anopa muenzaniso wekudavira kwaziso. 3: Vana vanodzidzira kudavira kwaziso mumapoka. 4: Kupakurirana zvaitwa mumapoka. Mhedziso: Dzokororo yechidzidzo.	Vadzidzi	
CHITATU L3	Kuverenga Miti	Kudoma mazita emiti inowanikwa pachikoro pavo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 5	Fungidziro: Vana vanozaiva michero. Nhanganyaya: Rwiyo “ tinotsvaka maonde ”. 1: Vana nemudzidzisi vanotenderera nharaunda yechikoro. 2: Vana vanodoma miti yavaona pachikoro mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Mwana umwe neumwe anodoma miti miviri yaaona. Mhedziso: Kupindura mivhunzo kubva muchidzidzo.	Nharaunda yechikoro.	

CHINA L4	Kunyora Kudhirowa zvavanoda	Kuratidza unyanzvi hwekunyora vachidhirowa zvavanoda.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vane zvavanofarira. Nhanganyaya: Dzokororo yechidzidzo chakapfuura. 1: Mudzidzisi anopa tsananguro yezvichaitwa. 2: Vana vanotaurirana zvavanofarira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanodhirowa zvavanoda sedungamunhu. Mhedziso: Dzokororo yezvadzidzwa.	Zvinyoreso Ruvara	
CHISHANU L5	Kunyora Kuisa ruvara pamifananidzo	Kubata chinyoreso vachiisa ruvara pamifananidzo zvane unyanzvi.		Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 9	Fungidziro: Vana vanogona kushandisa ruvara. Nhanganyaya: Rwiyo “ dai ndiri shiri ”. 1: Mudzidzisi anotsanangura basa rinoda kuitwa. 2: Vana vanodoma mifananidzo yavapiwa. 3: Vana vanoisa ruvara pamifananidzo yavapiwa. Mhedziso: Nhaurirano pane zvadzidzwa.	Mifananidzo Ruvara	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 10 20/03/26 MUVHURO L1	KUKWAZISA NENGUVA DZEUVA Kuteerera/kuon a Kupatsanura ruzha rwemidziyo	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuteerera nekupatsanura ruzha rwemidziyo yakasiyana siyana.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziwa ruzha rwemota. Nhanganyaya: Vana vanoimba rwiyo “ simbi yarira ndiri parwizi ”. 1: Vana vanodoma midziyo yavapiwa. 2: Mumapoka vana vanovera mudziyo pasi umwe akasungwa kumeso otaura mudziyo waita ruzha. 3: Kupakurirana zvabva mumapoka. 4: Kutevedzera ruzha rwemudziyo umwe neumwe. Mhedziso: Dzokororo yechidzidzo.	Midziyo yakasiyana siyana.	

CHIPIRI L2	Kutaura Kudaira kwaziso	Kudaira kwaziso nemutauro wakanaka.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kukwazisa. Nhanganyaya: Kuimba “ mangwanani akanaka ”. 1: Mudzidzisi anopa muenzaniso rwekudavira kwaziso. 2: Mumapoka vana vanodzidzira kudavira kwaziso. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanodavira kwaziso yemudzidzisi sedungamunhu. Mhedziso: Kuimba rwiyo “ mhoru shamwari yangu ”.	Vadzidzi	
CHITATU L3	Kuverenga Mifananidzo yekwaziso	Kuverenga mifananidzo yekwaziso vachibva kuruboshwe kuenda kurudyi.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 28	Fungidziro: Vana vanoziva miti yemichero. Nhanganyaya: Dzokororo yechidzidzo chakapfuura. 1: Mudzidzisi anopa vana mifananidzo yekwaziso mumapoka. 2: Mumapoka vana vanoverenga mifananidzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga mifananidzo yekwaziso sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo.	
CHINA L4	Kunyora Peteni	Kunyora peteni nemazvo kubva kuruboshwe kuenda kurudyi.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 – 32 Plus one pg 24	Fungidziro: Vana vanogona kubata chinyoreso. Nhanganyaya: Mudzidzisi anoparura chidzidzo chekunyora peteni. 1: Mudzidzisi anopa muenzaniso wekunyora peteni. 2: Vana vanonyora peteni muvhu. 3: Mudzidzisi anoongorora nekubatsira vana. 4: Vana vanonyora peteni mumabhuku avo. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso	

CHISHANU L5	Kunyora Kutenderedza zambiringa munyemba	Kuongorora mifananidzo nekudoma zambiringa munyemba.	Kugona kubata chinyoreso Ongororo	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32 Plus one pg 21	Fungidziro: Vana vanogona kutara mifananidzo. Nhanganyaya: Rwiyo “ kudzidza kwakanaka ”. 1: Mudzidzisi anotsanangura nekupa muenzaniso we zambiringa munyemba. 2: Mumapoka vana vanoita basa ravapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Mifananidzo	
VHIKI VK 11 27/03/26 MUVHURO L1	MUSORO MHUKA Kuteerera Ruzha rwemhuka dzepamba	ZVINANGWA Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuterera nekutevedzera machemero emhuka dzepamba dzakasiyana siyana.	UNYANZVI Kutaura Kuteerera	DURA Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	MADZIDZISIRO Fungidziro: Vana vanoziwa imbwa. Nhanganyaya: Kuimba “ dhongi rinokuma ”. 1: Vana vanodoma mhuka dzepamba dzavanoziwa. 2: Vana vanotevedzera kuchema semhuka dzavapiwa mufananidzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoedzesera kuchema semhuka yavapiwa sedungamunhu. Mhedziso: Kuimba rwiyo “ tsuro darika mutanda ”.	ZVOMBO Mifananidzo yemhuka dzepamba	ONGORORO
CHIPIRI L2	Kutaura Mhuka dzepamba	Kudoma mhuka mbiri dzinogara pamba dzavanoziwa.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziwa imbwa. Nhanganyaya: Rwiyo “ baba pinda mukati ”. 1: Mudzidzisi anotsanangura nekupa muenzaniso. 2: Vana vanodoma mhuka dzinogara pamba mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotaura mhuka mbiri dzinogara pamba sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yemhuka dzepamba	

CHITATU L3	Kuverenga Mifananidzo yemhuka dzepamba	Kuverenga mifananidzo yemhuka dzepamba vachibva kumusoro.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 – 32 Plus one pg 7	Fungidziro: Vana vanoziva imbwa. Nhanganyaya: Kuimba rwiyo “ dudu muduri ” vachidoma mhuka dzinogara pamba. 1: Mudzidzisi anopa muenzaniso wekuverenga mifananidzo kubva kumusoro. 2: Vana vanoverenga mifananidzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Kuverenga sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yemhuka dzepamba	
CHINA L4	Kunyora Kudhirowa mhuka dzepamba	Kudhirowa mhuka mbiri dzepamba nekuisa ruvara.	Kugona kubata chinyoreso	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanoziva mombe. Nhanganyaya: Vana vanodoma mhuka dzinogara pamba. 1: Mudzidzisi anopa tsanangudzo dzebasa richaitwa. 2: Vana vanodhirowa mhuka dzinogara pamba muvhu. 3: Kudhirowa mhuka mbiri dzinogara pamba. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yemhuka dzepamba	
CHISHANU L5	Kunyora Kubudisa ngano nemifananidzo	Kubudisa rungano vachiita nhevedzo yemifananidzo.	Kugona kubata chinyoreso ongororo	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vanogona kutaura ngano. Nhanganyaya: Dzokororo yechidzidzo chakapfuura. 1: Mudzidzisi anotsanangura nekupa muenzaniso. 2: Mumapoka vana vanobudisa ngano pamifananidzo yavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Mwana umwe neumwe anobudisa rungano pamifananidzo yaapiwa. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO

VK 12 03/04/26 MUVHURO KUSVIKA CHISHANU	DZOKORORO Yezvidzidzo zvakadzidzwa koto ro yese.	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku: kupindura mivhunzo pane zvavakadzidza.	Kuteerera Kutaura Kuverenga Kunyora	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 24 - 32	Fungidziro: Vana vakabata zvidzidzo zvekoto ro. Nhanganyaya: Kuimba nziyo. 1: Tsanangudzo kubva kumudzidzisi. 2: Kuita basa mumapoka. 3: Kupakurirana. 4: Kuita basa. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso Mapepa	
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD A

Subject: Social Science

Topics to be covered:

- ❖ Identity
- ❖ National history, Sovereignty and Governance
- ❖ Heritage
- ❖ Work and Leisure

Skills to be developed: Self - expression, problem solving, visual discrimination, fluency, finger dexterity, logic and patience.

Broad aims:

- ❖ To help learners to develop an awareness of Social Sciences as an integral part in the ECD curriculum.
- ❖ To help learners have appreciation of the techniques applicable for monitoring and assessing their development.
- ❖ To help learners to have an understanding of the Social Sciences learning area which will develop them holistically.

Cross Cutting Themes:

- ❖ ICT
- ❖ Disaster Risk Management
- ❖ Climate change
- ❖ Health and wellbeing

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/2 6	IDENTITY Myself	By the end of the lesson lnrs	Self -expression Fluency	Social Sciences ECDA	Assumed knowledge: Lnrs know body parts. Intro: Reciting “do you know my name” 1: Tr explains and give examples.	Human pictures	

WK1 L1 TUE	Names and sex	should be able to : Say their names and stating their sex.	Visual discrimination	– Grade 2 Syll page 16-17 Plus one pg 1	2: In grps of five lnrs play naming games. 3: Groups present their work. 4: Individually lnrs say their names and sex. Conclusion: Class discussion.	Crayons	
L2 WED	Age	State their own age.	Self -expression Turn taking	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 1	Assumed knowledge: Lnrs know their names. Intro: Recap of the previous lesson. 1: Tr explains on about birthday and age. 2: In pairs lnrs discuss about their birthday and age. 3: Groups give feedback. 4: Individually lnrs make a birthday calendar. Conclusion: Class discussion.	Birthday calendar Crayons	
L3 THUR	Totems	Draw and colour animals that depicts their totems.	Self -expression Finger dexterity Visual discrimination	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 1	Assumed knowledge: Lnrs know their surnames. Intro: Reciting “tsuro darika mutanda” 1: Tr about totems. 2: In pairs learners discuss about their totems. 3: Groups give feedback. 4: Individually lnrs draw animal that depicts their totem. Conclusion: Revision of work.	Animal pictures Crayons	
L4 FRI	Origin	State their own places or origin.	Self -expression Fluency Turn taking	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 1	Assumed knowledge: Lnrs know their totem. Intro: Recap of the previous lesson. 1: Lnrs listen to the tr explaining about origin. 2: In pairs lnrs sing the game song “do you know my name” stating their origin. 3: Grps present their work. 4: Individually lnrs state their origin. Conclusion: Class discussion.	Animal pictures ICT tools	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 2 23/01/2023 L1 TUE	Myself and my family Naming family members	By the end of the lesson lnrs should be able to : Identify and name their family members.	Self -expression Turn taking Refinement of vocabulary	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 2	Assumed knowledge: Lnrs know their names. Intro: Reciting “five in the family”. 1: Lnrs name their family members. 2: In pairs lnrs discuss about what they do with their family members. 3: Groups give feedback. 4: Lnrs say names of their family members. Conclusion: Class discussion.	Family pictures Crayons	
L2 WED	Colouring pictures of family members	Identify and colour pictures that depicts their family members.	Finger dexterity Visual Skills Creativity	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 3	Assumed knowledge: Lnrs know their family members. Intro: Recap of the previous lesson. 1: Tr tells a story about family members. 2: In pairs, lnrs tell news about their family members. 3: Groups give feedback. 4: Individual colouring of family pictures. Conclusion: Revision of the work.	Crayons ICT tools	
L3 THUR	Family members rhymes	Singing rhymes on family members	Self -expression Turn taking Refinement of vocabulary	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Lnrs know their family members. Intro: Recap of the previous lesson. 1: Tr introduces a rhyme about family members. 2: In groups of five lnrs sing the rhyme. 3: Groups present their work. 4: Lnrs sing the rhyme individually. Conclusion: Class discussion.	Family pictures ICT tools	
L4 FRID	Pasting pictures of	Pasting pictures that depicts	Self -expression Finger dexterity	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap of the previous lesson. 1: Lnrs name other family members beside their siblings.	Family pictures	

	family members.	members of their family.	Visual discrimination		2: In pairs lnrs discuss about roles of their family members. 3: Groups give feedback. 4: Individually lnrs paste pictures of family members. Conclusion: Revision of the work done.	Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 3 30/01/26 L1 TUE	Myself and my friends Myself and my friends	By the end of the lesson learners should be able to : Identify their friends	Self -expression Fluency Turn taking	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 4	Assumed knowledge: Lnrs know their names. Intro: Singing “ come around my best friend ”. 1: Tr asks lnrs about their friend’s names. 2: In groups of three, lnrs play games. 3: Groups present their work. 4: Individually lnrs tell games they play with their friends. Conclusion: Class discussion.	Outdoor	
L 2 WED	Games	State and play games with their friends.	Auditory skills Gross motor skills Team work	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Lnrs play games. Intro: Recap of the previous lesson. 1: Lnrs list the games they know. 2: In fives, lnrs play games of own choice. 3: Groups present their games. 4: Lnrs tell the games they like individually. Conclusion: Discussion about the importance of playing games.	Outdoor Toys	
L3 THUR	Colouring pictures	Colour pictures of self and friends.	Finger dexterity Auditory skills Self- expression Creativity skills	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Lnrs know play games. Intro: Recap of the previous lesson. 1: Teacher engages learners in news time. 2: In pairs learners share their news. 3: Groups give feedback. 4: Individually learners colour their friends. Conclusion: Revision of work.	Crayons Work books	

L4 FRID	Friendship rhymes	Sing friendship rhymes.	Auditory skills Gross motor skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap of the previous lesson. 1: Tr introduces a friendship rhyme. 2: In fives lnrs sing the introduced rhyme. 3: Groups present their work. 4: Individually learners recite a rhyme. Conclusion: Revision of the lesson.	ICT tools Outdoor	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 4 06/02/2026 L1 TUE	Myself and my school Myself and my school	By the end of the lesson learners should be able to: State the name of their school and teacher.	Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 5	Assumed knowledge: Lnrs know their homes. Intro: Tr asks lnrs about the name of their school. 1: Lnrs state name of their school. 2: In pairs lnrs state name of their teacher. 3: Groups present their work. 4: Lnrs tell the name of their school and tr individually. Conclusion: Class discussion.	School buildings	
L2 WED	Colouring pictures	Colour picture of a school showing creativity.	Finger dexterity Team work Self- expression Creativity	Social Sciences ECDA – Grade 2 Syll page 16-17 Plus one pg 6	Assumed knowledge: Lnrs know the name of their school. Intro: Recap of the previous lesson. 1: Lnrs identify things that are found at school. 2: In pairs lnrs talk about things that are found at school. 3: Groups present their work. 4: Individually lnrs colour picture of a school. Conclusion: Revision of work.	Work books Crayons	
L3 THUR	Constructing models buildings	Construct at least one model of a building.	Visual skills Finger dexterity Creativity	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Learners can draw. Intro: Lnrs identify buildings at school. 1: Tr demo constructing a classroom block. 2: Learners construct models of buildings. 3: Tr monitors and assists the weak.	Locally available materials	

			Self- expression		4: Individually learners display their work. Conclusion: Class discussion.		
L4 FRID	School tour	Tour and describe their school.	Refinement of vocabulary. Gross motor skills Visual skills	Social Sciences ECDA – Grade 2 Syll page 16-17	Assumed knowledge: Lnr's know name of their school. Intro: Reciting poem “my school”. 1: Tr and lnr's tour the school premise. 2: In pairs lnr's discuss about what they have seen in the school premise. 3: Feedback from the groups. 4: Individually lnr's draw their school. Conclusion: Revision of the lesson.	School premise Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 5 13/02/2026 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE My country	By the end of the lesson learners should be able to: State the name of their country.	Auditory skills Team work Self- expression Fluency	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 7	Assumed knowledge: Learners know the name of their school. Intro: Reciting “beautiful Zimbabwe”. 1: Tr asks learners the name of their country. 2: In pairs lnr's discuss about what is found in their country. 3: Feedback from the groups. 4: Individually lnr's trace dots for the map of Zimbabwe. Conclusion: Revision of the lesson.	ICT tools Zimbabwe map Crayons	
L2 WED	Origin of their country	Describe the origin of the name Zimbabwe.	Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 7	Assumed knowledge: Lnr's know name of their country. Intro: Recap of the previous lesson. 1: Tr explains about the origin of the name Zimbabwe. 2: In pairs lnr's discuss about the origin of Zimbabwe. 3: Feedback from the groups.	CT tools Zimbabwe map	

					4: Individually lnrs tell the origin of the name Zimbabwe. Conclusion: Class discussion.		
L 3 THUR	National Anthem	Sing at least one stanza of the national anthem.	Auditory skills Team work Self- expression Fluency	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 8	Assumed knowledge: Lnrs know the name of their country. Intro: Recap of the previous lesson. 1: Tr explains and demo singing the National Anthem. 2: In groups of four lnrs sing the National Anthem. 3: Groups present their work. 4: Individually lnrs sing the National Anthem. Conclusion: Revision of the lesson.	National anthem audio.	
L4 FRID	Posture and protocol of singing National Anthem.	Demonstrate proper posture when singing the national anthem.	Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 8	Assumed knowledge: Lnrs can stand. Intro: Recap of the National Anthem. 1: Tr explains and demo proper posture when singing the National Anthem. 2: In grps of four lnrs demo proper posture when singing the National Anthem. 3: Groups presentation. 4: Individual demo of proper posture when singing the National Anthem. Conclusion: Revision of the lesson.	Assembly point Videos	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/2026 L 1	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE	By the end of the lesson learners should be able to: Recognise the national flag.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 9	Assumed knowledge: Lnrs can sing the National Anthem. Intro: Recap of the previous lesson. 1: Lnrs and tr visit the National flag at school. 2: In groups lnrs discuss about what they have observed. 3: Feedback from the groups.	National flag Colour chart	

TUE	National flag				4: Individual explanation of what they saw on the national flag. Conclusion: Revision of the lesson.		
L 2 WED	Colours of the national flag.	Identify and name colours on the national flag.	Visual skills Auditory skills Self- expression	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 9	Assumed knowledge: Lnrs know the National flag. Intro: Recap of the previous lesson. 1: Tr and Lnrs revisit the national flag. 2: In pairs, Lnrs state colours on the national flag. 3: Feedback from the groups. 4: Individually Lnrs state the colours of the national flag. Conclusion: Revision of the lesson.	ICT tools National flag	
L 3 THUR	National flag rhymes	Recite rhymes about the national flag.	Auditory skills Team work Language development	Social Sciences ECDA – Grade 2 Syll page 18	Assumed knowledge: Lnrs know the national flag. Intro: Recap on national flag. 1: Tr introduces the rhyme “colours, colours” citing colours on the national flag. 2: In grps of four Lnrs recite the introduced rhyme. 3: Feedback from the grps. 4: Individually Lnrs recite the rhyme. Conclusion: Revision of work.	National flag Outdoor	
L 4 FRID	Colouring the national flag	Colour the national flag correctly.	Finger dexterity Visual skills Creativity	Social Sciences ECDA – Grade 2 Syll page 18 Plus one pg 9	Assumed knowledge: Lnrs know the national flag. Intro: Recap of the previous lesson. 1: Tr and Lnrs revisit the national flag. 2: In pairs Lnrs draw and colour the national flag. 3: Groups present their work. 4: Lnrs colour the national flag individually. Conclusion: Class discussion.	National flag Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 7 27/02/2026 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE National pledge-School Pledge.	By the end of the lesson learners should be able to: Recite the National School Pledge correctly.	Auditory skills Communication skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 18	Assumed knowledge: Lnrns can sing the national anthem. Intro: Recap on the national colours. 1: Tr demo reciting the National School Pledge. 2: In fives lnrns recite the National School Pledge. 3: Groups present their work. 4: Individually lnrns recite the National School Pledge. Conclusion: Class discussion.	Audio of the National School Pledge	
L 2 WED	Proper posture when reciting the National School Pledge.	Demonstrate properly posture when reciting the National School Pledge.	Auditory skills Communication skills Team work	Social Sciences ECDA – Grade 2 Syll page 18	Assumed knowledge: Lnrns can recite the National School Pledge. Intro: Recap of the National School Pledge. 1: Tr demo proper posture when reciting the National School Pledge. 2: In fives lnrns demo the proper posture. 3: Groups present their work. 4: Individually lnrns recite the National School Pledge. Conclusion: Revision of work.	National School Pledge audio	
L 3 THUR	Videos on National School Pledge.	Watch videos and demonstrates what they have seen.	Auditory skills Visual skills Communication skills	Social Sciences ECDA – Grade 2 Syll page 18	Assumed knowledge: Learners can recite National School Pledge. Intro: Reciting the National School Pledge. 1: Watching a video on National School Pledge. 2: In fours lnrns imitate the video on National School Pledge. 3: Groups present their work. 4: Individual imitation of the video on National School Pledge. Conclusion: Class discussion.	Video of National School Pledge	

L4 FRID	Revision of the topics covered	Answer revision questions from the topic covered correctly	Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 18	Assumed knowledge: Lnrns can recite the National School Pledge. Intro: Reciting the National School Pledge. 1: Tr gives asks lnrns questions from the topics covered. 2: In pairs lnrns work on given task. 3: Feedback from the groups. 4: Individually lnrns answer questions. Conclusion: Class discussion.	Pictures ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 8 06/03/26 L 1 TUE	HERITAGE Natural tangible heritage Animals.	By the end of the lesson learners should be able to: Identify and name at least two animals.	Finger dexterity Auditory skills Visual skills Team work	Social Sciences ECDA – Grade 2 Syll page 19 Plus one pg 10	Assumed knowledge: Lnrns know a lion. Intro: Lnrns name animals they know. 1: Tr explains on natural tangible heritage. 2: In pairs lnrns list animals that are natural tangible heritage. 3: Groups give feedback. 4: Lnrns paste pictures of animals that are natural tangible heritage. Conclusion: Revision of work.	Pictures of animals.	
L 2 WED	Lands	Explore and identify land cultural heritage.	Finger dexterity Auditory skills Visual skills	Social Sciences ECDA – Grade 2 Syll page 19 Plus one pg 10	Assumed knowledge: Lnrns know natural tangible heritage. Intro: Singing “Noah zarura”. 1: Tr and lnrns explore the surrounding environment. 2: In pairs lnrns discuss about land as a natural tangible heritage. 3: Groups give feedback. 4: Lnrns colour pictures of monuments. Conclusion: Revision of work.	Pictures Crayons	

L 3 THUR	Artefacts	Cut and paste pictures of cultural attire and food.	Finger dexterity Auditory skills Visual skills	Social Sciences ECDA – Grade 2 Syll page 19 Plus one pg 10	Assumed knowledge: Learners know natural tangible heritage things. Intro: Recap on tangible heritage. 1: Tr explains on cultural attire and food. 2: In pairs lnr's list cultural attire and food. 3: Groups give feedback. 4: Individual pasting of cultural attire and food. Conclusion: Revision of work.	Pictures Glue	
L 4 FRID	Artefact models	Make a simple model of a clay pot.	Finger dexterity Visual skills Creativity	Social Sciences ECDA – Grade 2 Syll page 19	Assumed knowledge: Learners know natural tangible heritage things. Intro: Recap on cultural attire and food. 1: Teacher demonstrates modelling a clay pot. 2: Learners make models of a clay pot. 3: Tr assists the weak. 4: Learners display their work. Conclusion: Class discussion.	Water Clay pot Dough	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 9 13/03/2026 L 1 TUE	HERITAGE Intangible heritage Language	By the end of the lesson learners should be able to: Identify and name different indigenous languages.	Auditory skills Language skills Communication skills	Social Sciences ECDA – Grade 2 Syll page 19 Plus one pg 11	Assumed knowledge: Lnr's know their mother language. Intro: Tr explains on intangible heritage. 1: Tr gives an example of indigenous language. 2: In pairs, learners greet each other using language of own choice. 3: Feedback from the groups. 4: Individually lnr's state one indigenous language. Conclusion: Class discussion.	ICT tools Specialised materials	
L 2	Singing and dancing	Demonstrate singing and	Auditory skills Team work	Social Sciences ECDA – Grade 2 Syll page 19	Assumed knowledge: Lnr's can sing rhymes. Intro: Recap on different languages. 1: Teacher demonstrates Mhande dance. 2: In groups learners sing and dance Mhande.	Cultural videos dances	

WED		dancing different songs.	Self- expression		3: Presentation of the groups. 4: Individual performance. Conclusion: Revision of the lesson.		
L 3 THUR	Indigenous ways of greeting	Demonstrate kneeling as an indigenous way of greeting.	Auditory skills Visual skills Turn taking Self- expression	Social Sciences ECDA – Grade 2 Syll page 19 Plus one pg 12	Assumed knowledge: Lnrs can greet informally. Intro: Reciting “hallo good morning friends”. 1: Tr demo kneeling as a way of indigenous greeting. 2: In pairs learners demonstrate kneeling. 3: Presentation of the groups. 4: Individual demonstration. Conclusion: Revision of the lesson.	ICT tools Pictures Videos	
L 4 FRID	Folk stories	Retell a story about intangible heritage.	Fluency Auditory skills Self- expression	Social Sciences ECDA – Grade 2 Syll page 19	Assumed knowledge: Lnrs know intangible heritage. Intro: Recap on singing using percussion instruments. 1: Tr tells a story about intangible heritage. 2: In pairs, lnrs retell the story. 3: Feedback from the groups. 4: Individually lnrs retell the story. Conclusion: Questioning and answer.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 10 20/03/2020 L 1 TUE	WORK AND LEISURE Work at home and school. Duties at home	By the end of the lesson lnrs should be able to: List and demonstrate work done at home.	Finger dexterity Auditory skills Team work	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 13-14	Assumed knowledge: Learners can sweep. Intro: Singing “mai vanobika”. 1: Learners list duties they do at home. 2: In pairs lnrs demonstrate washing. 3: Groups give feedback. 4: Individually lnrs demo washing a handkerchief. Conclusion: Class discussion.	Water Soap Buckets	

L 2 WED	Duties at school	Demonstrate duties that are done at school.	Visual skills Refinement of vocabulary Self- expression	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 15	Assumed knowledge: Lnrs can sweep. Intro: Recap on duties at home. 1: Tr explains on duties done at school. 2: In pairs Lnrs state duties they do at school. 3: Feedback from the groups. 4: Lnrs state duties shown on the given pictures individually. Conclusion: Revision of the lesson.	Pictures	
L 3 THUR	Work songs	Identify and sing at least one work song.	Auditory skills Gross motor skills Team work	Social Sciences ECDA – Grade 2 Syll page 20	Assumed knowledge: Learners can sing. Intro: Tr explains on work songs. 1: Lnrs list the work songs. 2: Lnrs sing the work songs in groups of four. 3: Presentation of the groups. 4: Lnrs sing work song of own choice individually. Conclusion: Class discussion.	Outdoor ICT tools	
L 4 FRID	Simple tasks	Perform simple tasks such as picking up litter around the school premise.	Auditory skills Visual skills Self- expression	Social Sciences ECDA – Grade 2 Syll page 20	Assumed knowledge: Learners can sweep. Intro: Recap on work songs. 1: Teacher asks Lnrs to pick litter around the school premise. 2: Learners pick up litter. 3: Lnrs state the importance of picking litter. Conclusion: Questioning and answer.	Bins School premise	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 27/03/2026 L 1	WORK AND LEISURE Work to produce goods and services	By the end of the lesson Lnrs should be able to: Identify and list at least three	Refinement of vocabulary Auditory skills Visual skills	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 16	Assumed knowledge: Lnrs know occupations. Intro: Lnrs list the jobs they know. 1: Tr explains on works that produce goods and services. 2: In pairs learners identify goods and services in the local environment. 3: Feedback from the groups.	Pictures Crayons	

TUE		types of goods and services.			4: Lnrs colour pictures individually. Conclusion: Revision of the lesson.		
L 2 WED	Work produces goods	Identify and name objects that we get from production of goods.	Visual skills Auditory skills Refinement of vocabulary	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 17	Assumed knowledge: Lnrs know objects. Intro: Recap on works that produces goods and services. 1: Teacher explains on production of goods. 2: In pairs lnrs name objects on the given pictures. 3: Feedback from the groups. 4: Lnrs colour pictures individually. Conclusion: Revision of the lesson.	Pictures crayons	
L3 THUR	Cultural artefacts	Identify and name at least two cultural artefacts.	Visual skills Auditory skills Team work	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 18	Assumed knowledge: Lnrs know a clay pot. Intro: Tr explains on artefacts. 1: Teacher gives an example of artefacts. 2: In pairs lnrs name pictures of artefacts. 3: Feedback from the groups. 4: Lnrs colour pictures of artefacts individually. Conclusion: Revision of the lesson.	Pictures Crayons Artefacts	
L4 FRID	Picture collage	Paste and name at least two pictures of goods	Visual skills Creativity Sharing	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 19	Assumed knowledge: Lnrs can scribble. Intro: Recap on artefacts. 1: Teacher gives lnrs pictures to read. 2: In pairs lnrs name objects on the given pictures. 3: Feedback from the groups. 4: Lnrs paste pictures of goods individually. Conclusion: Revision of the lesson.	Stickers Pictures	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 12 03/04/26	WORK AND LEISURE Indigenous and modern games	By the end of the lesson learners should be able to:	Auditory skills Gross motor skills Team work	Social Sciences ECDA – Grade 2 Syll page 20	Assumed knowledge: Lnrs play games. Intro: Lnrs state what they do during leisure time. 1: Lnrs list indigenous games. 2: In pairs name indigenous game shown on the picture.	Pictures Crayons ICT tools	

L 1 TUE	Indigenous games	Identify and list and name indigenous games		Plus one pg 20	3: Presentation of the groups. 4: Lnrs colour pictures individually. Conclusion: Class discussion.		
L 2 WED	Indigenous games	Name and demonstrate how to play pada.	Auditory skills Gross motor skills Team work Turn taking	Social Sciences ECDA – Grade 2 Syll page 20	Assumed knowledge: Lnrs can play nhodo . Intro: Recap on indigenous games. 1: Tr demonstrate how to play pada. 2: Lnrs play pada in groups of three 3: Presentation of the groups. 4: Lnrs describe rules of the played game individually. Conclusion: Revision of work.	Outdoor ICT tools	
L 3 THUR	Modern games	Identify and name at least two modern games.	Auditory skills Gross motor skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 20 Plus one pg 21	Assumed knowledge: Lnrs can play nhodo . Intro: Recap on indigenous games. 1: Tr explains on modern games. 2: Lnrs list the modern games they know 3: Lnrs describe the modern game shown on the picture in pairs 4: Presentation of the groups. 5: Colouring pictures that depicts modern games. Conclusion: Revision of the lesson.	ICT tools Pictures Crayons	
L 4 FRID	Modern games	Name and demonstrate how to play computer games.	Auditory skills Gross motor skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syll page 20	Assumed knowledge: Lnrs can play games. Intro: Recap on modern games. 1: Tr demo how to play computer games. 2: Lnrs play the computer game in pairs. 3: Presentation of the groups. 4: Individually lnrs play the computer game. Conclusion: Revision of work.	ICT tools	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD A

Subject: Science & Technology

Topics to be covered:

- ❖ Health and Hygiene Practices
- ❖ Food and nutrition
- ❖ Crops, plants and animals

Skills to be developed: Conservation, problem solving, classifying, observation, finger dexterity, logic and manipulative skills.

Methods to be used:

- ❖ Discussions
- ❖ Field trips
- ❖ Group projects
- ❖ Demonstrations

Broad aims:

- ❖ To help learners to lay a foundation of cultural practices, historical perspectives into science and technology education.
- ❖ To help learners to have an understanding of the learning area which will promote cultural appreciation in its diverse nature.

Cross Cutting Themes:

- ❖ Cultural diversity
- ❖ Environmental management
- ❖ Healthy and safety

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/2020 L1 & 2 TUE	HEALTH AND HYGIENE Personal hygiene body parts caring	By the end of the lesson lnrs should be able to: Name body parts and state personal hygiene practices.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 1	Assumed knowledge: Lnrs know eyes. Intro: Singing “head and shoulders” 1: Lnrs name human body parts. 2: In pairs lnrs list ways of caring for assigned body part. 3: Groups give feedback. 4: Individually lnrs state one body part and how to care for it. Conclusion: Class discussion.	Chart Visual pictures	
L3 & 4 WED	Toilet training	Demonstrate proper way of using toilet.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 3	Assumed knowledge: Lnrs know toilets. Intro: Tr explains proper way of using toilet. 1: Tr and Lnrs visit the toilet. 2: Tr demo how to use the toilet properly. 3: Lnrs take turns to use the toilet. 4: Tr monitors and assists the weak. Conclusion: Class discussion.	Toilet Water	
L 5 & 6 THUR	Hand washing	Demonstrate proper way of washing hands.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Lnrs know body parts. Intro: Singing “wash, wash,your hands” 1: Tr demo proper way of washing hands. 2: Lnrs wash their hands in pairs. 3: Feedback from the groups.	Soap Running water	

			Auditory skills	Plus one pg 5	4: Individual demo on hand washing. Conclusion: Class discussion on the importance of washing hands.		
L7 & 8 FRID	Caring for clothes	Identify and describe ways of caring for the clothes	Visual discrimination Manipulative skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 2	Assumed knowledge: Lnrs know clothes. Intro: Tr explains on caring for the clothes. 1: Tr asks lnrs ways of caring for the clothes. 2: In pairs lnrs discuss about how to care for the clothes. 3: Groups give feedback. 4: Individually lnrs state one way of caring for the clothes Conclusion: Revision of the lesson.	Clothes Water Iron Soap Buckets	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 2 23/01/26 L1 MON	HEALTH AND HYGIENE Food hygiene Safe food handling	By the end of the lesson learners should be able to: State and discuss about safe ways of handling food.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 10	Assumed knowledge: Lnrs know food. Intro: Reciting “food is very good”. 1: Tr and lnrs list food they know. 2: In threes lnrs discuss about safe ways of handling food. 3: Groups present their work. 4: Individually lnrs state one safe way of handling food. Conclusion: Class discussion.	Food samples	
L2 & 3 TUE	Watching video	Use the toilet properly and how to care for their clothes	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Lnrs know food. Intro: Recap on safe handling of food. 1: Tr plays video on safe handling of food. 2: In pairs lnrs describe safe handling of food shown in the video. 3: Feedback from the groups. 4: Individually lnrs state the importance of safe handling of food.	ICT tools	

					Conclusion: Class discussion.		
L4 & 5 WED	Healthy eating habits	Identify and state at least one healthy eating habit.	Visual skills Refinement of vocabulary Auditory skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Lnrs know food. Intro: Singing “food is very good” 1: Tr explains on good eating habits. 2: In pairs Lnrs list good eating habits. 3: Feedback from the groups. 4: Lnrs state one good eating habits individually. Conclusion: Revision of the lesson.	Visual pictures	
L6&7 THUR	Bad eating habits	State and describe at least one bad eating habit.	Visual skills Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Lnrs know food. Intro: Recap on good eating habits. 1: Teacher explains on bad eating habits. 2: In pairs learners identify bad eating habits. 3: Groups present their work. 4: Lnrs state bad eating habits individually. Conclusion: Class discussion.	Visual pictures	
L8 & 9 FRID	Picture reading	Read and describe pictures of food storage.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap on bad eating habits. 1: Tr gives Lnrs pictures of food storage. 2: Lnrs read given picture in pairs. 3: Feedback from the groups. 4: Feedback from the groups. 5: Lnrs read given pictures individually. Conclusion: Revision of the lesson.	Visual pictures of food storage	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK3 30/01/2026 L1 MON	HEALTH AND HYGIENE Environmental hygiene Cleanliness of a living space	By the end of the lesson learners should be able to: Differentiate between clean and unclean environment.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg11	Assumed knowledge: Lnrns can sweep. Intro: Reciting “ musarasa marara ” 1: Tr and Lnrns discuss about ways of keeping the environment clean. 2: In pairs Lnrns describe clean and unclean environment. 3: Groups give feedback. 4: Individually Lnrns state the importance of ventilation in the living environment. Conclusion: Revision of the lesson.	Multimedia Resource person	
L2 & 3 TUE	Importance of a clean environment	Give at least two importance of having a clean environment.	Visual discrimination Auditory skills Sharing	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 12	Assumed knowledge: Lnrns can pick litter. Intro: Singing “ don’t throw rubbish ” 1: Lnrns state the importance of having a clean living space. 2: In pairs Lnrns discuss about the importance of having a clean living space. 3: Groups give feedback. 4: Individually Lnrns state the importance of having a clean living space. Conclusion: Class discussion.	Multimedia Resource person	
L4 & 5 WED	Community clean-up activities	Identify and demonstrate at least one clean-up activities	Auditory skills Gross motor skills Manipulative skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Learners can sweep. Intro: Recap on the importance of having a clean environment. 1: Tr and Lnrns list the clean-up activities. 2: In fours, learners demo clean-up activities. 3: Feedback from the groups. 4: Colouring pictures. Conclusion: Revision of work.	Crayons Pictures	
L6 & 7	Health and wellness		Visual skills Auditory skills	Science & Tech ECDA – Grade 2	Assumed knowledge: Lnrns can sleep. Intro: Singing “ chii chinorwadza ”. 1: Tr explains on sleeping and resting.	ICT tools Posters	

THUR	Sleep and rest	List the importance of least and rest.	Refinement of vocabulary	Syllabus Bullet No 8.1 Plus one pg 13-14	2: In pairs, lnrs discuss about the importance of sleeping and resting. 3: Grps give feedback. 4: Individually lnrs state the importance of sleeping and resting. Conclusion: Revision of the lesson.		
L 8 & 9 FRID	Traditional games	Demonstrate traditional games as a way of promoting health and wellness.	Gross motor skills Team work Visual skills Auditory skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1	Assumed knowledge: Lnrs play games. Intro: Tr explains the importance of playing games. 1: Lnrs name traditional games they know. 2: In fours, lnrs play the game dunhu to promote health and wellness. 3: Groups present their work. Conclusion: Cool down.	Outdoor	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 4 06/02/2026 L1 MON	FOOD AND NUTRITION Sources of food Types of food.	By the end of the lesson learners should be able to: Identify and name different types of food.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 15	Assumed knowledge: Lnrs know staple food. Intro: Lnrs sing a rhyme “food is very good” 1: Tr asks lnrs to name the food that they know. 2: In pairs lnrs collect pictures of food 3: Groups give feedback naming food on collected pictures. 4: Lnrs paste food pictures individually. Conclusion: Class discussion.	Food samples Pictures Glue	

L2 & 3 TUE	Grains	Identify and list at least two types of grain food.	Visual discrimination Manipulative skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 15	Assumed knowledge: Lnrns know types of food. Intro: Game song “ dudu muduri ” stating the names of food they know. 1: Tr explains about the grain food. 2: In pairs Lnrns sort grain food. 3: Groups present their work. 4: Lnrns collage grain food individually. Conclusion: Revision of the lesson.	Grain food Glue	
L4 & 5 WED	Dairy food	State at least three dairy foods.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 15	Assumed knowledge: Lnrns know grain food. Intro: Recap on grain food. 1: Tr explains on dairy foods. 2: In pairs, Lnrns group pictures of dairy food. 3: Groups present their work. 4: Colouring pictures of dairy food. Conclusion: Revision of work.	Food pictures Crayons	
L8 & 9 FRID	Vegetables	Identify and paste at least four vegetables.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 15	Assumed knowledge: Lnrns know fruits. Intro: Recap of the previous lesson. 1: Tr explains on vegetable food citing examples. 2: In pairs Lnrns collect pictures of vegetables. 3: Grps present their work. 4: Lnrns paste pictures of vegetables. Conclusion: Revision of work done.	Vegetable pictures Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 5 13/02/26 L1	FOOD AND NUTRITION Sources of food Meat	By the end of the lesson Lnrns should be able to: Identify and paste at least	Visual skills Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2	Assumed knowledge: Learners know food. Intro: Singing “ kanyama kangu kandakasiya ”. 1: Tr explains on meat food. 2: In fours Lnrns name pictures of meat food. 3: Groups present their work. 4: Picture collaging of meat food. Conclusion: Class discussion.	Food sample Pictures Glue	

MON		four pictures of meat.					
L2 & 3 TUE	Healthy snacks	Identify and name at least three healthy snacks.	Visual discrimination Finger dexterity Observation Logic	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 17	Assumed knowledge: Lnrs know balanced diet meals. Intro: Recap of the previous lesson on fats. 1: Tr explains about health snacks and lnrs give examples. 2: In grps, lnrs group healthy snacks. 3: Feedback from the grps. 4: Lnrs paste pictures of healthy snacks. Conclusion: Revision of work.	Charts Pictures Glue	
L4 & 5 WED	Unhealthy snacks	Identify and sort unhealthy food.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 18	Assumed knowledge: Lnrs know healthy snacks. Intro: Recap on healthy food. 1: Tr explains about unhealthy snacks. 2: In pairs lnrs discuss about the effects of eating unhealthy snacks. 3: Groups give feedback. 4: Lnrs paste pictures of unhealthy snacks. Conclusion: Revision of the work done.	Pictures Charts Glue	
L 6 & 7 THUR	Sorting snacks	Identify and sort healthy and unhealthy snacks.	Visual discrimination Finger dexterity Auditory skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2	Assumed knowledge: Lnrs know food. Intro: Recap o on unhealthy food. 1: Lnrs list the snacks they know. 2: In pairs lnrs sort given models of snacks. 3: Groups present their work. 4: Individually lnrs sort given models of snacks. Conclusion: Revision of work.	Snacks models Pictures	
L 8 & 9	Colouring healthy snacks	Identify and colour healthy snacks.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2	Assumed knowledge: Learners know snacks. Intro: Lnrs list the snacks they know. 1: Tr asks lnrs their favourite snacks.	Crayons Work books	

FRID			Refinement of vocabulary		2: In pairs lnrs discuss about their favourite snacks. 3: Groups present their work. 4: Lnrs colour pictures of healthy snacks individually. Conclusion: Revision of work done.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/2026 L1 MON	CROPS, PLANTS AND ANIMALS Plants Types of plants – flowers	By the end of the lesson learners should be able to: Identify and list flower plants.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 19	Assumed knowledge: Lnrs know flowers. Intro: Reciting “dai ndiri karuva kadiki” 1: Tr and lnrs go for a nature walk 2: Tr explains on flower plants. 3: Lnrs identify flower plants in pairs. 4: Feedback from the groups. 5: Individually lnrs draw a rose. Conclusion: Revision of work.	Flower plants Pencils Crayons	
L2 & 3 TUE	Trees	Identify at least two tree plants around the school.	Visual discrimination Refinement of vocabulary Observation	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 20	Assumed knowledge: Lnrs know a tree. Intro: Recap on flower plants. 1: Tr explains on tree plants and gives an example. 2: In pairs lnrs name tree plants around the school. 3: Groups present their work. 4: Learners name two tree plants they know. Conclusion: Class discussion.	Trees Charts	
L4 & 5 WED	Vegetables	Identify and name at least two vegetable plants.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 22	Assumed knowledge: Lnrs know vegetables. Intro: Recap on tree plants. 1: Tr explains on vegetable plants. 2: In pairs list vegetable plants. 3: Groups give feedback.	Pictures Glue	

					4: Lnrs collage vegetable plants pictures. Conclusion: Revision of work done.		
L 6 & 7 THUR	Parts of a plant	Identify and name parts of a tree.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know a tree. Intro: Lnrs name types of tree they know. 1: Tr explains on parts of a tree. 2: In threes Lnrs name parts of a tree. 3: Groups give feedback. 4: Individually Lnrs name parts of a tree. Conclusion: Revision of the lesson.	Trees Charts	
L 8 & 9 FRID	Drawing – tree	Draw and colour a tree.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Leaners know a tree. Intro: Recap on parts of a plant. 1: Teacher demo drawing a tree. 2: Learners draw a tree on the ground. 3: Tr assists the weak. 4: Leaners draw a tree in books. Conclusion: Class discussion.	Chalkboard illustration Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 7 27/02/2026 L1 MON	CROPS, PLANTS AND ANIMALS Plants Types of plants	By the end of the lesson Lnrs should be able to: Identify, list and draw at least three types of plants.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know plants. Intro: Reciting “dai ndiri karuva kadiki” 1: Tr and Lnrs go for a nature walk 2: Lnrs name the plants they have seen in pair. 3: Groups present their work. 4: Lnrs draw a plant of own choice. Conclusion: Revision of work.	Plants Pencils Crayons	
L 2 & 3	Grains	Identify, name and paste two	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know rice. Intro: Recap on types of plants. 1: Tr explains on grain plants and Lnrs give examples.	Pictures of grain plants Glue	

TUE		pictures of grain plants.	Refinement of vocabulary		2: In groups lnrs select pictures of grain plants. 3: Grps present their work. 4: Pasting grain plants individually. Conclusion: Revision of the work.		
L 4 & 5 WED	Vegetables	Identify and match vegetable plants.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 22	Assumed knowledge: Lnrs know grain plants. Intro: Recap on grain food. 1: Tr explains about vegetable plants. 2: In grps lnrs identify vegetable plants. 3: Grps give feedback. 4: Individual pasting of vegetable plants. Conclusion: Revision of work	Pictures Glue	
L 6 & 7 THUR	Fruits	List and paste pictures of fruit plants.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 19	Assumed knowledge: Lnrs know an orange. Intro: Recap on vegetables. 1: Explanation about fruit plants by the teacher. 2: In threes lnrs select fruit plants from the given pictures. 3: Groups gives feedback. 4: Pasting pictures of fruit plants individually. Conclusion: Revision.	Pictures Fruit plants Glue	
L 8 & 9 FRID	Parts of a tree	Identify and name parts of a tree describing their use.	Visual discrimination Manipulative skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Learners know plants. Intro: Singing a rhyme “two little birds” 1: Tr explains on parts of a tree and lnrs state uses of each tree part. 2: In fours lnrs discuss about the function of given part of a tree. 3: Grps give feedback. 4: Leaf printing individually. Conclusion: Revision of work.	Plants Leaves Paint Plain papers	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 8 06/03/2026 L1 MON	CROPS, PLANTS AND ANIMALS Vegetable planting Growth cycle of crop plants.	By the end of the lesson lnrs should be able to: Name and describe pictures that shows growth of crop plants.	Visual discrimination Finger dexterity Refinement of vocabulary Observation	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know part. Intro: Reciting a rhyme “ dai ndiri karuva ” 1: Tr explains on growth cycle of a crop plant. 2: In group of three lnrs sequence pictures show growth cycle of a crop plant. 3: Groups give feedback. 4: Individually lnrs colour a growth cycle of a plant. Conclusion: Revision of work done.	Seeds Veg garden Pictures Crayons	
L 2 & 3 TUE	Types of vegetables	List different types of vegetables.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know different plants. Intro: Lnrs list the plants they know. 1: Tr and lnrs visit the school garden and identify plants in in the garden. 2: In pairs lnrs name types of vegetables in the garden. 3: Feedback from the grps. 4: Lnrs colour pictures of vegetables individually. Conclusion: Revision of work.	Pictures Crayons Garden	
L 4 & 5 WED	Planting vegetables	Know steps taken when planting vegetables.	Visual discrimination Finger dexterity Sharing	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know vegetables. Intro: Lnrs list vegetable plants they know. 1: Tr explains and demo how plant vegetables. 2: In fours lnrs demo planting vegetables. 3: Groups present their work. 4: Individually lnrs demo planting of vegetables. Conclusion: Class discussion.	Pictures Gardening tools	
L 6 & 7 THUR	Caring for the vegetables	State at least two ways of caring for the vegetables.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know plants. Intro: Recap on planting vegetables. 1: Tr explains and demo on how to care for the plants. 2: In fours, lnrs demo how to care for plants.	Pictures Gardening tools	

			Refinement of vocabulary	Plus one pg 23	3: Grps give feedback. 4: Lnrs read pictures that shows ways of caring for vegetables individually. Conclusion: Class discussion.		
L 8 & 9 FRID	Gardening tools	Identify and name at least two gardening tools.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know a hoe. Intro: Recap of the previous lesson. 1: Tr asks lnrs gardening tools they know. 2: In pairs lnrs group pictures of gardening tools according to their use. 3: Groups give feedback. 4: Drawing a hoe individually. Conclusion: Revision of work.	Pictures Gardening tools Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK9 13/03/26 L1 MON	CROPS, PLANTS AND ANIMALS Domestic animals	By the end of the lesson lnrs should be able to: Identify and name at least three domestic animals.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 24	Assumed knowledge: Learners know a dog. Intro: Reciting “Old MacDonald” 1: Lnrs list domestic animals they know. 2: In threes lnrs name domestic animals on given pictures. 3: Groups present their work. 4: Drawing one domestic animals. Conclusion: Revision of work done.	Animal pictures Crayons	
L 2 & 3 TUE	Domestic animals sounds	Name and imitate least two domestic animals.	Visual discrimination Auditory skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know a cat. Intro: Lnrs name domestic animals as a recap. 1: Tr name the domestic animal and imitate its sound. 2: In pairs lnrs imitate sounds of domestic animals shown on given pictures. 3: Feedback from the groups. 4: Individually lnrs imitate one domestic animals.	Pictures of domestic animals Charts	

					Conclusion: Revision of work.		
L 4 & 5 WED	Wild animals	Name and identify at least two wild animals.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 25	Assumed knowledge: Lnrs know a lion. Intro: Tr tells a story about wild animals. 1: Tr gives an explanation on wild animals. 2: In pairs Lnrs list wild animals. 3: Feedback from the groups. 4: Lnrs collage one picture of wild animal. Conclusion: Revision of work.	Pictures of wild animals Charts	
L 6 & 7 THUR	Animal shelter	Identify and match at least two animals to their shelter.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 27	Assumed knowledge: Lnrs know a hut. Intro: Reciting “ uyo ndiani ane mombe ”. 1: Teacher explains on animal shelter. 2: in pairs Lnrs name an animal and its shelter. 3: Groups presentation. 4: Individually Lnrs match animals to their shelter. Conclusion: Revision of work.	Charts Multimedia files	
L 8 & 9 FRID	Animal young ones	Identify and name at least two animals and their young ones	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 26	Assumed knowledge: Lnrs know a puppy. Intro: Tr explains on young ones of animals. 1: Tr gives an example of an animal and its young ones. 2: In pairs Lnrs match animals to their young ones. 3: Groups presentation. 4: Lnrs match animals to their young ones. Conclusion: Revision of work.	Charts Multimedia files	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 10 20/03/2026	ENVIRONMENTAL AWARENESS AND	By the end of the lesson learners should be able to:	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4	Assumed knowledge: Lnrs know a sun. Intro: Tr explains about different weather conditions. 1: Lnrs name the weather conditions.	Pictures of different weather conditions	

L1 MON	CONSERVATION Climate and weather Weather conditions	Identify different weather conditions.	Refinement of vocabulary	Plus one pg 28-31	2: In pairs lnrs describe the weather condition on given pictures. 3: Groups give feedback. 4: Lnrs paste pictures of clothes for different weather conditions. Conclusion: Revision of work done.	Weather charts	
L 2 & 3 TUE	Rhymes	Sing songs about different weather conditions and seasons	Visual discrimination Finger dexterity Sharing Auditory skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4	Assumed knowledge: Lnrs know rain. Intro: Recap on weather conditions. 1: Tr introduces rhymes on weather conditions. 2: Lnrs sing the introduced rhyme in fours. 3: Groups give feedback. 4: Lnrs spin the weather wheel and name the weather condition shown individually. Conclusion: Revision of work.	ICT tools Weather wheel	
L 4 & 5 WED	Soil Types of soil	Identify and name one type of soil.	Visual discrimination Manipulative skills Sharing	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4 Plus one pg 32	Assumed knowledge: Lnrs know soil. Intro: Tr explains on types of soil. 1: Tr show lnrs different types of soil. 2: In pairs lnrs name the type of given soil. 3: Groups present their work. 4: Individually lnrs collage different sand soil. Conclusion: Revision of work done.	Soil Glue Plain papers	
L 6 & 7 THUR	Uses of soil	State at least two uses of soil.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4 Plus one pg 33-34	Assumed knowledge: Lnrs know soil. Intro: Recap on types of soil. 1: Lnrs state uses of soil. 2: In pairs lnrs discuss about pictures given which shows uses of soil. 3: Feedback from the groups. 4: Learners model a cow using soil individually. Conclusion: Displaying of work.	Pictures Soil samples	
L 8 & 9			Visual discrimination	Science & Tech ECDA – Grade 2	Assumed knowledge: Lnrs know soil. Intro: Recap on uses of soil.	Soil samples	

FRI	Properties of soil	Experiment and state properties of soil.	Refinement of vocabulary	Syllabus Bullet No 8.4	1: Tr explains on properties of soil. 2: In groups three lnrs experiment with soil. 3: Groups give feedback. 4: Individually lnrs state the properties of soil. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 27/03/26 L1 MON	ENVIRONM ENTAL AWARENES S & CONSERVA TION Water Sources of water	By the end of the lesson learners should be able to: Identify and state sources of water.	Visual discrimination Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4 Plus one pg 35	Assumed knowledge: Learners know water. Intro: Game “river bank”. 1: Tr and lnrs name the sources of water. 2: In pairs learners discuss about sources of water in their community. 3: Feedback from the groups. 4: Individually lnrs colour sources of water pictures. Conclusion: Revision of work done.	Pencils Crayons	
L 2 & 3 TUE	Drawing – Sources of water	Draw at least one source of water.	Visual discrimination Finger dexterity Creativity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4	Assumed knowledge: Lnrs know water. Intro: Recap on sources of water. 1: Tr gives lnrs sources of water pictures. 2: In pairs lnrs name sources of water shown on given pictures. 3: Feedback from the groups. 4: Individually lnrs draw one source of water. Conclusion: Revision of work	Crayons	
L 4 & 5 WED	Properties of water	Identify properties of water.	Visual discrimination Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4 Plus one pg 36	Assumed knowledge: Learners know water. Intro: Tr explains on properties of water. 1: Tr demo sinking objects in the water. 2: In pairs lnrs conduct an experiment and identify objects that float and sink in water. 3: Feedback from the groups.	Water Different objects Containers	

					4: Individually lnrs name objects that float in water. Conclusion: Revision of work		
L 6 & 7 THUR	Uses of water	Identify and state sources of water.	Refinement of vocabulary Auditory skills Visual skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4 Plus one pg 37-39	Assumed knowledge: Lnrs know a river. Intro: Recap of the previous lesson. 1: Tr and lnrs list uses of water. 2: In pairs lnrs discuss about uses of water. 3: Feedback from the groups. 4: Lnrs state one use of water individually. Conclusion: Class discussion	Pictures Water ICT tools	
L 8 & 9 FRI	Environmental conservation	State and demonstrate at least one way of keeping the environment clean	Refinement of vocabulary Auditory skills Visual skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.4 Plus one pg 40-43	Assumed knowledge: Learners know litter. Intro: Game “don’t throw rubbish”. 1: Tr explains on keeping the environment clean. 2: In pairs lnrs demo ways of keeping the environment clean. 3: Feedback from the groups. 4: Individually lnrs state the importance of keeping the environment clean. Conclusion: Class discussion.	Recycling bins Protective equipment	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 12 03/04/26 L1 MON-FRID	REVISION Topics covered	Answer questions from the topics covered.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 81 - 8.4	Assumed knowledge: Lnrs grasped concepts. Intro: Singing rhymes. 1: Explanation by the teacher. 2: Group work activities. 3: Feedback from the groups. 4: Individual work. Conclusion: Revision and class discussion.	Crayons Pictures Locally avail material	

Teacher’s Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD A

Subject: English Language

Topics to be covered:

- ❖ Listening/ Observing
- ❖ Speaking/ Signing
- ❖ Reading/ Signing
- ❖ Writing/ Brailing

Skills to be developed: Speaking skills, auditory skills, and visual skills, writing skills, fluency, finger dexterity and self – expression.

Methods to be used:

- ❖ Story telling
- ❖ Puzzles
- ❖ Singing and dancing

Broad aims:

- ❖ To help learners to have meaningful verbal interactions.
- ❖ To help learners develop an awareness of non- verbal communication for children with a hearing impairment.

Cross Cutting Themes:

- ❖ Career guidance, Health and ICT

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/26 TUE L1	SPEAKNG Names. My name is ...	By the end of lesson learners should be able to: Say their full names.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 16-17	Assumed knowledge: Lnrs know their names. Intro: Singing “ do you know my name ”. 1: Tr gives an example of saying the full name while Lnrs are listening. 2: In pairs Lnrs say their names and home addresses. 3: Feedback from the groups. 4: Individual saying of names. Conclusion: Game song “ dudu muduri ”.	ICT tools	
WED L2	READING Pictures of objects	Read at least three pictures from left to right.	Auditory skills Visual skills Left to right orientation	English ECD – Grade 2 syllabus page 33 Plus one pg 47	Assumed knowledge: Lnrs can identify pictures of themselves. Intro: Singing “ mberi shure ”. 1: Lnrs name objects in the classroom. 2: Tr gives pictures to Lnrs to read in threes. 3: In pairs Lnrs read pictures and give feedback. 4: Individual reading. Conclusion: Class discussion.	Different pictures	
THUR L3	SPEAKING Home addresses.	State their home address.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Lnrs know their names. Intro: Lnrs state the places they know. 1: Tr gives an example of telling her/his home address.	ICT tools	

					2: In pairs lnrs discuss about their home addresses. 3: Feedback from the groups. 4: Lnrs tell their home address individually. Conclusion: Revision of work.		
FRID L4	WRITING Pattern	Demonstrate drawing a line from left to right.	Left to right orientation Top to bottom orientation	English ECD – Grade 2 syllabus page 34 Plus one pg 60	Assumed knowledge: Lnrs can scribble. Intro: Lnrs identify their left and right side. 1: Tr demo how to draw a line from left to right. 2: Lnrs write the patterns on the paper. 3: Tr assists the weak. 4: Individual written work. Conclusion: Revision of work.	Pencils Papers	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 2 23/01/26 MON L1	LISTENING/ SPEAKING Contact numbers.	By the end of lesson learners should be able to: Tell their parents contact numbers.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Lnrs know their home addresses. Intro: Recap of the previous lesson. 1: Tr gives an example of telling her contact number. 2: In pairs lnrs share their parents contact numbers. 3: Feedback from groups. 4: Individually lnrs say contact number of their parents. Conclusion: Revision of work.	ICT tools	
TUE L2	LISTENING Letter sound a	Sound the letter of the alphabet a	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 22	Assumed knowledge: Lnrs know voice of their parents. Intro: Singing “ a big green bus ”. 1: Teacher introduces the letter sound a . 2: In pairs say the letter sound a giving examples.	Alphabet Pictures THRASS chart	

					3: Feedback from the groups. 4: Individual reciting of the letter sound. Conclusion: Class discussion.		
WED L3	SPEAKING Home location.	State their home location.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 28-32 Plus one pg 49	Assumed knowledge: Lnrns know their home addresses. Intro: Recap on home addresses. 1: Tr asks lnrns about their home location. 2: In pairs lnrns discuss about their home location. 3: Feedback from the groups. 4: Individually lnrns say their home location. Conclusion: Class discussion.	ICT tools	
THUR L4	READING Phonic Pictures of letter sound a	Read at least two pictures which start with the letter sound a	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33 Plus one pg 49	Assumed knowledge: Lnrns can say the letter sound a . Intro: Recap of the previous lesson. 1: Tr gives an example of reading. 2: In pairs lnrns read pictures starting with letter sound. 3: Feedback from the groups. 4: Individual reading. Conclusion: Game “ what’s in my bag ”?	Alphabet Pictures THRASS chart	
FRID L5	WRITING Top to bottom orientation	Draw two things of their own choice.	Left to right Top to bottom Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 61	Assumed knowledge: Lnrns can scribble. Intro: Lnrns name things in the classroom. 1: Tr demo matching pictures from top to bottom. 2: Lnrns match given pictures in pairs. 3: Feedback from the groups. 4: individual written work. Conclusion: Revision of work.	Pencils Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 3 30/01/26 MON L1	SPEAKING/ LISTENING Verbal and non- verbal greetings Formal greeting	By the end of lesson learners should be able to: Greet each other formally.	Oral language development. Auditory skills Turn taking	English ECD – Grade 2 syllabus page 26-27 Plus one pg 18-20	Assumed knowledge: Lnrns can greet. Intro: Singing “hallo friends”. 1: Tr demonstrates formal greeting. 2: In pairs lnrns demo formal greetings. 3: Feedback from the groups. 4: Individual formal greeting. Conclusion: Singing “mhoroshamwari”.	Greeting pictures	
TUE L2	LISTENING Sounds in the immediate environment.	Identify sounds they have heard in the immediate environment.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 26-27 Plus one pg 1	Assumed knowledge: Lnrns can hear sound. Intro: Game song “chitima kwee”. 1: Tr and lnrns go outside the classroom. 2: In pairs lnrns identify sounds in the school environment. 3: Feedback from the groups. 4: Individually lnrns state the sounds they have heard. Conclusion: Revision of work.	School environment	
WED L3	SPEAKING Verbal and non- verbal greetings Informal greetings	Greet each other informally.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32 Plus one pg 21	Assumed knowledge: Lnrns can greet. Intro: Recap on formal greeting. 1: Tr explains and demo informal greeting. 2: In pairs lnrns demo informal greeting. 3: Feedback from the groups. 4: Individual informal greeting. Conclusion: Revision of work.	Pictures showing informal greeting	
THUR L4	READING Pictures from Top to bottom	Read at least three pictures from top to bottom.	Oral language development. Auditory skills Visual discrimination	English ECD – Grade 2 syllabus page 33 Plus one pg 48	Assumed knowledge: Lnrns can read from left to right. Intro: Recap on informal greeting. 1: Tr demo reading from top to bottom. 2: In pairs lnrns demo reading from top to bottom. 3: Feedback from the groups. 4: Individual reading.	Different pictures	

					Conclusion: Revision of work.		
FRID L5	WRITING Colouring pictures	Colour given pictures showing creativity.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 45	Assumed knowledge: Lnrns can draw. Intro: Singing “colours, colours”. 1: Tr gives instructions and demo colouring. 2: In pairs lnrns name colours used by the tr. 3: Feedback from the groups. 4: Individual colouring of pictures. Conclusion: Revision of work.	Pictures Crayons Work books	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 4 06/02/26 MON L1	LISTENING/ SPEAKING News and stories Story creation	By the end of lesson learners should be able to: Create a story from pictures.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 7	Assumed knowledge: Lnrns can tell stories. Intro: Tr tells a short story for lnrns. 1: Tr explains and give lnrns story pictures. 2: In pairs lnrns create a story from given pictures. 3: Feedback from the groups. 4: Individually lnrns create a story from pictures. Conclusion: Revision of work.	Story pictures	
TUE L2	LISTENING Letter sound b	Sound the letter of the alphabet b	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 49	Assumed knowledge: Lnrns know voice of their parents. Intro: Singing “a big green bus”. 1: Teacher introduces the letter sound b . 2: In pairs lnrns say the letter sound “ b ” and gives examples. 3: Feedback from the groups. 4: Individual reciting of the letter sound. Conclusion: Class discussion.	Alphabet Pictures THRASS chart	
WED L3	SPEAKING Likes and dislikes		Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Learners know food. Intro: Tr introduces the language structure I like .	Pictures of indigenous food.	

	(I like....)	State indigenous food they like.	Fluency	Plus one pg 35	1: Tr gives an example using the language structure. 2: In pairs lnrs discuss about indigenous food they like. 3: Feedback from the groups. 4: Individually learners state what they like. Conclusion: Revision of work.		
THUR L4	READING Matching pictures	Match at least two pictures from left to right.	Auditory skills Visual discrimination Left to right	English ECD – Grade 2 syllabus page 33 Plus one pg 58	Assumed knowledge: Lnrs can match colours. Intro: Recap of the language structure I like. 1: Tr demo matching pictures. 2: In pairs, lnrs match given pictures. 3: Feedback from the groups. 4: Individual matching of pictures. Conclusion: Revision of work done.	Different pictures Utensils	
FRID L5	WRITING Drawing fruits	Draw at least two fruits they like.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Learners know fruits. Intro: Reciting “ this is an orange ”. 1: Learners state the fruits they know. 2: In pairs lnrs name the fruits they like. 3: Feedback from the groups. 4: Individual drawing of fruits they like. Conclusion: Revision of work.	Pictures of fruits. Fruits	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 5 13/02/26 MON L1	SPEAKING/ LISTENING Likes and dislikes (I dislike....)	By the end of lesson learners should be able to: State the games they dislike.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one page 37	Assumed knowledge: Lnrs like fruits. Intro: Tr introduces the language structure I dislike. 1: Tr gives an example on using the language structure. 2: In pairs lnrs discuss about games they dislike. 3: Groups give feedback.	ICT tools	

					4: Individually lnrs state what they dislike. Conclusion: Class discussion.		
TUE L2	LISTENING Letter sound c	Imitate and read pictures of the letter sound c .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 49	Assumed knowledge: Lnrs know a bag. Intro: Reciting “ come around my best friend ”. 1: Tr introduces the letter sound and gives an example. 2: In pairs, lnrs read given pictures starting with the letter sound c . 3: Groups presentation. 4: Individual drawing. Conclusion: Revision of work.	THRASS chart Pencils	
WED L3	SPEAKING Feelings and opinions	Express their feelings towards given situation.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 28-32 Plus one pg 44	Assumed knowledge: Lnrs know a happy facial expression. Intro: Reciting “ I am happy today ”. 1: Tr explains on feelings and opinions. 2: In pairs lnrs discuss about what they feel when scolded. 3: Feedback from the groups. 4: Individually lnrs state their opinions when beaten. Conclusion: Class discussion.	Work books	
THUR L4	READING Describing pictures	Identify and describe at least two pictures.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33 Plus one pg 9	Assumed knowledge: Lnrs can match objects. Intro: Singing “ sarura wako ”. 1: Tr gives an example of describing pictures. 2: Lnrs describe given pictures in pairs. 3: Groups give feedback. 4: Lnrs describe shown pictures individually. Conclusion: Class discussion.	Different pictures	
FRID	WRITING		Left to right orientation	English ECD – Grade 2	Assumed knowledge: Lnrs can laugh. Intro: Singing “ I am happy today ”.	Facial pictures	

L5	Facial expressions	Demonstrate different facial expressions.	Top to bottom orientation Visual memory	syllabus page 34	1: Tr explains on facial expression. 2: In pairs lnrs demo different facial expression. 3: Groups presentation. 4: Individual drawing of happy and sad facial expression. Conclusion: Revision of work.	Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/26 MON L1	SPEAKING/ LISTENING Yes/ No questions Indigenous games (Vana huyai)	By the end of lesson learners should be able to: Play indigenous games with yes or no.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Lnrs can agree to what they like. Intro: Singing “ do you know my name ”. 1: Tr explains the terms yes and no. 2: In pairs lnrs play the game “ am I ” using the terms yes or no. 3: Feedback from the groups. 4: Individually lnrs tell the meaning of yes or no. Conclusion: Discussion on the lesson.	Outdoor play area	
TUE L2	LISTENING Animal sounds	Imitate sounds of animals.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 2-3	Assumed knowledge: Lnrs know a dog. Intro: Singing “ old McDonald ”. 1: Lnrs list domestic and wild animals they know. 2: In threes lnrs imitate sound produced by animals on given pictures. 3: Groups present their work. 4: Individual imitation of animal sound on the given picture. Conclusion: Revision of work.	Pictures of domestic animals	
WED L3	SPEAKING Letter sound d	Imitate and read pictures	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Lnrs know a cup. Intro: Reciting “ dance around together ”. 1: Tr introduces the letter sound c and gives an example.	THRASS chart Pencils	

		of the letter sound d .		Plus one pg 49	2: In pairs, lnrs read given pictures starting with the letter sound d . 3: Groups presentation. 4: Individual drawing. Conclusion: Revision of work.		
THUR L4	READING Odd one out	Identify and state the odd one out.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33 Plus one pg 46	Assumed knowledge: Lnrs can match. Intro: Tr introduces and explains on the odd one out. 1: Tr gives an example on the odd one out. 2: In pairs lnrs identify the odd one out from the given objects. 3: Grps give feedback. 4: Individually lnrs identify the odd one out from the given objects. Conclusion: Revision of the lesson.	Objects Utensils	
FRID L5	WRITING Odd one out	Circle the odd one out from the set of given objects.	Left to right Top to bottom Visual memory Finger dexterity	English ECD – Grade 2 syllabus page 34 Plus one pg 46	Assumed knowledge: Lnrs can match objects. Intro: Recap on the odd out. 1: Tr demo circling the odd on out. 2: In pairs lnrs solve the given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Objects Utensils Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 7 27/02/26 MON L1	LISTENING Objects in the immediate environment. Domestic animals	By the end of lesson lnrs should be able to: Name domestic animals.	Oral language development. Auditory skills naming	English ECD – Grade 2 syllabus page 26-27 Plus one pg 31	Assumed knowledge: Learners know a dog. Intro: Reciting “Old McDonald”. 1: Tr asks lnrs to identify domestic animals. 2: In pairs lnrs identify domestic animals. 3: Feedback from the groups. 4: Individual naming of two domestic animals. Conclusion: Revision of work.	Pictures of domestic animals	

TUE L2	LISTENING Yes/ No responses	Respond to questions using yes/no.	Oral language development. Auditory skills Turn taking	English ECD – Grade 2 syllabus page 26-27 Plus one pg 10	Assumed knowledge: Lnrs play games. Intro: Singing “do you know my name”. 1: Tr explains the terms yes/no. 2: Lnrs answer questions using yes or no. 3: In fours learners play yes/no games. 4: Groups present their work. Conclusion: Class discussion.	Outdoor play area	
WED L3	SPEAKING/ LISTENING Letter sound e	Imitate and read pictures of the letter sound e .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 33 Plus one pg 49	Assumed knowledge: Lnrs know a dog. Intro: Reciting “do you know my name”. 1: Tr introduces the letter sound e and gives an example. 2: In pairs, Lnrs read given pictures starting with the letter sound e . 3: Groups presentation. 4: Individual written work. Conclusion: Revision of work.	THRASS chart Pencils	
THUR L4	READING Occupations	Identify and describe different occupations.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33	Assumed knowledge: Lnrs know a nurse. Intro: Singing “cobbler mend my shoe”. 1: Tr explains and gives an example of occupation. 2: In pairs Lnrs name occupations shown on the given pictures. 3: Feedback from the groups. 4: Individual reading of occupational pictures. Conclusion: Revision of work.	Occupation pictures	
FRID L5	WRITING Pasting occupation pictures	Describe and paste pictures that depicts occupations.	Left to right orientation Top to bottom orientation	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Lnrs know their tr. Intro: Recap on the occupations learnt 1: Tr gives instruction on pasting pictures. 2: In groups Lnrs collect occupational pictures. 3: Groups present their work. 4: Individual pasting of pictures.	Pictures Glue	

			Visual memory		Conclusion: Describing pasted pictures.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 8 06/03/26 MON L1	LISTENING/ SPEAKING Letter sound f	Imitate and read pictures of the letter sound f .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 49	Assumed knowledge: Lnrs know an egg. Intro: Game “fish, fish”. 1: Tr introduces the letter sound f and gives an example. 2: In pairs, Lnrs read given pictures starting with the letter sound f . 3: Groups presentation. 4: Individual written work. Conclusion: Revision of work.	THRASS chart Pencils	
TUE L2	LISTENING Yes/ no	Demonstrate yes/no games of their choice.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 11	Assumed knowledge: Lnrs play games. Intro: Tr introduces the terms yes and no. 1: Lnrs answer questions using yes/no. 2: Groups play yes/no games of their choice. 3: Groups give feedback. 4: Lnrs describe how to play the game individually. Conclusion: Class discussion.	Outdoor play area	
WED L3	SPEAKING Objects in the immediate environment Matching pictures.	Match at least two pictures with the same letter sound.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32 Plus one page 25	Assumed knowledge: Lnrs know letter sounds. Intro: Learners list letter sounds they know. 1: Tr gives an example of matching pictures. 2: In pairs, Lnrs match given pictures. 3: Feedback from the groups. 4: Individual matching of pictures. Conclusion: Revision of work.	Pictures of animals	
THUR	READING		Oral language development.	English ECD – Grade 2	Assumed knowledge: Lnrs can read. Intro: Singing “kana ndikadai”.	Charts	

L4	Describing actions	Identify and describe actions shown on pictures.	Auditory skills Visual skills	syllabus page 33 Plus one pg 43	1: Tr explains and gives examples of describing actions. 2: In pairs lnrs perform actions and describe them. 3: Feedback from the groups. 4: Individually lnrs describe actions performed task. Conclusion: Revision of the lesson.	Different action pictures	
FRID L5	WRITING Pattern f f f f	Demonstrate writing at list three lines of pattern from left to right and top to bottom.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 69	Assumed knowledge: Lnrs can scribble. Intro: Recap of the letter sound “f” and give examples. 1: Demo by the teacher on pattern writing. 2: Lnrs practice writing pattern on papers. 3: Teacher assists the weak. 4: Individual written work. Conclusion: Revision of work.	Pencils Chalk board illustration Papers	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 9 13/03/26 MON L1	LISTENING/ SPEAKING Objects in the immediate environment Role play - Occupations	By the end of lesson lnrs should be able to: Identify and role play different occupations in their environment.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Lnrs know a soldier. Intro: Learners say their careers. 1: Tr gives instructions and assign lnrs occupation to role play. 2: In groups of five, learners role play assigned occupation. 3: Feedback from the groups. 4: individual work Conclusion: Revision of the lesson.	Charts Job pictures	
TUE L2	LISTENING Letter sound g	Imitate and read pictures	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Lnrs know a fish. Intro: Reciting “fly little bird”. 1: Tr introduces the letter sound g and gives an example.	THRASS chart Pencils	

		of the letter sound g .		Plus one pg 49	2: In pairs, lnrs read given pictures starting with the letter sound g . 3: Groups presentation. 4: Individual written work. Conclusion: Revision of work.		
WED L3	SPEAKING Objects in the immediate environment Roles of occupations	State and describe services provided by different occupations.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32 Plus one pg 11	Assumed knowledge: Lnrs know their career. Intro: Lnrs list careers they know. 1: Tr gives an example of an occupation and its service to the community. 2: In fours lnrs identify roles of assigned occupation by the tr. 3: Groups give feedback. 4: Lnrs describe roles of occupation of own choice individually. Conclusion: Class discussion.	Dramatic play area Job pictures	
THUR L4	READING Domestic animals	Identify at least three domestic animals.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33 Plus one pg 11	Assumed knowledge: Lnrs know a cow. Intro: Singing “ uyo ndiani ”. 1: Lnrs name the animals they know. 2: In groups lnrs identify domestic animals from the given list. 3: Feedback from the groups. 4: Lnrs read animal pictures individually. Conclusion: Revision of the lesson.	Glue Pictures	
FRID L5	WRITING <i>Pasting</i> domestic animals	Draw at least two domestic animals.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 11	Assumed knowledge: Lnrs know a cow. Intro: Recap on domestic animals. 1: Lnrs list domestic animals they know. 2: In groups lnrs describe the listed animals. 3: Feedback from the groups. 4: Individually lnrs draw domestic animals. Conclusion: Revision of work.	Pictures Pencils Crayons	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 10 20/03/26 MON L1	LISTENING/ SPEAKING Action words	By the end of lesson learners should be able to: Demonstrate singing action words.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Learners can jump. Intro: Singing “chii chinorwadza”. 1: Tr explains and demo action words. 2: In pairs lnrs demo actions on the given pictures. 3: Feedback from the groups. 4: Individual performance. Conclusion: Class discussion.	Outdoor Action pictures	
TUE L2	LISTENING Phonics Letter sound h	Imitate and read pictures of the letter sound h .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 27-28 Plus one pg 49	Assumed knowledge: Lnrs know a girl. Intro: Reciting naming rhyme. 1: Tr introduces the letter sound h and gives an example. 2: In pairs, lnrs read given pictures starting with the letter sound h . 3: Groups presentation. 4: Individual written work. Conclusion: Revision of work.	THRASS chart Pencils	
WED L3	SPEAKING Objects in the immediate environment. Uses of objects	Identify uses of given objects.	Oral language development. Auditory skills fluency	English ECD – Grade 2 syllabus page 28-32 Plus one pg 5	Assumed knowledge: Lnrs know a cup. Intro: Lnrs list objects in the classroom. 1: Collection of different objects. 2: In groups lnrs describe uses of given objects. 3: Feedback from groups. 4: Individual state the uses of a given object. Conclusion: Revision of the lesson.	Pictures of objects	
THUR L4	READING Story telling	Read and tell story from pictures	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 33	Assumed knowledge: Lnrs can tell stories. Intro: Tr explains on creating a story using pictures. 1: Tr gives lnrs pictures to read.	THRASS chart Objects	

			Visual skills	Plus one pg 9	2: In pairs lnrs read and create a story using given pictures. 3: Feedback from groups. 4: Individually lnrs tell a story sequencing events shown on pictures. Conclusion: Revision of work.	Picture cards	
FRID L5	WRITING Phonics Pattern h h h h	Demonstrate writing pattern from left to right.	Left to right orientation Top to bottom orientation	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Lnrs know letter sound h . Intro: Recap on letter sound h . 1: Tr demo how to write a pattern. 2: Lnrs write pattern on the floor. 3: Tr assists the weak. 4: Individual written work. Conclusion: Revision of work.	Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 27/03/26 MON L1	SPEAKING Time	By the end of lesson lnrs should be able to: Tell times of the day and the activities they do at different times.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 32	Assumed knowledge: Lnrs know time of sleeping. Intro: Singing “good morning” 1: Lnrs list different times of the day. 2: In pairs learners discuss about any time of the day and its activities. 3: Feedback from groups. 4: Individually describe pictures that depicts times of the day. Conclusion: Revision of the lesson.	Charts Pictures	
TUE L2	LISTENING Phonics Letter sound i	Imitate the letter sound I	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Lnrs know a hat. Intro: Singing “early in the morning” 1: Tr introduces the letter sound i . 2: In pairs lnrs say the letter sound and give examples.	Alphabet THRASS chart	

		and give examples.	Fluency		3: Feedback from the groups. 4: Individual drawing. Conclusion: Revision of work.		
WED L3	SPEAKING Time	Say different days of the week and sequencing them accordingly.	Auditory skills Verbal skills Turn taking	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Lnrs know the day they go to church. Intro: Singing “seven days in a week”. 1: Lnrs state days of the week in the song. 2: In pairs lnrs state the days they come to school. 3: Feedback from the groups. 4: Individually lnrs state days of the week accordingly. Conclusion: Questioning and answer.	Charts Calendar	
THUR L4	READING Pictures	Read and describe pictures	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33 Plus one pg 20	Assumed knowledge: Lnrs can read. Intro: Tr explains on the lesson. 1: Tr gives an example of reading pictures. 2: In pairs lnrs describe given pictures. 3: Feedback from the groups. 4: Individually lnrs describe given pictures. Conclusion: Class discussion.	Alphabet THRASS chart	
FRID L5	WRITING Pattern i i i i	Demonstrate writing the pattern from left to right.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 49	Assumed knowledge: Lnrs can scribble. Intro: Tr and lnrs list things start with the letter sound i. 1: Tr demo writing the pattern while lnrs observe. 2: Lnrs write the pattern on ground. 3: Tr assists the weak. 4: Individual written work. Conclusion: Revision of work done.	Chalk board illustration Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 12 03/04/26 MON – FRID	REVISION LISTENING SPEAKING READING WRITING .	By the end of lesson learners should be able to: answer given questions correctly.	Auditory skills Visual skills Fluency Left to right orientation.	English ECD – Grade 2 syllabus page 26- 34	Assumed knowledge: Lnrs grasped concepts covered. Intro: Singing rhymes. 1: Explanation and demo by the tr. 2: Group work. 3: Feedback from the groups 4: Individual work. Conclusion: Revision of work.	Locally available material THRASS Chart ICT tools Pictures	
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____