

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD B

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 Match things according to use.	By the end of the lesson lnrs should be able to: Identify and match objects and pictures that are used together.	visual discrimination finger dexterity matching one to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 1	Assumed knowledge: Lnrs know primary colours. Intro: Singing rhyme “colours, colours”. 1: Tr explains and demo on matching objects by drawing a line from left to right. 2: Lnrs match given pictures of objects in pairs. 3: Groups give feedback. 4: Individual work. Conclusion: Learners pick randomly a block and match it to a similar colour.	Crayons Beads Picture cards	
L2 WED	Match objects according to colour and size.	Match given objects and pictures according to colour and size.	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 2	Assumed knowledge: Lnrs can sort objects according to colour. Intro: Tr explains on matching according to colour and size. 1: Tr demonstrates matching. 2: Lnrs match given pictures of objects in a group of threes. 3: Group give feedback. 4: Individual matching. Conclusion: Game what's in my bag .picking objects randomly and match it to the similar one.	Bags Pencils Books Picture Cards	
L3 THUR	Matching- part and whole	Match pictures of part to make a whole.	Visual discrimination Finger dexterity	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 3	Assumed knowledge: Lnrs know four basic shapes. Intro: Lnrs collect different objects. 1: Tr explains and demo on matching while lnrs observe.	Boxes Blocks Picture cards	

			One to one correspondence		2: In groups of four learners match the given parts of objects to make a whole part. 3: Groups give the feedback with the assistance of the tr. 4: Individual written work. Conclusion: Questioning and answer.	Fruits	
L4 FRI	Matching according to colour.	Identify and match pictures according to colour	Visual discrimination Finger dexterity Matching	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 5	Assumed knowledge: Lnrs know primary colours Intro: Learners name colours they know. 1: Tr explains on the matching according to colour. 2: In pairs, lnrs match pictures according to colour. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work done.	Crayons Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK2 23/01/26 L1 &2 MON	Ordering Ordering objects from the smallest to the biggest.	By the end of the lesson learners should be able to: Order objects from the smallest to the biggest	Comparing Discrimination Numeracy	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 28	Assumed knowledge: Lnrs can compare their heights. Intro: Lnrs collect different objects from the block area. 1: Tr demo on how to order objects while lnrs observe. 2: In fours lnrs order given objects from the smallest. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Books Bags Utensils Crayons	
L3	Ordering objects from		Comparing Discrimination	Mathematics ECD A – Grade 2	Assumed knowledge: Lnrs can compare objects. Intro: Recap from the previous lesson.	Utensils Books	

TUE	the biggest to the smallest	Order objects from the biggest	Numeracy	Syllabus page 22 Plus one pg 29	1: Tr explains on how to order objects and pictures. 2: In pairs, lnrs order objects and pictures from the biggest. 3: Groups give feedback. 4: Individual written work Conclusion: Questioning and answer.	Bags Pictures	
L4 WED	Ordering objects from the shortest to longest.	Order objects from the shortest to the longest	Comparing Discrimination Numeracy	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrs can compare objects. Intro: Reciting “I am a little teapot”. 1: Tr explains and demo ordering objects from the shortest. 2: In fours lnrs compare and arrange themselves from the shortest 3: Groups present their work. 4: Lnrs draw girls from the shortest to biggest. Conclusion: Revision of work.	Sticks Pencils Rulers Belts	
L5 THUR	Ordering from the longest to shortest	Order given objects from the longest the shortest	Comparing Discrimination Ordering Numeracy	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrs know the meaning of short. Intro: Recap from the previous lesson. 1: Tr demo ordering objects from the longest to the shortest. 2: In pairs, lnrs order given objects from the longest. 3: Groups gives feedback. 4: Individual written work. Conclusion: Class discussion.	Sticks Pencils Rulers Strings	
L6 FRID	Drawing objects from the smallest to the biggest	draw objects from the biggest to the smallest	Comparing Discrimination Numeracy	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 30	Assumed knowledge: Lnrs can define big and small. Intro: Game song “Jongwe mukuru.” 1: Tr explains on ordering objects and pictures from the smallest. 2: In pairs lnrs order objects from the smallest.	Chalkboard illustration Crayons	

					3: Feedback from the groups. 4: Learners draw triangles from the biggest. Conclusion: Lnrns sing a rhyme “I am a circle”.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 3 30/01/26 L1 & 2 MON	Construction Constructing objects using different materials.	By the end of the lesson learners shld be able to: Construct different objects using different local available materials.	Self esteem Fine motor skills Eye hand coordination	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrns can construct a square using blocks. Intro: Lnrns name materials used to build a house. 1: Tr demo how to construct a car using blocks. 2: In pairs lnrns assist each other to construct a car. 3: Groups present their work. 4: Individual construction of objects. Conclusion: Class discussion.	Blocks Locally available materials	
L3 TUE	Matching head and tail	Match head and tail of animals	Critical thinking Eye hand coordination Fine motor skills	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 32	Assumed knowledge: Lnrns can match colours. Intro: Tr explains on matching head and a tail of animals. 1: Teacher demonstrates matching head and a tail. 2: In pairs, learners match head and a tail pictures of animals. 3: Groups present their work. 4: Individual work. Conclusion: Revision of the lesson.	Pictures of animals Pencils	
L4 WED	Threading hollow materials	Thread at least one hollow materials.	Sensory skills Eye hand coordination Finger dexterity	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 31	Assumed knowledge: Lnrns know a necklace. Intro: Lnrns name displayed materials used to make a necklace. 1: Tr demo on threading beads. 2: In threes lnrns thread given hollow material. 3: Groups present their work.	Strings Beads Locally available materials	

			Creative skills		4: Individually lnrs thread hollow of own choice. Conclusion: Lnrs put on their necklaces singing the song “ Amai ndakanaka. ”		
L5 THUR	Constructing patterns	Construct patterns using different materials	Eye hand coordination Finger dexterity Creative skills	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 34	Assumed knowledge: Lnrs can thread bead. Intro: Recap of the previous lesson. 1: Tr demo how to construct patterns while learners observe. 2: In pairs lnrs make their own construction with the help of the tr. 3: Group feedback. 4: Individual work. Conclusion: Class discussion.	Locally available materials	
L6 FRID	Bonding and fitting objects	Bond and fit a variety of objects using different materials.	Sensory skills Eye hand coordination Finger dexterity Creative skills	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrs can form patterns. Intro: Tr show lnrs a bonded objects and lnrs identify the materials used. 1: Tr demo bonding and fitting of different objects. 2: In pairs lnrs bond and fit given objects. 3: Groups give feedback. 4: Answering questions individually. Conclusion: Revision of work done.	Jigsaw puzzle Locally available materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK4 06/02/26 L1 & 2	Sorting Sort objects according to colour	By the end of the lesson learners should be able to:	Discrimination Critical thinking Eye hand coordination	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 33	Assumed knowledge: Lnrs know primary colours. Intro: Lnrs collect different materials and name them. 1: Tr explains on matching according to colour. 2: In fours lnrs match given objects according to colour. 3: Groups give feedback.	Utensils Crayons Blocks	

MON		Sort objects according to their colours			4: Individual matching pictures with same colour. Conclusion: Singing the song “sing for blue...”	Pencils	
L3 TUE	Sort objects according to size	Sort objects according to their size	Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 35	Assumed knowledge: Lnrs can match objects. Intro: Recap of the previous lesson. 1: Tr demo on sorting objects according to size. 2: Lnrs sort objects in pairs according to size. 3: Groups give feedback. 4: Individual written work. Conclusion: Singing “Dai ndiri karuva kadiki...”	Blocks Bags Books Leaves	
L4 WED	Sort objects according to type	Sort objects according to type	Discrimination Critical thinking Eye hand coordination	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 36	Assumed knowledge: Lnrs can match objects. Intro: Lnrs list different types of objects. 1: Tr demo on sorting objects according to type. 2: In pairs, lnrs sort given objects according to type. 3: Groups give feedback 4: Individually lnrs colour pictures. Conclusion: Questioning and answer.	Locally available materials	
L5 THUR	Sort objects according to use	Sort objects according to their function	Discrimination Critical thinking Problem solving Eye hand coordination	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrs can bond and fit objects. Intro: Lnrs name displayed objects as a class. 1: Tr explains on classifying objects according to their use. 2: In pairs lnrs sort objects according to their use. 3: Groups present their work. 4: Individual work Conclusion: Revision of individual work.	Clothes Crayons Books Utensils	
L6		Sort different clothes	Discrimination Critical thinking	Mathematics ECD A – Grade 2	Assumed knowledge: Lnrs know primary colours. Intro: Reciting “rain, rain”	Pencils Clothes	

FRID	Sorting clothes according to weather	according to weather	Eye hand coordination	Syllabus page 22	1: Tr explains on different weather condition. 2: In pairs lnrs sort given clothes according to weather. 3: Groups present their work. 4: Individual work lnrs draw a hat and an umbrella. Conclusion: Revision of the work written.	Pictures of clothes	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK5 13/02/26 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 Syllabus page 22 Plus one pg 13	Assumed knowledge: Lnrs can count up to four. Intro: Lnrs sing the rhyme “I can count”. 1: Tr demo counting up to 5. 2: Lnrs practice counting up to 5 in pairs. 3: Groups present their work with the help of the tr. 4: Lnrs count up to 5 individually. Conclusion: Revision of the lesson.	Counters Number line	
L3 TUE	Number sets of 5	Make at least 2 sets of five objects	Numeracy Counting Left to right	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 13	Assumed knowledge: Learners can count up 5. Intro: Recap on counting. 1: Learners demonstrates on counting up to 5. 2: Learners make 4 sets of 5 in pairs. 3: Lnrs present their work and teacher assists the weak. 4: Individual written work. Conclusion: Revision of the work.	Counters Chalkboard illustration Pencils	
L4 WED	Number pattern 5 5 5 5 5	Write at least three number pattern of five	Numeracy Counting Left to right	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 13	Assumed knowledge: Lnrs can count up 5. Intro: Recap of the previous work. 1: Demo by the teacher on writing number pattern. 2: Lnrs practice writing number pattern in pairs. 3: Groups presentation.	Chalkboard illustration Crayons	

					4: Individual written work. Conclusion: Singing the song “ five little ducks ”		
L5 THUR	Matching sets of objects to numbers	Identify and match sets of objects to numbers	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 22	Assumed knowledge: Lnrs can count. Intro: Singing “ five in the family ” 1: Tr demo matching sets of objects. 2: Lnrs match given sets of objects in threes. 3: Feedback from the groups. 4: Individual written work. Conclusion: Questioning and answer.	Counters Chalkboard illustration	
L6 FRID	Consolidation exercise	Write and answer at least three questions correctly	Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Learners can make sets of 5. Intro: Singing the song “ five in the family ” 1: Tr gives instructions on how to write an exercise. 2: Lnrs write an exercise as instructed by the teacher. Conclusion: Revision of the written exercise.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK6 20/02/26 L1 & 2 MON	Counting up to 6	By the end of the lesson learners should be able to: Demonstrate counting from zero up to 6	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 14	Assumed knowledge: Lnrs can count up to 5. Intro: Singing “ one finger up ” 1: Tr demo counting up to 6 and lnrs count after the tr. 2: In groups of four learners practice counting up to 6. 3: Groups give feedback taking turns. 4: Individual counting up to 6. Conclusion: Revision of the exercise.	Counters Number line	
L3	Number sets of 6	Make at least 3 sets of six	Numeracy Counting	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrs can count up to 5. Intro: Recap on counting. 1: Tr demo making number sets of 6. 2: Lnrs practice making sets in pairs.	Counters Pencils	

TUE				Plus one pg 14	3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the exercise.		
L4 WED	Number pattern 6 6 6 6 6	Write at least five number patterns of 6	Numeracy Counting Left to right	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 14	Assumed knowledge: Lnrns can write number patterns. Intro: Singing “ one two buckle my shoe ”. 1: Demo by the tr on writing a pattern. 2: Lnrns write number pattern on the ground. 3: Teacher assists the weak. 4: Individual written work. Conclusion: Revision of the lesson.	Counters Chalkboard illustration Pencils	
L5 THUR	Matching sets of objects.	Identify and match number to the sets given	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 24	Assumed knowledge: Lnrns can match numbers to sets. Intro: Counting the number line up to 6. 1: Instruction from the tr about matching numbers to sets. 2: In threes Lnrns practice to match the numbers to sets. 3: Groups presentation. 4: Individual written work. Conclusion: Revision of the exercise.	Counters Chalkboard illustration Pencils	
L6 FRID	Counting games “Nhodo”	Play counting games to enhance their counting skills.	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrns can count up to 6. Intro: Lnrns names the games they play at home. 1: Tr instructed the game nhodo and highlights its rules. 2: In fours Lnrns play the game nhodo taking turns 3: Tr monitors and assists the weak. 4: Lnrns present the games before others. Conclusion: Class discussion.	Counters Outdoor	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK7 27/02/26 L1 & 2 MON	Counting up to 7	By the end of the lesson learners should be able to: Count from zero up to seven	Counting One to one correspondence Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 15	Assumed knowledge: Lnrs can count up to 6. Intro: Singing the song “seven days in a week” 1: Tr demo counting up to 7. 2: In pairs, lnrs count up to 7 assisting each other. 3: Tr monitors and assists the groups. 4: Individual counting up to 7. Conclusion: Revision of the work.	Counters Number line	
L3 TUE	Number sets of 7	Make at least four sets of 7	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 15	Assumed knowledge: Lnrs can count up to 6. Intro: Learners count from zero up to seven. 1: Demo by the teacher on making sets of 7. 2: In groups, learners practice making sets of 7. 3: Group presentation. 4: Individual written work. Conclusion: Singing the song “ I can count”	Chalkboard illustration Pencils	
L4 WED	Number pattern 7 7 7 7 7	Write at least seven number pattern correctly	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 15	Assumed knowledge: Lnrs can write number pattern. Intro: Recap of the previous lesson. 1: Tr demo writing number pattern. 2: Lnrs write number pattern on the ground. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Revision of the work.	Chalkboard illustration Pencils	
L5 THUR	Matching sets of objects.	Match at least two sets of objects to numbers correctly	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 25	Assumed knowledge: Lnrs can make sets of 7. Intro: Reciting “I can count to 10” 1: Tr gives an example on matching numbers to sets. 2: In pairs learners work on task given in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	

L6 FRID	Revision exercise	Write a consolidation exercise and answer it correctly	Numeracy Counting Ordering	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrs can count objects up to 7. Intro: Recap of the previous lesson. 1: Tr gives instructions on the work to be done. 2: In pairs, lnrs solve given tasks by the teacher. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the work	Counters Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK8 06/03/26 L1 & 2 MON	Counting up to 8	By the end of the lesson learners should be able to: Count from zero up to eight	Counting One to one correspondence Left to right	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 16	Assumed knowledge: Lnrs can count up to 7. Intro: Singing “clap for numbers” 1: Tr demo counting up to 8. Lnrs count after the tr. 2: Lnrs work on given tasks in pairs. 3: Groups give feedback. 4: Lnrs practice to count up to 8 individually. Conclusion: Revision of work.	Counters Number line	
L3 TUE	Number sets of 8	Make at least four sets of eight	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 16	Assumed knowledge: Lnrs can count up to 8. Intro: Singing “Tomato so”. 1: Tr gives instructions and demo making set of 8. 2: In groups lnrs make four sets of 8. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L4 WED	Number pattern 8 8 8 8 8	Demonstrate writing number pattern correctly	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 16	Assumed knowledge: Lnrs can count up to 8. Intro: Recap of the previous lesson. 1: Tr demonstrates on writing pattern while lnrs observe. 2: Lnrs write pattern on the ground. 3: Teacher helps learners to grasp the concept.	Counters Outdoor Pencils	

					4: Individual written work. Conclusion: Revision of the lesson.		
L5 THUR	Matching sets of objects.	Match at least three numbers to given sets	Numeracy One to one correspondence Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 26	Assumed knowledge: Lnrns can match objects. Intro: Lnrns count from zero up to 8. 1: Tr gives demo matching numbers to sets of objects. 2: In pairs lnrns make three sets of 8 objects. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L6 FRID	Revision exercise	Write and answer at least four questions from the concept covered	Numeracy Counting Left to right orientation	Maths ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrns can count up to 8. Intro: Recap of the previous lesson. 1: Teacher gives instructs on the work to be done. 2: Lnrns work on given task as instructed by the teacher. 3: Teacher monitors and assists the weak. Conclusion: Revision of the work.	Counters Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 9 13/03/26 L1 & 2 MON	Counting up to 9	By the end of the lesson lnrns should be able to: Count from zero up to 9 correctly.	Numeracy Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 17	Assumed knowledge: Lnrns can count up to 8. Intro: Game song “baba pinda mukati” 1: Tr demo counting up to 9. 2: In pairs lnrns assist each to count up to 9. 3: Groups give feedback. 4: Lnrns count individually up to 9. Conclusion: Revision of the work.	Counters Number line	
L3 TUE	Number sets of 9	Make at least four sets of nine	Numeracy Counting	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Learners can count up to 9. Intro: Singing the rhyme “I can count” 1: Tr demo making sets of the number 9. 2: In groups of 4 learners make sets of 9. 3: Feedback from the groups.	Counters Pencils	

			Left to right orientation	Plus one pg 17	4: Individual written work. Conclusion: Revision of work.		
L4 WED	Number pattern 9 9 9 9 9	Demonstrate to write number pattern of nine	Numeracy Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 17	Assumed knowledge: Lnrns can count up to 9. Intro: Recap of the previous lesson. 1: Tr demo writing the number pattern of 9. 2: Lnrns write number pattern on the ground. 3: Tr monitors and assist the weak. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L5 THUR	Matching sets of objects	Demonstrate matching numbers to given sets correctly	Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 27	Assumed knowledge: Lnrns can count up to 9. Intro: Recap of the previous lesson. 1: Tr demo matching numbers to given sets of objects. 2: In pairs, lnrns match numbers to sets of objects. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L6 FRID	Revision exercise	Answer at least four questions correctly	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrns can make sets of 9. Intro: Singing the rhyme “ I can count ” 1: Recap of the previous lesson. 2: Learners write a consolidation exercise individually following given instructions. 3: Teacher assists the weak. Conclusion: Revision of work written.	Counters Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK10 20/03/26 L1 & 2	Counting up to 10	By the end of the lesson learners should be able to:	Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Lnrns can count up to 5. Intro: Singing the rhyme “ one two buckle my shoe ” 1: Tr demo counting up to 10. 2: In groups of four learners count up to 10.	Counters Number line	

MON		Demonstrate counting from zero up to 10		Plus one pg 18	3: Groups present their work. 4: Individual counting. Conclusion: Revision of work.		
L3 TUE	Number sets of 10	Demonstrate to make at least three sets of ten	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 18	Assumed knowledge: Lnrns can count up to 10. Intro: Lnrns count from zero up to 10. 1: Tr gives an example on making sets of 10. 2: In pairs lnrns make 4 sets of 10 using counters. 3: Groups give feedback. 4: Individual counting. Conclusion: Revision of the concept.	Chalkboard illustration Pencils	
L4 WED	Number pattern 10 10 10	Demonstrate writing at least five number patterns correctly	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 18	Assumed knowledge: Lnrns can write number patterns. Intro: Lnrns count from zero up to 10. 1: Tr demonstrates counting up to 10. 2: In groups learners count in pairs up to 10. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L5 THUR	Matching sets of objects	Match at least three numbers to sets	Numeracy Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 27	Assumed knowledge: Lnrns can count up to 10. Intro: Singing “ one two buckle my shoe ” 1: Tr demo matching numbers to given sets of objects. 2: Learners match numbers to set of 10 in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Counters Chalkboard illustration Pencils	
L6 FRID	Revision exercise	Write a revision exercise on the counting concept covered	Counting One to one correspondence	Mathematics ECD A – Grade 2 Syllabus page 22	Assumed knowledge: Learners can count up to 10. Intro: Lnrns sing counting rhyme “ baba pinda mukati ” 1: Tr gives instructions on the revision exercise. 2: Lnrns write a revision exercise as per instruction.	Counters Number line Pencils	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	Conclusion: Revision of work done. TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK11 27/03/26 L1 & 2 MON	Ordinal numbers 1 st position	By the end of the lesson learners should be able to: Identify and name object on the first position	Numeracy Counting One to one correspondence Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 37	Assumed knowledge: Lnrs can count up to 5 Intro: Tr asks lnrs to state the first born in their family. 1: Tr explains on ordinal number 1 st . 2: In fours lnrs use the term first to identify position of given objects. 3: Groups give feedback. 4: Individually lnrs colour objects drawn on first position. Conclusion: Revision of work.	Ladder Utensils Outdoor play area Crayons	
L3 TUE	2 nd position	Identify and name the object on the second position	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 38	Assumed knowledge: Lnrs can count up to 6. Intro: Lnrs identify among themselves who comes first in class the very day. 1: Tr explains on the term 2 nd giving examples. 2: In groups of four lnrs run. 3: Lnrs name the person who comes 2 nd in their race as a feedback. 4: Lnrs circle an object which is on a 2 nd position. Conclusion: Revision of work.	Outdoor play area Utensils Pencils	
L4 WED	3 rd position	Identify and name the third position of the given objects	Numeracy Counting Left to right orientation	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 40	Assumed knowledge: Lnrs can count. Intro: Recap of the previous lesson. 1: Tr introduces the term 3 rd and gives examples. 2: In pairs, lnrs climb steps using the term 1 st , 2 nd and 3 rd . 3: Lnrs give feedback. 4: Lnrs draw and colour the object on the 3 rd position. Conclusion: Revision of work.	Outdoor play area Utensils Pencils	

L5 THUR	4 th position	Identify and name object on the forth position	Numeracy Counting	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 39	Assumed knowledge: Lnrs can use the term 2 nd . Intro: Recap of the previous lesson. 1: Tr introduces the term 4 th . 2: In groups of five, Lnrs play the game pada . 3: Lnrs identify and name the person who played on 4 th position as feedback. 4: Lnrs colour the object drawn on the 4 th object. Conclusion: Revision of the exercise.	Outdoor play area Utensils Crayons	
L6 FRID	5 th position	Identify and name object on the fifth position	Numeracy Counting	Mathematics ECD A – Grade 2 Syllabus page 22 Plus one pg 38	Assumed knowledge: Lnrs can use the term 3 rd . Intro: Recap of the previous lesson. 1: Tr introduces the term 5 th . 2: In groups Lnrs arrange objects using terms learnt. 3: Lnrs give feedback stating the object on the 5 th position. 4: Individual work Lnrs identify and circle object on the fifth position. Conclusion: Revision of work done.	Outdoor Utensils Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 12 03/04/26 MON-FRID	REVISION Topics covered	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 Syllabus page 22 Plus one pg textbook	Assumed knowledge: Learners have grasped all concept covered Intro: Singing rhymes. 1: Teacher demonstrations 2: Group work activities. 3: Feedback from the groups. 4: Individual work. Conclusion: Revision of exercises and tests.	Chalkboard 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 B

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	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/26 L1 & 2 TUE	HEALTH AND HYGIENE Personal hygiene Hand washing	By the end of the lesson learners should be able to: Identify personal hygiene habits.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Bullet No 8.1 Plus one pg 1	Assumed knowledge: Lnrs know their body parts. Intro: Singing “head and shoulders” 1: Lnrs list ways of caring for their hands. 2: Tr demo hand washing while lnrs observe. 3: In pairs lnrs demo hand washing. 4: Individually lnrs demo hand washing with help of the tr. Conclusion: Class discussion.	Soap Visual pictures Water	
L3 & 4 WED	Bathing and grooming	Bath and groom themselves.	Visual discrimination Manipulative skills Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1 Plus one pg 1	Assumed knowledge: Lnrs know when to wash their hands. Intro: Lnrs name their body parts. 1: Tr explains on ways of bathing and grooming our bodies. 2: In groups of three lnrs demo bathing. 3: Groups present their work stating the uses of things they used when bathing themselves. 4: Lnrs paste pictures of things used when bathing. Conclusion: Discussion on the importance of bathing.	Soap Pictures Water Towels Body lotion Glue	

L 5 & 6 THUR	Combing hair	Take care for their hair.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1 Plus one pg 1	Assumed knowledge: Lnrs can wash their body. Intro: Singing the rhyme “ wash your body ” 1: Tr explains on ways of caring for the hair and demo while lnrs observe. 2: In groups of three lnrs practice different ways of caring for their hair. 3: Grps give feedback. 4: Picture collage of things used to care for the hair. Conclusion: Revision of work done.	Combs Pictures Brushes Scissors Shampoo Glue	
L7 & 8 FRID	Trimming nails	Demonstrate ways of trimming their nails	Visual discrimination Manipulative skills	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1 Plus one pg 3	Assumed knowledge: Lnrs can brush their hair. Intro: Lnrs name body parts and their uses. 1: Tr demonstrates trimming nails. 2: In groups learners trim their nails and discuss the importance of trimming nails. 3: Groups give feedback. Conclusion: Revision of the lesson.	Nail cutters Nail polish	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 2 23/01/26 L1 MON	HEALTH AND HYGIENE Personal hygiene Brushing teeth	By the end of the lesson learners should be able to: Demonstrates how to brush and care for their teeth.	Visual discrimination Finger dexterity Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1 Plus one pg 1	Assumed knowledge: Lnrs can brush their hair. Intro: Recite a poem “ care for the body ”. 1: Tr explains and demo how to care for the teeth while lnrs observe. 2: In groups of three lnrs demo how to brush their teeth. 3: Groups present their work stating things they used to brush their teeth. 4: Individual pasting of pictures. Conclusion: Class discussion.	Water Cups Tooth paste Toothbrushes	
L2 & 3	Toilet training	Use the toilet properly and	Visual discrimination	Science & Tech ECDA – Grade 2	Assumed knowledge: Lnrs can brush teeth.	Water	

TUE	Caring for clothes	how to care for their clothes	Finger dexterity Refinement of vocabulary	Syll Bullet No 8.1 Plus one pg 2 & 4	Intro: Singing “ dudu muduri ” naming the clothes they know. 1: Tr explains on how to use toilet and caring of clothes. 2: In groups of fours, lnrs demo proper way of using toilet properly. 3: Feedback from the groups. 4: Individually lnrs wash their socks with the help of the tr. Conclusion: Class discussion.	Soap Pegs Bucket Tissue Socks	
L4 & 5 WED	Food hygiene Healthy eating habits bad eating habits	-Identify and state at least two -Healthy and bad eating habits	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 5	Assumed knowledge: Lnrs know food. Intro: Singing “ food is very good ” 1: Learners list the food they eat. 2: Tr explains on good and bad eating habits. 3: Lnrs role play good eating habits in fours. 4: Groups give feedback. 5: Lnrs colour pictures of good eating habits individually. Conclusion: Revision of the work	Crayons Visual pictures	
L6&7 THUR	Food preparation Sadza	Demonstrate ways of preparing food	Visual discrimination Manipulative skills Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1	Assumed knowledge: Lnrs know cooked food. Intro: Singing the song “ mai varipi ” 1: Tr explains and demo how to prepare Sadza. 2: In groups of threes learners practice preparing Sadza as demonstrated. 3: Groups present their work. 4: Lnrs describe how to cook sadza individually. Conclusion: Class discussion.	Water Cooking utensils Firewood Mealie - meal	
L8 & 9 FRID	Food storage Safe food handling	-State at least two ways of food storage.	Visual discrimination Manipulative skills	Science & Tech ECDA – Grd 2 Syll Bullet No 8.1	Assumed knowledge: Lnrs can wash hands. Intro: Singing “ wash your hands ”. 1: Lnrs name different types of food. 2: Tr demo how to store and handle food.	Visual pictures of food	

		-Demonstrate safe food handling.	Sharing Refinement of vocabulary	Plus one pg 6 & 7	3: Role playing safe food handling by lnrs in groups of fours. 4: Feedback from the groups. 5: Colouring of safe food handling pictures individually. Conclusion: Revision of work.	Crayons Running water fruits	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK3 30/01/26 L1 MON	HEALTH AND HYGIENE Environmental hygiene Cleanliness of a living space	By the end of the lesson learners shld be able to: Describe a clean environment and state at least two ways of making the environment clean.	Visual discrimination Finger dexterity Manipulative skills Sharing	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1 Plus one pg 8	Assumed knowledge: Lnrs know ways of caring for their nails. Intro: “musarasa marara” 1: Learners name ways of keeping the environment clean. 2: In groups of four lnrs clean the classroom and outdoor environment. 3: Groups give feedback on ways they did to keep the environment clean. 4: Drawing two things that are used to clean the environment. Conclusion: Revision of work.	Bins Brooms Cobra Water Buckets Mops	
L2 & 3 TUE	Ventilation and sunlight Importance of a clean environment	-State at least one importance of ventilation and sunlight -Give at least two importance of having a clean environment.	Visual discrimination Finger dexterity Manipulative skills Sharing	Science & Tech ECDA – Grade 2 Syll Bullet No 8.1 Plus one pg 9	Assumed knowledge: Learners can sweep. Intro: Singing “don’t throw rubbish” 1: Teacher explains about ventilation and sunlight. 2: In groups of threes learners discuss about the importance of having a clean environment. 3: Groups present their work. 4: Colouring individually. Conclusion: Revision of work.	Brooms & Mops Dust pan Detergent Water crayons	

L4 & 5 WED	Health and wellness Physical activities Sleep and rest	-Identify and state at least two physical activities. -State the importance of sleep and rest	Visual discrimination Finger dexterity Manipulative skills	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 10 & 12	Assumed knowledge: Learners play games. Intro: Singing the game song “ come around ”. 1: Lnrs name the games they know. 2: In groups of five learners play games. 3: Groups present their games. 4: Colouring pictures. Conclusion: Revision of the lesson.	Mattresses Balls Crayons Outdoor	
L6 & 7 THUR	Disease and prevention Vaccination	-State at least three illness and their causes. -List the importance of vaccination.	Visual discrimination Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 13	Assumed knowledge: Lnrs know how to care for their body. Intro: Singing “ manyoka nekurutsa zvinouraya ”. 1: Tr and Lnrs list different diseases stating the causes and measures to be taken. 2: In groups of five Lnrs role play the effects of illness and their measures. 3: Groups present their play before others. 4: Lnrs colour pictures individually. Conclusion: Revision of the exercise.	Posters Gloves Charts Toiletries Crayons	
L 8 & 9 FRID	Hygiene practices Balanced diet Ways of promoting health	-State the importance of eating a balanced diet. -State at least two ways of promoting through role play.	Visual discrimination Finger dexterity Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 Plus one pg 11	Assumed knowledge: Lnrs know flue disease. Intro: Singing “ ipai vana kudya kwakakwana ” 1: Tr and Lnrs discuss about illness prevention. 2: In pairs Lnrs discuss about ways that promote health. 3: Groups present their work. 4: Lnrs draw a food pyramid and paste food that promotes health individually. Conclusion: Revision of work.	Posters Sanitary gloves Toiletries Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 4 06/02/26 L1 MON	FOOD AND NUTRITION Food groups 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	Assumed knowledge: Lnrs know sadza. Intro: Rhyme “ food is very good ” 1: Tr asks lnrs list the food they know. 2: In groups of three lnrs collect pictures of food 3: Groups give feedback stating the pictures they have collected. 4: Lnrs paste pictures individually. Conclusion: Revision of work.	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 14	Assumed knowledge: Learners know rice. Intro: Game song “ dudu muduri ” stating food they know. 1: Tr explains on grain food and gives an example. 2: In groups of three lnrs sort grain food. 3: Groups present their work. 4: Lnrs collage grain food individually. Conclusion: Revision of work.	Food samples Pictures 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 14	Assumed knowledge: Lnrs know milk. Intro: Recap on grain food. 1: Tr explains on dairy foods and learners name the dairy food they know. 2: In pairs, lnrs group pictures of dairy food. 3: Groups present their work. 4: Colouring pictures of dairy food. Conclusion: Revision of work.	Food samples 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 14	Assumed knowledge: Lnrs know plants. Intro: Recap on dairy food. 1: Tr explains on vegetable food citing examples. 2: In pairs lnrs collect pictures of vegetables. 3: Groups give feedback. 4: Lnrs paste pictures of vegetables. Conclusion: Revision of work done.	Pictures Glue Vegetables	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 5 13/02/26 L1 MON	FOOD AND NUTRITION Food groups Meat	By the end of the lesson learners should be able to: Identify and paste at least four pictures of meat.	Visual discrimination Manipulative skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 14	Assumed knowledge: Lnrs know dairy food. Intro: Singing “kanyama kangu”. 1: Tr explains on meat food and lnrs give examples. 2: In groups of fours, lnrs sort pictures of meat food. 3: Groups present their work. 4: Picture collage of meat food. Conclusion: Discussion on concept learnt.	Pictures of meat Glue	
L2 & 3 TUE	Balanced meals Energy giving foods	Identify and describe at least three energy giving food.	Visual discrimination Finger dexterity Refinement of vocabulary Observation	Science & Technology ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 15	Assumed knowledge: Lnrs know sadza. Intro: Recap of previous lesson. 1: Tr explains on energy giving food and learners give examples. 2: In pairs lnrs select pictures of energy giving food. 3: Groups present their work. 4: Colouring energy giving food individually. Conclusion: Revision of work done.	Food pyramid Pictures Crayons	
L4 & 5 WED	Proteins	Identify and name at least two types of food that gives proteins.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.2 Plus one pg 15	Assumed knowledge: Lnrs know sadza. Intro: Recap on energy giving food. 1: Tr explains on proteins and lnrs give examples. 2: In pairs lnrs group pictures of food that gives proteins. 3: Groups present their work. 4: Lnrs colour pictures of protein giving food. Conclusion: Revision of work.	Food samples Pictures Crayons	
L 6 & 7	Vitamins	Name at least two types of	Visual discrimination	Science & Tech ECDA – Grade 2	Assumed knowledge: Lnrs know oranges. Intro: Recap of the previous lesson.	Food samples	

THUR		food that provides proteins to body.	Finger dexterity Refinement of vocabulary	Syllabus Bullet No 8.2 Plus one pg 15	1: Tr explains on vitamins and lnrs cite examples. 2: In pairs lnrs select pictures of food which gives vitamins. 3: Groups present their work. 4: Individually lnrs draw food that gives vitamins. Conclusion: Class discussion.	Pencils Crayons	
L 8 & 9 FRID	Fats	Identify and name at least two types of food that gives proteins to body.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.2 • food pictures glue	Assumed knowledge: Learners know fruits. Intro: Recap on vitamins. 1: Explanation on fats by the tr and. 2: In groups learners identify fat giving food. 3: Groups present their work. 4: Collaging pictures individually. Conclusion: Revision of work done.	Food pictures Glue	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/26 L1 MON	FOOD AND NUTRITION Healthy snacks Naming healthy snacks	By the end of the lesson learners should be able to: 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 16	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 pairs, lnrs group healthy snacks. 3: Feedback from the groups. 4: Lnrs colour pictures of healthy snacks. Conclusion: Revision of the lesson.	Charts Pictures Crayons	
L2 & 3 TUE	Unhealthy snacks	Identify and sort unhealthy food.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.2 Plus one pg 17	Assumed knowledge: Lnrs know snacks. Intro: Recap of the previous lesson. 1: Tr explains about unhealthy snacks. 2: In groups learners discuss about the effects of eating unhealthy snacks. 3: Groups present their work. 4: Lnrs colour pictures of unhealthy snacks.	Pictures Food samples Crayons	

					Conclusion: Revision of the work done.		
L4 & 5 WED	Food demonstration s Food recipes – rice	Describe and demonstrate to prepare simple recipe of rice.	Visual discrimination Finger dexterity Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.2 Plus one pg 18-19	Assumed knowledge: Lnrns know healthy and unhealthy snacks. Intro: Reciting “ vanamai ipai vana kudya kwakakwana ”. 1: Tr explains and demo how to prepare rice. 2: In groups of four lnrns simulate how to cook rice. 3: Groups give feedback following steps of preparing rice. 4: Learners collage pictures. Conclusion: Revision of work done.	Food samples Gloves Cooking utensils Chef set	
L 6 & 7 THUR	Sources of food Animals	Identify and name at least three foods that we get from animals.	Visual discrimination Finger dexterity Refinement of vocabulary Observation	Science & Tech ECDA – Grade 2 Syll Bullet No 8.2 Plus one pg 21	Assumed knowledge: Lnrns know a cow. Intro: Lnrns list animals they know. 1: Tr explains on sources of food from animals. 2: In pairs lnrns name food that we get from animals. 3: Groups give feedback. 4: Individually lnrns paste pictures of food that we get from animals. Conclusion: Revision of work done.	Pictures Stickers Food samples	
L 8 & 9 FRID	Plants	Name at least two foods that we get from plants.	Visual discrimination Sharing Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.2 Plus one pg 20	Assumed knowledge: Lnrns know maize. Intro: Recap on food we get from animals. 1: Explanation by the tr about food that we get from plants and lnrns give examples. 2: In pairs, lnrns group food that we get from plants. 3: Groups present their work. 4: Individually lnrns match food to the source. Conclusion: Revision of work.	Pictures Charts Food samples Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 7 27/02/26 L1 MON	CROPS, PLANTS AND ANIMALS Plants Types of plants	By the end of the lesson lnrs shld 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 Plus one pg 22	Assumed knowledge: Lnrs know a tree. Intro: Reciting “dai ndiri karuva kadiki” 1: Tr and Lnrs go for a nature walk. 2: Lnrs name plants they have seen in pairs. 3: Groups present their work. 4: Lnrs draw a plant of own choice. Conclusion: Revision of work.	Plants Pencils Crayons	
L 2 & 3 TUE	Grains	Identify, name and paste two pictures of grain 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 rice. Intro: Recap on types of plants. 1: Tr explains on grain plants and learners give examples. 2: In threes Lnrs select pictures of grain plants. 3: Groups present their work. 4: Individually Lnrs paste pictures of grain plants. Conclusion: Revision of the work.	Pictures of grain plants Seeds Glue	
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 rice. Intro: Recap on grain food. 1: Tr explains about vegetable plants. 2: In groups of four Lnrs identify vegetable plants. 3: Groups give feedback. 4: Individually Lnrs paste pictures of vegetable plants. Conclusion: Class discussion	Vegetable pictures Glue	
L 6 & 7 THUR	Fruits	List and paste pictures of fruit plants.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 22	Assumed knowledge: Lnrs know mango. Intro: Recap on vegetable plants. 1: Tr explains on fruit plants and Lnrs list fruits they know.	Pictures Fruit plants	

			Refinement of vocabulary		2: In threes lnrs select fruit plants from the given pictures. 3: Groups give feedback. 4: Lnrs paste fruit plants individually. Conclusion: Revision of work.	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: Lnrs know different plants. Intro: Singing “two little birds” 1: Tr explains on parts of a tree and lnrs state the use of each part. 2: In fours lnrs discuss about the function of given part of a tree. 3: Groups give feedback. 4: Leaf printing individually. Conclusion: Revision of work.	Plants Leaves Paint Newsprint	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 8 06/03/26 L1 MON	CROPS, PLANTS AND ANIMALS Growth cycle of crop plants.	By the end of the lesson learners should be able to: Observe and describe plant growth.	Visual discrimination Finger dexterity Observation	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know parts of a tree. Intro: Reciting “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 draw a growth cycle of a plant. Conclusion: Revision of work.	Seeds Pictures Pencils	
L 2 & 3 TUE	Vegetable gardening Types of vegetables	List different types of vegetables.	Visual discrimination Finger dexterity	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 23	Assumed knowledge: Lnrs know plants. Intro: Lnrs list the plants they know. 1: Tr and lnrs visit the school garden and identify plants in it. 2: In pairs lnrs name vegetables found in the school garden.	Pictures School garden Crayons	

			Refinement of vocabulary		3: Feedback from the groups. 4: Lnrs colour pictures of vegetables individually. Conclusion: Revision of the lesson.		
L 4 & 5 WED	Planting vegetables	Know steps taken when planting vegetables.	Visual discrimination Finger dexterity Sharing Observation	Science & Technology ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know plants. Intro: Recap of the previous lesson. 1: Tr explains and demo how to plant vegetables. 2: In pairs, lnrs demo how to plant vegetables. 3: Groups present their work. 4: Individually lnrs demo planting of vegetables. Conclusion: Revision of work.	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 Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know plants. Intro: Recap on planting vegetables. 1: Tr demo how to care for vegetable plants. 2: In fours, lnrs demo how to care for vegetable plants. 3: Groups give feedback. 4: Individually lnrs demo on how to care for vegetables. Conclusion: Class discussion.	Pictures Gardening tools	
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 Syll Bullet No 8.3	Assumed knowledge: Lnrs know a hoe. Intro: Recap on caring for vegetable plants. 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 of gardening tools individually. Conclusion: Revision of the lesson.	Pictures Gardening tools Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK9 13/03/26 L1 MON	CROPS, PLANTS AND ANIMALS Animals	By the end of the lesson lnrs shld be able to: Identify and name at least three animals and their sounds.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know a dog. Intro: Reciting “ Old MacDonald ”. 1: Tr asks lnrs the domestic animals they know. 2: In groups of three lnrs name animals and imitate their sounds. 3: Groups present their work. 4: Lnrs paste pictures of different animals. Conclusion: Revision of the lesson.	Animal pictures Glue Charts	
L 2 & 3 TUE	Domestic animals	Identify, list and paste at least two domestic animals.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.3 Plus one pg 24	Assumed knowledge: Lnrs know animals. Intro: Lnrs name animals they know. 1: Tr explains on domestic animals. 2: In pairs lnrs name domestic animals on given pictures. 3: Feedback from the groups. 4: Individually lnrs list domestic animals. Conclusion: Revision of work.	Pictures Charts	
L 4 & 5 WED	Shelter for domestic animals	Name and draw at least one shelter of a domestic animal.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 24	Assumed knowledge: Lnrs know a hut. Intro: Recap on domestic animals. 1: Tr explains on shelter of domestic animals. 2: In pairs lnrs match domestic animals to their shelter. 3: Feedback from the groups. 4: Learners draw a kraal individually. Conclusion: Revision of work done.	Pictures Charts Pencils	
L 6 & 7 THUR	Wild animals	Name and identify at least two wild animals.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.3 Plus one pg 25	Assumed knowledge: Lnrs know a cat. Intro: Tr tells a story about wild animals. 1: Tr explains on wild animals. 2: In pairs lnrs identify wild animals. 3: Feedback from the groups. 4: Learners collage one wild animal. Conclusion: Revision of work done.	Pictures	

L 8 & 9 FRID	Shelter for wild animals	Name and describe at least one shelter of a wild animal	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syll Bullet No 8.3 Plus one pg 26	Assumed knowledge: Lnrs know a lion. Intro: Lnrs watch a video and name wild animals in the video. 1: Tr explains on shelter of wild animals. 2: In pairs, lnrs name wild animals and their shelter. 3: Groups presentation. 4: Individually lnrs name wild animal and its shelter. Conclusion: Revision of work.	Pictures Videos Multimedia files	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 10 20/03/26 L1 MON	CROPS, PLANTS AND ANIMALS Food chain Food chain	By the end of the lesson learners should be able to: Describe and state the meaning of a food chain.	Visual discrimination Finger dexterity Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3 Plus one pg 27	Assumed knowledge: Learners know food. Intro: Tr asks lnrs about food eaten by people and animals. 1: Tr explains on food chain. 2: In groups of three, lnrs role play food chain of animals. 3: Groups give feedback. 4: Learners paste a picture of a lion. Conclusion: Questioning and answer.	Food chain pictures Charts	
L 2 & 3 TUE	Drawing -food chain	Draw a food chain correctly	Visual discrimination Finger dexterity Logic	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs know a food. Intro: Recap on food chain. 1: Tr gives a demon on drawing a food chain. 2: In pairs lnrs draw a food chain. 3: Groups feedback. 4: Learners draw a food chain. Conclusion: Revision of work.	Pictures Charts Pencils	
L 4 & 5	Food chain puzzle	Complete a food chain	Visual discrimination Manipulative skills	Science & Technology ECDA – Grade 2	Assumed knowledge: Lnrs know a food. Intro: Recap on food chain. 1: Tr demo how to complete food chain puzzle. 2: In threes lnrs complete food chain puzzle.	Food chain puzzles	

WED		puzzle completely.	Sharing	Syllabus Bullet No 8.3	3: Groups present their work. 4: Individually lnrs complete the food chain puzzle. Conclusion: Revision of the lesson.		
L 6 & 7 THUR	Story telling – food chain	Create a story from food chain.	Visual discrimination Sharing Refinement of vocabulary	Science & Technology ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs can tell stories. Intro: Recap on food chain puzzle. 1: Tr tells a story about food chain. 2: In pairs lnrs name the food chain from the story. 3: Groups give feedback. 4: Lnrs retell the food chain story individually. Conclusion: Revision of work done.	Pictures ICT tools	
L 8 & 9 FRI	Food chain games – <i>Snake and ladder</i>	Play at least one food chain game.	Visual discrimination Manipulative skills Refinement of vocabulary	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.3	Assumed knowledge: Lnrs play games. Intro: Recap of the previous lesson. 1: Lnrs tell the food chains they learnt. 2: In groups of five lnrs play food chain games. 3: Groups feedback. 4: Individual playing food chain games. Conclusion: Revision of the work.	Models Board games	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 – 12 27/03/26-03/04/26 MON-FRID	REVISION Topics covered	By the end of the lesson lnrs shld be able to: Answer questions from the topics learnt.	Visual discrimination Finger dexterity Sharing Logic	Science & Tech ECDA – Grade 2 Syllabus Bullet No 8.1 -8.3 • pencils crayons	Assumed knowledge: Lnrs grasped the concepts. Intro: Singing rhymes. 1: Instructions from the teacher. 2: Group work activities. 3: Feedback from the groups. 4: Individual work. Conclusion: Revision of work done.	Pencils Crayons Charts	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD B

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	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/26 TUE L1 & 2	SAFETY AND HEALTH Safety 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 Edn ECDA – Grade 2 Syllabus page 26 Plus one pg 1	Assumed knowledge: Lnrs know dangers of fire. Intro: Lnrs list dangers of fire. 1: Tr explains on the terms hazardous objects. 2: In groups lnrs classify given objects which are hazardous and non -hazardous. 3: Groups present their work. 4: Individually lnrs name hazardous objects. Conclusion: Revision of work.	Outdoor Landing mats Safety equipment	
WED L 3 & 4	Playing area safety rules.	Discuss and list at least three safety rules of the playing area.	Logic Team work Visual skills Awareness	Physical Edn ECDA – Grade 2 Syllabus page 26 Plus one pg 2	Assumed knowledge: Lnrs know hazardous objects. Intro: Singing “ usarase marara ” while picking litter. 1: Tr explains on safety and lnrs list self- safety. 2: In groups learners discuss on safety rules. 3: Feedback from the groups. 4: Individually state of safety rules. Conclusion: Revision of the lesson.	School ground Landing mats	
THUR L 5 & 6	Formulation of safety rules.	Suggest safety rules about physical education.	Logic Team work Visual skills	Physical Education ECDA – Grade 2 Syllabus page 26	Assumed knowledge: Lnrs know safety rules. Intro: Recap on safety rules. 1: Tr explains on safety with others. 2: In pairs lnrs name dangers and formulate their own safety rules. 3: Feedback from the groups.	Outdoor Safety equipment	

			Critical thinking		4: Individually lnrs name a danger and its safety. Conclusion: Revision of work.		
FRID L 7 & 8	Caring for the environment.	Demonstrate ways of caring for the environment.	Logic Team work Visual skills Fine motor skills	Physical Education ECDA – Grade 2 Syllabus page 26 Plus one pg 3	Assumed knowledge: Lnrs know safety rules. Intro: Recap on safety rules. 1: Tr explains on how to care for the environment. 2: In groups lnrs clean the school environment. 3: Groups give back on the hazardous objects they have seen. 4: Individually lnrs state the importance of keeping the environment clean. Conclusion: Class discussion	School premise Classroom ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 2 23/01/26 MON L 1 & 2	SAFETY AND HEALTH Health Physical fitness and mental health.	By the end of lesson learners should be able to: Exercise regularly to maintain physical fitness and mental health.	Gross motor skills Coordination of muscles Weight transfer and bearing Balancing	Physical Education ECDA – Grade 2 Syllabus page 26 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 groups of four lnrs play games that promotes physical fitness and mental health. 3: Presentation of the groups. 4: Individually lnrs state activities that promote physical fitness. Conclusion: Revision of the lesson.	School premise Landing mats Safety equipment	
TUE L 3 & 4	Personal and environmental hygiene.	Demonstrate axial movement activities such as bending,	Gross motor skills Coordination of muscles Weight transfer and bearing	Physical Education ECDA – Grade 2 Syllabus page 26 Plus one pg 4	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 groups of three.	School ground Safety equipment	

		stretching and twisting.			3: Groups give feedback. 4: Individual demo on bending. Conclusion: Singing “ chii chinorwadza ”		
WED L 5 & 6	Health and unhealthy food.	Name healthy and unhealthy foods.	Auditory skills Visual skills Team work Creativity	Physical Edn ECDA – Grade 2 Syllabus page 26 Plus one pg 5-6	Assumed knowledge: Lnrns know ways of promoting personal hygiene. Intro: Singing “ food is very good ”. 1: Explanation by the tr on healthy and unhealthy food. 2: In groups of four lnrns name healthy and unhealthy food. 3: Feedback from the groups. 4: Individually lnrns paste pictures of healthy food. Conclusion: Revision of work done.	Pictures of food Food pyramid	
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 26 Plus one pg 7	Assumed knowledge: Learners can distinguish healthy and unhealthy food. Intro: Recap on healthy and unhealthy food. 1: Tr explains on good eating habits. 2: In groups lnrns practice good eating habits. 3: Groups present their work. 4: Individually lnrns colour pictures of good eating habits. Conclusion: Revision of work done.	Pictures of people eating ICT tools	
FRID L 9 & 10	Dangers of poor hygiene.	Explain the dangers of poor hygiene.	Auditory skills Refinement of vocabulary Visual skills	Physical Education ECDA – Grade 2 Syllabus page 26 Plus one pg 8	Assumed knowledge: Lnrns know personal upkeep. Intro: Recap on good eating habits. 1: Tr gives an explanation on dangers of poor hygiene. 2: In pairs lnrns role play the dangers of poor hygiene. 3: Groups give feedback. 4: Individually lnrns state one danger caused by poor hygiene. Conclusion: Singing “ manyoka nekurutsa zvinouraya ”	Pictures of health issues ICT tools	
WEEK	TOPIC/	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

ENDING	CONTENT						
WK 3 30/01/26 MON L 1 & 2	HUMAN BODY My body Body parts	By the end of lesson learners should be able to: Identify and name parts of their body.	Naming Body movement & Coordination. Language development	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 9	Assumed knowledge: Lnrs can describe themselves. Intro: Singing “my body parts”. 1: Lnrs identify and name their body parts. 2: Reciting “head and shoulders” in groups of three. 3: Groups presentation. 4: Individually Lnrs colour picture of human body parts. Conclusion: Class discussion.	Chart Dolls Crayons	
TUE L 3 & 4	Functions of body parts.	State the functions of the body parts.	Naming Body movement Coordination. Language development	Physical Edn ECDA – Grade 2 Syllabus page 27 Plus one pg 10	Assumed knowledge: Lnrs know a leg. Intro: Recap on human body parts. 1: Tr and Lnrs list functions of different body parts. 2: In pairs Lnrs demo how to use their body parts. 3: Feedback from groups. 4: Individually Lnrs match similar pictures. Conclusion: Singing “bata musoro”	Charts Pictures Pencils	
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 – Grd 2 Syllabus page 27	Assumed knowledge: Lnrs know their gender. Intro: Recap on uses of body parts. 1: Tr and Lnrs discuss about the difference between girls and boys. 2: In groups of five Lnrs play a game song “dudu muduri” stating names of boys and girls. 3: Groups give feedback. 4: Lnrs draw themselves. Conclusion: Revision of work done.	Charts Pencils Crayons	

THUR L 7 & 8	Body parts puzzle	Fix picture puzzles of human body.	Naming Body movement Coordination. Language development	Physical Education ECDA – Grd 2 Syllabus page 27	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: Groups present their work. 4: Individual fixing of the puzzle. Conclusion: Class discussion.	Puzzles Pictures Glue	
FRID L 9 & 10	Action box game	Recognise and perform any action using the body part picture shown on the action box.	Naming Language development Visual skills	Physical Education ECDA – Grade 2 Syllabus page 27	Assumed knowledge: Lnrs can fix puzzles. Intro: Recap of the previous lesson. 1: Tr demo how to play the Action box game. 2: In fours, lnrs play the demonstrated game. 3: Groups present before others. 4: Lnrs demo the Action box game individually. Conclusion: Class discussion.	Action box ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 4 06/02/26 MON L 1 & 2	Music and dance Folk music in the past and present.	By the end of lesson lnrs shld be able to: Identify folk songs in the past and present.	Auditory skills Creativity Cooperation	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 11	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: Revision of work.	Folk songs Recorded music	
TUE L 3 & 4	Local musicians	Naming local musicians and their songs.	Auditory skills Creativity Cooperation	Physical Education ECDA – Grade 2 Syllabus page 27	Assumed knowledge: Lnrs can sing. Intro: Recap of the previous lesson on folk music. 1: Lnrs name local musicians they know. 2: In pairs lnrs sing songs of musician that they know.	ICT tools pictures of local musicians	

			Visual skills	Plus one pg 12	3: Groups present their work. 4: Individual miming the local musicians. Conclusion: Dancing the song “ kana ndanyura ”		
WED L 5 & 6	Role of music and dance.	Discuss the role of music and dance in different ceremonies in the past and present.	Auditory skills Creativity Cooperation Logic	Physical Education ECDA – Grade 2 Syllabus page 27 recorded music P.E and Art area.	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. 3: Feedback from the groups. 4: Individually stating two roles of music. Conclusion: Revision of work.	Recorded music	P.E and Art area.
THUR L 7 & 8	Community dances	Identify dances in their community.	Auditory skills Creativity Cooperation Turn taking	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 13	Assumed knowledge: Learners can dance. Intro: Tr play a recorded music and lnrs imitate. 1: Teacher explains on community dances. 2: Learners perform community dances in groups. 3: Groups give feedback. 4: Individual dancing. Conclusion: Revision of work.	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 27 Plus one pg 14	Assumed knowledge: Learners play games. Intro: Recap on community dances. 1: Discussion about dances performed to a variety of music in the community. 2: In groups learners dance to variety of music. 3: Groups give feedback. 4: Performing dances individually. Conclusion: Revision of work.	Video dances	Props and costumes
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

WK 5 13/02/26 MON L 1 & 2	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 27 Plus one pg 15	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: Lnrs colour and paste percussion musical instruments individually. Conclusion: Revision of the work.	Percussion instruments Recorded music	
TUE L 3 & 4	Local traditional dance	Dance to local traditional music.	Finger dexterity Auditory skills Self – confidence Gross motor skills	Physical Edn ECDA – Grd 2 Syll page 27	Assumed knowledge: Lnrs know musical instruments. Intro: Recap of the previous lesson. 1: Tr explains and demo local traditional dance. 2: Learners perform Mhande dance in groups. 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	Dance to local contemporary music	Auditory skills Self – confidence Creativity Gross motor skills	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 16	Assumed knowledge: Lnrs can dance. Intro: Tr plays a recorded music. 1: Tr explains and about contemporary dance and Lnrs list the dances they know. 2: In groups learners dance contemporary music. 3: Groups present their work. 4: Individual performance and colouring of pictures. Conclusion: Revision of work.	Recorded videos Props and costumes	
THUR L 7 & 8	Musical instruments	Demonstrate how to make a shaker and describe the	Finger dexterity Auditory skills Visual skills	Physical Education ECDA – Grade 2 Syllabus page 27	Assumed knowledge: Learners can dance. Intro: Game song “dudu muduri” naming musical instruments they know. 1: Tr demo how to make a shaker.	Shakers Plastic bottles	

		materials used.	Creativity		2: In groups of three, lnrs name materials used to make a shaker. 3: Groups present their work. 4: Individually lnrs make a shaker. Conclusion: Discussion and displaying of work.	Seeds Sticks	
FRI L 9 & 10	Picture collage	Paste pictures of local musicians and musical instruments.	Finger dexterity Cooperation Visual skills Creativity	Physical Education ECDA – Grade 2 Syllabus page 27	Assumed knowledge: Lnrs can sing and dance. Intro: Lnrs name the local musicians they know. 1: Lnrs sing and dance music of the local musicians. 2: In groups lnrs do picture collection of local musicians. 3: Groups present their work. 4: Lnrs paste pictures of local musicians. Conclusion: Questioning and answer.	Pictures of musicians Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/26 MON L 1 & 2	HISTORY OF ARTS Visual arts Past and present 2D artefacts	By the end of lesson lnrs shld be able to: Identify past and present 2D artefacts in the home environment.	Visual skills Team work Creativity Self - expression	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 17	Assumed knowledge: Lnrs know a clay pot. Intro: Lnrs name objects on the display. 1: Tr explains giving meaning of 2D artefacts. 2: In pairs lnrs identify past and present 2D artefacts. 3: Groups give feedback. 4: Individual panting of 2D artefacts. Conclusion: Revision of work.	Magazines Paint ICT tools	
TUE L 3 & 4	2D artefacts	Make and colour 2D artefacts using primary colours.	Visual skills Team work Finger dexterity Creativity	Physical Edn ECDA – Grade 2 Syllabus page 27 Plus one pg 18	Assumed knowledge: Lnrs know artefacts. Intro: Recap of the previous lesson. 1: Tr explains and demo how to make a star sticker. 2: Learners draw stars in pairs. 3: Groups present their work. 4: Lnrs colour pictures individually.	ICT tools Chart of 2D artefacts Paint	

					Conclusion: Revision of work done.		
WED L 5 & 6	Prints	Produce prints using locally available materials.	Visual skills Finger dexterity Creativity	Physical Education ECDA – Grade 2 Syllabus page 27 • ICT tools artist portfolios	Assumed knowledge: Learners can make stickers. Intro: Recap on 2D artefacts. 1: Tr explains on prints and demo sketching plans of a house. 2: In groups lnrs make scaled drawing of a house. 3: Feedback from the groups. 4: Individual sketching plans of a house. Conclusion: Revision of work.	ICT tools Artist portfolios	
THUR L 7 & 8	Stick figures	Draw stick figures using different artefacts.	Visual skills Self – expression Finger dexterity Creativity	Physical Education ECDA – Grade 2 Syllabus page 27	Assumed knowledge: Lnrs know prints. Intro: Recap of the previous lesson. 1: Tr explains on stick figures and demonstrates. 2: In threes lnrs make a collection of stick figures pictures. 3: Groups present their collection. 4: Individually lnrs paste stick figures pictures. Conclusion: Revision of work.	Magazines ICT tools Pencils	
FRID L 9 & 10	Models	Model artefacts using mixed media.	Visual skills Team work Finger dexterity Creativity	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 19	Assumed knowledge: Lnrs know four basic shapes. Intro: Lnrs name the model shown by the tr. 1: Tr demo how to make a cooking stick model. 2: In groups learners make a cooking stick model. 3: Groups present their work. 4: Individual modelling of a cooking stick. Conclusion: Class discussion.	Locally available materials Pencils Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 7 27/02/26	HISTORY OF ARTS	By the end of lesson lnrs	Fluency Team work	Physical Education ECDA – Grade 2	Assumed knowledge: Learners know movies. Intro: Lnrs list movies they know.	Lights Torches	

MON L 1 & 2	Theatre Roles of children's theatre	shld be able to: State the roles of children's theatre performances from the past and present.	Logic Self – expression	Syllabus page 27 Plus one pg 20	1: Tr shows learners the equipment used in theatre. 2: In pairs lnrs discuss the use of given equipment. 3: Groups present their work. 4: Colouring pictures that show children theatre. Conclusion: Revision of work.	Workbooks ICT tools	
TUE L 3 & 4	Games	List and play games with their peers.	Visual skills Team work Self – expression Gross motor skills	Physical Edn ECDA – Grade 2 Syllabus page 27 Plus one pg 20	Assumed knowledge: Lnrs play games. Intro: Lnrs list games they know 1: Tr introduces a game. 2: In fives lnrs play the introduced game. 3: Presentation of the groups. 4: Lnrs name the games they like individually. Conclusion: Class discussion.	ICT tools Outdoor	
WED L 5 & 6	Folk stories	Retell the folk story.	Auditory skills Team work Self – expression	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 21	Assumed knowledge: Lnrs can recite poems. Intro: Tr explains on folktales. 1: Teacher tells a folk story. 2: In pairs lnrs create a story from given pictures. 3: Groups give their feedback. 4: Individually lnrs create a story from pictures sequencing events. Conclusion: Revision of the lesson.	ICT tools Picture books	
THUR L 7 & 8	Theatre animation performance from the past.	Imitate the animation theatre of the past.	Visual skills Team work Self – expression Creativity	Physical Education ECDA – Grade 2 Syllabus page 27 Plus one pg 22	Assumed knowledge: Lnrs can tell stories. Intro: Lnrs state TV programs they like. 1: Tr explains on past theatre animation performance. 2: In groups of four lnrs tells a story from the picture. 3: Groups present their work.	ICT tools Pictures Crayons	

					4: Individually tell a story about animals and colour pictures. Conclusion: Revision of the lesson.		
FRID L 9 & 10	Theatre animation performance of the present.	Imitate the animation theatre of the past	Visual skills Self – expression Creativity	Physical Edn ECDA – Grade 2 Syllabus page 27 Plus one pg 23-24	Assumed knowledge: Lnrs can sing and dance. Intro: Recap of the previous lesson. 1: Tr explains on present theatre animation. 2: In fours lnrs perform present theatre animation. 3: Groups present their work. 4: Individually lnrs colour pictures. Conclusion: Class discussion.	ICT tools Pictures Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 8 06/03/26 MON L 1 & 2	GYMNASTICS Weight bearing and balances. One point balance	By the end of lesson learners should be able to: Demonstrate one point balance.	Weight bearing and transfer Balancing Eye hand coordination	Physical Edn ECDA – Grade 2 Syllabus page 28 Plus one pg 25	Assumed knowledge: Lnrs can play pada. Intro: Game song “Jongwe mukuru”. 1: Tr explains and demonstrates 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 28 Plus one pg 29	Assumed knowledge: Lnrs can hop skip and jump. Intro: Recap on one point balance. 1: Tr explains and demo two point balance. 2: In pairs learners demo wheel barrow pushing. 3: Groups present their work. 4: Individual balancing on two parts of the body p. Conclusion: Class discussion.	Mats Outdoor	
WED L 5 & 6	Three point balance		Weight bearing Weight transfer	Physical Education ECDA – Grade 2	Assumed knowledge: Lnrs can walk. Intro: Recap on two balance. 1: Tr explains and demo three point balance.	Mats	

		Demonstrate three point balance.	Balancing	Syllabus page 28	2: Lnr practice three point balance in threes. 3: Groups present their work. 4: Individual balancing on three points. Conclusion: Class discussion on the lesson done.	School ground	
THUR L 7 & 8	Four point balance (bridge)	Demonstrate four point balance.	Weight bearing Weight transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 28	Assumed knowledge: Learners can walk. Intro: Learners imitate how the dog walk. 1: Tr demo 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.	Mats School ground	
FRID L 9 & 10	Five point balance	Demonstrate five point balance.	Weight bearing Weight transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 30	Assumed knowledge: Lnr can walk. Intro: Recap on four point balance. 1: Tr explains and demo 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	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 9 13/03/26 MON L 1 & 2	locomotion/ movement – elementary movements Movement under instructions.	By the end of lesson learners should be able to: Move from point A to B under given instructions.	Weight bearing Weight transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 31	Assumed knowledge: Lnr walk to school. Intro: Warm up stretching muscles. 1: Tr explains and gives instructions to lnr. 2: In threes lnr move for a distance as instructed by the tr. 3: Groups present their work. 4: Individually lnr colour pictures. Conclusion: Cool down.	Cones Resource Person Crayons	

TUE L 3 & 4	Movement towards directions.	Move from point A to B under in a given direction.	Weight bearing Weight transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 32	Assumed knowledge: Lnrns can walk. Intro: Recap of the previous lesson. 1: Tr demo movement towards a direction. 2: In groups of five, lnrns play the game song “ follow the leader ”. 3: Groups present their work. 4: Individually lnrns demo locomotion. Conclusion: Class discussion on the lesson done.	Outdoor ICT tools	
WED L 5 & 6	Movement in response to stimuli.	Move from point A to B under in response to the stimuli.	Weight bearing Weight transfer Balancing	Physical Edn ECDA – Grade 2 Syllabus page 28	Assumed knowledge: Lnrns can follow instructions. Intro: Recap of the previous lesson. 1: Tr demo movement in response to stimuli. 2: In groups lnrns do movement according to stimuli. 3: Groups present their work. 4: Individual performance. Conclusion: Revision of the lesson.	Drums ICT tools Resource person	
THUR L 7 & 8	Sending, travelling and receiving.	-Demonstrate proper sending and receiving techniques using multiple dimensions. -Execute correct and safe techniques for moving apparatus.	Weight bearing Weight transfer Balancing Eye hand coordination	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 33	Assumed knowledge: Lnrns can follow instructions. Intro: Lnrns name the balls games they know. 1: Tr explains and demo sending, travelling and receiving technics. 2: In groups lnrns demo the technics assigned by the tr. 3: Groups present their work. 4: Individually lnrns colour pictures. Conclusion: Class discussion about the lesson.	Balls Bats ICT tools Crayons Outdoor	

FRID L 9 & 10	Kicking, throwing and striking	Demonstrate kicking, throwing and striking with and without apparatus.	Weight bearing Weight transfer Balancing	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 34	Assumed knowledge: Lnrs can move with apparatus. Intro: Recap on travelling and receiving techniques. 1: Tr demo kicking, throwing and striking the ball. 2: In pairs Lnrs demo the introduced technics. 3: Groups present their work. 4: Individually Lnrs colour and paste pictures. Conclusion: Class discussion.	Balls ICT tools Outdoor Pictures Crayons	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 10 20/03/26 MON L 1 & 2	Aquatic skills Water bodies	By the end of lesson learners should be able to: Identify sources of water.	Body coordination Balancing Logic Turn taking	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 35	Assumed knowledge: Lnrs can throw a ball. Intro: Recap on kicking, throwing and striking. 1: Tr gives an explanation on water bodies. 2: In pairs Lnrs identify the water bodies they know. 3: Groups give feedback. 4: Individually Lnrs draw and colour water bodies. Conclusion: Revision of work done.	Chart Pencils Crayons	
TUE L 3 & 4	Water hazards	State at least two water hazards.	Auditory skills Turn taking	Physical Education ECDA – Grade 2 Syllabus page 28 Plus one pg 36	Assumed knowledge: Lnrs know a tap. Intro: Recap on water bodies. 1: Tr explains on water hazards. 2: In pairs Lnrs identify water hazards. 3: Feedback from groups. 4: Individually Lnrs paste a picture Conclusion: Revision of work.	Charts ICT tools Pictures	
WED L 5 & 6	Water entry and exit	Demonstrate water entry	Body coordination Balancing	Physical Education ECDA – Grade 2	Assumed knowledge: Lnrs know water bodies. Intro: Recap on water hazards. 1: Tr explains and demo how to enter and exit water bodies.	ICT tools Swimming costumes	

		and exit of water bodies.	Logic Turn taking	Syllabus page 28 Plus one pg 37	2: In pairs lnrs demo how to enter and exit water bodies. 3: Groups present their work. 4: Individual demo and colouring of pictures. Conclusion: Revision of the lesson.	Pictures	
THUR L 7 & 8	Drills	State and demonstrate water familiarisation drills.	Body coordination Balancing Logic Turn taking	Physical Education ECDA – Grade 2 Syllabus page 2 Plus one pg 37	Assumed knowledge: Lnrs know water hazards. Intro: Recap on water entry and exit. 1: Tr explains and demo how to use different equipment when swimming. 2: In threes lnrs demo water familiarisation drills. 3: Groups present their drills. 4: Individual demonstration of water drills. Conclusion: Class discussion.	Pictures of water bodies ICT tools	
FRID L 9 & 10	Breathing under water	Execute the correct breathing system when under water.	Body coordination Balancing Logic Turn taking	Physical Edn ECDA – Grade 2 Syllabus page 28 Plus one pg 38	Assumed knowledge: Lnrs can breathe in and out. Intro: Recap of the previous lesson water drills. 1: Tr explains and demon breathing under water. 2: In pairs lnrs demonstrate breathing under water. 3: Groups present their work. 4: Individual demonstration of breathing under water and colouring of pictures. Conclusion: Class discussion.	Pictures of water bodies ICT tools Crayons	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 – 12 27/03/26-03/04/26	REVISION Topics covered	By the end of lesson learners should be able to: answer	Gross motor skills Fine motor skills Self confidence	Physical Education ECD A - Grade 2 Syllabus page 26 - 28	Assumed knowledge: Learners can answer questions from the concept covered. Intro: Reciting rhymes. 1: Instructions from the teacher. 2: Working on group tasks. 3: Feedback from the groups.	Pencils Crayons	

MON – FRID		questions from the topics covered.	Creativity	Plus one textbook	4: Individual work. Conclusion: Revision of work.	Chalkboard illustration Charts	
-------------------	--	------------------------------------	------------	--------------------------	--	---------------------------------------	--

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD B

Subject: Indigenous Language

Misoro ichaitwa

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

Zvichaitwa

- ❖ Mitambo
- ❖ Ngano
- ❖ Hurukuro

Vavairo/ 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
VK1 16/01/26 CHIPIRI L1	KUGASHIRA VADZIDZI NEKUNYORESA Mazita	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 34 – 41 Plus one pg 3	Fungidziro: Vana vanoziva mazita avo. Nhanganyaya: Vana vanoimba “ dudu muduri ”. 1. Mudzidzisi anoudza vana zita rake. 2. Vana vanotaura mazita avo mumapoka vachipana mukana. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotaura mazita avo sedungamunhu. Mhedziso: Vana vanodoma mazita evamwe vavo.	Vadzidzi Zvombo zveICT	
CHITATU	Kugashira vadzidzi			Indigenous Languages	Fungidziro: Vana vanoziva pamba pavanogara.	Vadzidzi	

L2	Kuratidzana nzvimbo dzekudzidzira	Kudoma imba yavo yekudzidzira.	Kutaura Kuteerera	Infants Syllabus ECD – GRADE 2 page 34 - 41	Nhanganyaya: Kuimba “ ndakaenda kwana Susan ”. 1. Mudzidzisi anotsanangura nezveimba yekudzidzira nezvinotarisirwa. 2. Vana vanotaurirana nzira dzekuchengetedza imba yekudzidzira. 3. Vana vanotaura nzira imwe yaabata sedungamunhu. Mhedziso: Vana vanoimba rwiyo “ tumaoko, tumaoko ”.	Imba yekudzidzira .	
CHINA L3	Kugashira vadzidzi Chimbuzi	Kutaura nzira dzekuchengetedz a chimbuzi zvakanaka. Kupana mukana pakushandisa chimbuzi.	Kuteerera Kutaura	Indigenous Lang Infants Syll ECD – Grd 2 page 34 - 41	Fungidziro: Vana vakamboshandisa chimbuzi. 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 34 – 41 Plus one pg 23	Fungidziro: Vana vanogona kutara tara. Nhanganyaya: Kuimba “ kana ndikadai zvoshamisa ”. 1. Mudzidzisi anopa muenzaniso wekubata chinyoreso. 2. Vana vanodhirowa zvavanoda nezvimiti. 3. Mudzidzisi anobatsira vana vasina ruzivo rwekubata chinyoreso.	Zvinyoreso Mapepa	

					4: Vana vanopedzisa kunyora peteni sedungamunhu Mhedziso: Hurukuro pamusoro pezvavadzidza.		
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK2 23/01/26 MUVHURO L1	Nhaurirano/ kuteerera Ngano- Tsuro na Gudo	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kutaura zvinhu kubva mungano.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	Fungidziro: Vadzidzi vanoziwa ngano. Nhanganyaya: Kuimba “ tsuro darika mutanda ”. 1: Vadzidzi vanodoma mhuka dziri murwiyo. 2: Mudzidzisi anotaura ngano yatsuro nagudo. 3: Mumapoka vana vanotaurirana zvavadzidza murungano. 4: Kupakurirana zvaitwa mumapoka. Mhedziso: Vana vanopindura mivhunzo kubva murungano.	Mifananidzo yatsuro nagudo	
CHIPIRI L2	Kutaura Kushambidza muviri wangu	Kutevedzera nzira dzekushambidza muviri uye kunanganisa mifananidzo yakafanana	Kutaura Kuteerera Kupana mukana	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 – 41 Plus one 14	Fungidziro: Vana vanoziwa kugeza. Nhanganyaya: Vana vanodoma nzira dzekushambidza muviri. 1: Mudzidzisi anopa vana mifananidzo. 2: Vana vanotsanangura zvirikuitika pamifananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: vana vanonanganisa mifananidzo yakafanana sedungamunhu. Mhedziso: Hurukuro pamusoro pezvadzidzwa.	Sipo Tauro Mvura Mafuta ekuzora Mifananidzo	
CHITATU L3	Kuverenga Kubata bhuku zvakanaka	Kubata bhuku nemazvo rakatarira mudenga.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	Fungidziro: Vadzidzi vakambobata magwaro akanyorwa. Nhanganyaya: Kuimba “ kabhuku kanei ”. 1: Mudzidzisi anopa muenzaniso wekubata bhuku zvakanaka.	Mabhuku ekuverenga nekunyorera	

			ongororo		2: Vana vanopiwa mabhuku vomabata zvinotarisirwa. 3: Mudzidzisi anobatsira vana vasingagoni kubata mabhuku zvakanaka. Mhedziso: Hurukuro pamusoro pezvadzidzwa.		
CHINA L 4	Kuverenga Mifananidzo	Kudoma mazita emifananidzo yavaratidzwa vachibva kumusoro kuenda kuzasi.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 – 41 Plus one pg 1	Fungidziro: Vana vanogona kubata mabhuku zvakanaka. Nhanganyaya: Vana vanodoma zvinhu zvavari kuona. 1: Mumapoka vana vanodoma mazita ezvinhu zviri pamifananidzo yavapiwa. 2: Kupakurirana zvavaita mumapoka. 3: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Hurukuro pamusoro pezvadzidzwa.	Mifananidzo yakasiyana siyana	
CHISHANU L 5	Kunyora Kudhirowa zvavanoda.	Kubata chinyoreso zvakanaka vachidhirowa zvavanoda.	Kunyora	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	Fungidziro: Vana vanogona kubata chinyoreso Nhanganyaya: Kuimba “kana ndikadai zvoshamisa”. 1. Mudzidzisi anotsanangura chidzidzo. 2. Vana vanodhirowa zvavanoda pamapepa. 3. Mudzidzisi anobatsira vana vasina ruzivo rwekubata chinyoreso. Mhedziso: Vana vanoita hurukuro pamusoro pebasa ravanyora.	Zvinyoreso Mapepa ekunyorera	
VHIKI VK 3 30/01/26 MUVHURO	MUSORO Kuteerera /Kuona Ruzha kubva munharaunda	ZVINANGWA Pakupera kwechidzidzo vana vanofanirwa	UNYANZVI	DURA Indigenous Languages Infants Syllabus ECD –	MADZIDZISIRO Fungidziro: Vana vanoziwa inzwi remudzidzisi. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Mudzidzisi nevana vanoteerera ruzha rwemunharaunda	ZVOMBO Nharaunda Mifananidzo	ONGORORO

L1		kunge vakugona ku : Kunzwa nekutevedzera ruzha rwezvinhu zviri munharaunda	Kutaura Kuteerera	GRADE 2 page 34 - 41 Plus one 15	2. Vana vanodoma ruzha rwuri munharaunda mumapoka. 3. Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo rebasa raitwa.	Ruvara	
CHIPIRI L2	Kutaura Mudzidzisi wangu	Kutaura zita remudzidzisi wavo nekutsanangura chimiro chake.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Mudzidzisi	Fungidziro: Vana vanoziwa mazita avo. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Vana vanotaura zita remudzidzisi wavo. 2. Vana vanotsanangura chimiro chemudzidzisi wavo. 3. Kupakurirana zvaitwa mumapoka. 4: Vana vanotara mufananidzo wemudzidzisi. Mhedziso: Vana vanoimba sarura wako anenge asarudzwa anotaura pamusoro pemudzidzisi.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Mudzidzisi	
CHITATU L3	Kutaura Hukama -Mazita emhuri yavo	Kutaura mazita emhuri yavo	Kutaura Kuteerera	Indigenous Lang Infants Syllabus ECD – GRADE 2 page 34 – 41 Plus one pg 6	Fungidziro: Vana vanoziwa mazita avo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanotaura mazita emhuri dzavo. 2. Vana vanotaurirana mazita emhuri dzavo ne ukama hwavo. 3. Kupakurirana zvaitwa mumapoka. Mhedziso: Kuimba rwiyo “baba pinda mukati” .	Mifananidzo yemhuri	
CHINA L4	Kuverenga Mifananidzo yekuverenga	Kuteedzera kuverenga kubva kuruboshwe kurudyi	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD –	Fungidziro: Vana vanoziwa midziyo yemumba. Nhanganyaya: Rwiyo “chii chinorwadza” . 1. Mudzidzisi anotsanangura nekupa muenzaniso wekuverenga.	Mifananidzo yakasiyana siyana	

				GRADE 2 page 34 – 41 Plus one pg 2	2. Vana vanofambisa ruoko kubva kuruboshwe ruchienda kurudyi. 3. Vana vanodoma nekuteedzera mifananidzo kubva kuruboshwe kuenda kurudyi. Mhedziso: Vana vanoita mutambo “ mberi, shure ”		
CHISHANU L 5	Kunyora Zvokufambisa	Kubata chinyoreso nemazvo vachidhirowa nekuisa ruvara zvine unyanzvi.	Kugona kubata chinyoreso.	Indigenous Lang Infants Syllabus ECD – GRADE 2 page 34 – 41 Plus one pg 10	Fungidziro: Vana vanoziva motokari. Nhanganyaya: Mutambo “ chitima kwee, kwee ”. 1. Mudzidzisi anotsanangura chidzidzo pamusoro pezvifambiso 2. Vana vanodoma zvifambiso mumapoka. 3. Kupakurirana zvaitwa mumapoka. 4: Vana vanodhirowa mufananidzo wemotokari nekuisa ruvara. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso Ruvara	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 4 06/02/26 MUVHURO L1	Kuteerera /Kuona Midziyo yaishandiswa kubva kare	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kudoma nekudzidzira kushandisa midziyo yaishandiswa kare	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 13	Fungidziro: Vana vanoziva mugoti. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Vanodoma mazita emidziyo iri pamufananidzo. 2. Vana vanodzidzira kushandisa midziyo yakare mumapoka. 3. Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Indigenous Languages Infants Syllabus page 34 - 41 Midziyo yakare Mifananidzo Ruvara	
CHIPIRI	Kutaura Shamwari dzangu		Kutaura	Indigenous Languages Infants	Fungidziro: Vana vanoziva mazita eshamwari dzavo.	Vadzidzi Mifananidzo	

L2		Kudoma mazita nemitambo yavanotamba neshamwari dzavo.	Kuteerera	Syllabus page 34 – 41 Plus one pg 7	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanodoma mitambo yavanoziva. 2. Vana vanotamba mumapoka neshamwari dzavo. 3. Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo chaitwa.	Ruvara	
CHITATU L3	Kuverenga Mifananidzo yekuverenga	Kuteedzera kuverenga kubva kuruboshwe kuenda kurudyi	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 – 41 Plus one pg 8	Fungidziro: Vana vanoziwa 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 zvaitwa mumapoka. 4: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Vana vanoimba “ kabhuku aka kanei ” vachiverenga mifananidzo yavanhonga.	Mifananidzo	
CHINA L4	Kunyora Kudhirowa shamwari	Kunyora kubata chinyoreso vachidhirowa shamwari dzavo	Kubata chinyoreso nemazvo	Indigenous Languages Infants Syllabus page 34 - 41	Fungidziro: Vana vane shamwari. Nhanganyaya: Mudzidzisi anotsanangurira vana mabatirowa anoitwa chinyoreso. 1. Vana vanodoma nekutsanangura chimiro cheshamwari dzavo. 2. Vana vanotara shamwari dzavo nekuisa ruvara.	Zvinyoreso Ruvara	

					3. Vana vanoratidzana basa ravaita nekushongedza muimba yekudzidzira. Mhedziso: Dzokororo yebasa raitwa.		
CHISHANU L5	Kutaura Hama	Kutaura mazita ehama dzavo uye kutsanangura ukama hwavo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 - 41	Fungidziro: Vana vanoziva mazita avo. 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 siyana	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 5 13/02/26 MUVHURO L1	Kuteerera/kuona Ruzha rwemhuka dzepamba	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kudoma nekutevedzera ruzha rwemhuka dzepamba.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 16	Fungidziro: Vana vanoziva imbwa. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Vana vanodoma mhuka dzepamba. 2. Vana vanodoma mazita emhuka dzepamba dziri pamufananidzo nekutevedzera ruzha rwadzo mumapoka. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanoisa ruvara pamifananidzo yemhuka dzepamba sedungamunhu. Mhedziso: Dzokororo yezvaitwa muchidzidzo.	Chati Mifananidzo yemhuka dzepamba	
CHIPIRI L2	Kutaura Zita rechikoro chavo	Kutaura zita rechikoro chavo	Kuteerera Kutaura	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 31	Fungidziro: Vana vanoziva kwavanogara. Nhanganyaya: Kuimba rwiyo “ kudzidza kwakanaka ”. 1. Mudzidzisi anotsanangura chidzidzo. 2. Vana vanodoma zita rechikoro chavo. 3. Mumapoka vana vanotsanangura mufananidzo wechikoro. 4. Kupakurirana zvaitwa mumapoka.	Mbatya dzechikoro Mufananidzo wechikoro	

					Mhedziso: Mwana anotaura pamusoro pechikoro chake sedungamunhu.		
CHITATU L3	Kuverenga Midziyo yakare	Kudoma nekutsanangura mashindisirwo anoitwa midziyo yakare.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 – 41 Plus one 11	Fungidziro: Vana vanoziva zita rechikoro chavo. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanodoma zvinhu zvinowanikwa pachikoro. 2. Mumapoka vana vanotsanangura basa rechimwe nechimwe chadomwa. 3. Kupakurirana zvaitwa mumapoka. 4. Kudoma zvinhu zviriri zvinowanikwa pachikoro sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Midziyo yakare	
CHINA L4	Kunyora Kuisa ruvara	Kuisa ruvara pamifananidzo yemidziyo yekare zvine unyanzvi.	Kubata chinyoreso Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 - 41 Plus one 12	Fungidziro: Vana vanoziva hari. Nhanganyaya: Dzokororo yechidzidzo chemidziyo yakare. 1. Mudzidzisi anopa vana mifananidzo. 2. Vana vanodoma mazita emidziyo mumapoka. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanoisa ruvara pamifananidzo. Mhedziso: Dzokororo yezvadzidzwa.	Mifananidzo Ruvara	
CHISHANU L5	Kutaura Chiitiko chinofadza.	Kudoma nekutsanangura chiitiko chinovafadza.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 18	Fungidziro: Vana vanoziva muchato. Nhanganyaya: Vana vanodoma mitambo yavanoziva. 1. Mudzidzisi anopa vana mifananidzo. 2. Mumapoka vana vanotsanangura nekutevedzera chiitiko chiri pamufananidzo. 3. Kupakurirana zvaitwa mumapoka. 4. Sedungamunhu vana vanoisa ruvara pamifananidzo yevasikana.	Mifananidzo yevanhu vari pamitambo	

					Mhedziso: Dzokororo yechidzidzo.		
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 6 20/02/26 MUVHURO L1	Kuteerera/kuona Ruzha rwemhuka dzemusango	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kudoma nekutevedzera ruzha rwemhuka dzemusango.	 Kuteerera Kutaura	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 17	Fungidziro: Vana vanozaiva shumba. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Vana vanodoma mhuka dzemusango dzavanoziva. 2. Mumapoka vana vanoedzesera ruzha rwemhuka dzemusango dziri pamifananidzo. 3. Kupakurirana zvaitwa mumapoka. 4. Sedungamunhu vana vanoisa ruvara pamifananidzo. Mhedziso: Dzokororo yechidzidzo.	Chati remhuka dzemusango Mifananidzo yemhuka dzemusango ruvara	
CHIPIRI L2	Kutaura Chiitiko chinofadza	Kudoma nekutsanangura chiitiko chinofadza.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 19	Fungidziro: Vana vanozaiva mutambo webhavadhe. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Vana vanodoma chiitiko chiri pamufananidzo. 2. Mumapoka vana vanotsanangura zviri kuitika pamufananidzo. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanoisa ruvara pamufananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara	
CHITATU L3	Kuverenga Zviito zvakanaka	Kuongorora nekudoma mifananidzo inoratidza zviito zvakanaka.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 20	Fungidziro: Vana vanozaiva tsika dzakanaka. Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1. Vana vanodoma zviito zvakanaka. 2. Mumapoka vana vanoongorora nekudoma zviito zvakanaka pamifananidzo. 3. Kupakurirana zvaitwa mumapoka.	Mifananidzo Ruvara	

					4. Vana vanoisa ruvara pazvigumwe zvinoratidza tsika dzakaipa sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
CHINA L4	Kunyora Mhuka nevana vadzo	Kudoma mhuka nevana vadzo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 21	Fungidziro: Vana vanoziva mombe. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1. Vana vanodoma mhuka dzavanoziva. 2. Mumapoka vana vanodoma mhuka dziri pamifananidzo nevana vadzo. 3. Kupakurirana zvaitwa mumapoka. 4. Vana vanoisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yemhuka Namo	
CHISHANU L5	Kunyora Peteni	Kunyora mapeteni vachitevedza mitsara yebhuku.	Kugona kubata chinyoreso	Indigenous Languages Infants Syllabus page 34 - 41 Plus one pg 25	Fungidziro: Vana vanogona kubata chinyoreso. 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. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 7 27/02/26 MUVHURO L1	Kuteerera/kuona Zvandinofarira	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kudoma nekutsanangura zvavanofarira.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 22	Fungidziro: Vana vanofarira kutamba. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anotaura zvaanofarira. 2: Mumapoka vana vanotaurirana zvavanofarira kuita pachikoro. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara pamufananidzo wezvavanofarira kuita sedungamunhu.	Mifananidzo Ruvara	

					Mhedziso: Dzokororo yechidzidzo.		
CHIPIRI L2	Kutaura Mapeteni	Kuongorora nekutsanangura mapeteni ari pamifananidzo.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 27	Fungidziro: Vana vanogona kutara mifananidzo. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo ine mapeteni. 2: Mumapoka vana vanotsanangura mapeteni ari pamifananidzo. 3: Kupakurirana zwaitwa mumapoka. 4: Vana vanokara mifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara	
CHITATU L3	Kuverenga Mifananidzo	Kudoma nekutsanangura mifananidzo.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 28	Fungidziro: Vana vanogona kuverenga mifananidzo. Nhanganyaya: Kuimba “ kachembere kegudo ”. 1: Vana vanodoma mazita ezvinhu zviri pamifananidzo. 2: Mumapoka vana vanotsanangura kunowanikwa zvinhu zviri pamifananidzo. 3: Kupakurirana zwaitwa mumapoka. 4: Sedungamunhu vana vanonamira mufananidzo wepoto. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Chati	
CHINA L4	Kunyora Peteni	Kunyora nekutevedzera peteni zvakanaka.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	Fungidziro: Vana vanogona kubata chinyoreso. Nhanganyaya: Kuimba rwiyo “ kana ndikadai ”. 1: Mudzidzisi anotsanangura nekupa muenzaniso wekunyora peteni. 2: Vana vanodzidzira kunyora peteni muvhu.	Basa pachidziro Zvinyoreso	

				Plus one pg 26	3: Vana vanonyora peteni mumabhuku. Mhedziso: Kuimba rwiyo “tumaoko”		
CHISHANU L5	Kutaura Zvifambiso	Kudoma zvifambiso zvinokwana kuita zviviri	Kuteerera Kutaura	Indigenous Lang Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 29	Fungidziro: Vana vanoziwa motokari. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vana vanodoma zvifambiso zvavanoziwa. 2: Mumapoka vana vanodoma zvifambiso zviri pamifananidzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara pamufananidzo wavanofarira. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo we zvifambiso Chati Ruvara	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 8 06/03/26 MUVHURO L1	Kuteerera/kuona Imba yedu	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kutsanangura mufananidzo wemba.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 32	Fungidziro: Vana vanoziwa imba. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anotsanangura imba yake. 2: Mumapoka vana vanotsanangura mufananidzo weimba. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanopfirira mufananidzo weimba vachishandisa zviwanikwa zve munharaunda. Mhedziso: Dzokororo yechidzidzo.	Namo Minhenga yehuku Mavhu Uswa	
CHIPIRI L2	Kutaura Kwaziso panguva dzezuva	Kukwazisa panguva dzakasiyana siyana.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 33	Fungidziro: Vana vakugona kukwazisa. Nhanganyaya: Kuimba “zuva kudai ndina Jesu”. 1: Mudzidzisi anotsanangura pamusoro pekwasiso panguva dzakasiyana siyana. 2: Mumapoka vana vanodzidzira kukwazisa panguva dzemanheru. 3: Kupakurirana zvaitwa mumapoka.	Chati Mifananidzo Zvinyoreso	

					4: Vana vanotenderedza mufananidzo unoratidza nguva dzemanheru. Mhedziso: Dzokororo yechidzidzo.		
CHITATU L3	Kuverenga Kwaziso ine rukudzo	Kuedzesera kwaziso ine rukudzo kuvanhu vakuru.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 34	Fungidziro: Vana vanogona kukwazisa. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekwaziso ine rukudzo. 2: Mumapoka vana vanoedzesera kwaziso ine rukudzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoisa ruvara mifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara Zvombo zveICT	
CHINA L4	Kunyora Kutara mufananidzo	Kutara mufananidzo yavo zvine unyanzvi.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 30	Fungidziro: Vana vanogona kutara mifananidzo. Nhanganyaya: Vana vanoimba “dudu muduri” vachidoma mazita avo. 1: Mudzidzisi anopa muenzaniso wekutaura zita nemakore ake. 2: Vana vanotaurirana mazita nemakore avo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotara nekuisa ruvara pamifananidzo yavo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara	
CHISHANU L5	Kunyora Peteni	Kunyora peteni zvine unyanzvi vachibva kuruboshwe kuenda kurudyi.	Kugona kubata chinyoreso.	Indigenous Lang Infants Syllabus ECD – GRADE 2 page 34 - 41	Fungidziro: Vana vanogona kubata chinyoreso. Nhanganyaya: Kuimba rwiyo “kana ndikadai”. 1: Mudzidzisi anopa muenzaniso wekunyora peteni.	Basa pachidziro Zvinyoreso	

				Basa pachidziro Zvinyoreso	2: Vana vanodzidzira kunyora peteni muvhu. 3: Vana vanonyora peteni mumabhuku. Mhedziso: Dzokororo yechidzidzo.		
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 9 13/06/26 MUVHURO L1	Kuteerera/kuona Kukumbira	Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuedzesera nzira dzekukumbira dzakanaka.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 36	Fungidziro: Vana vanogona kukumbira. Nhanganyaya: Mudzidzisi anotsanangura pamusoro pekukumbira kwakanaka. 1: Mudzidzisi anopa muenzaniso wekukumbira kwakanaka. 2: Vana vanoedzesera nzira dzekukumbira dzakanaka mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vana vanoisa ruvara pamifananidzo. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Ruvara Zvombo zve ICT	
CHIPIRI L2	Kutaura Tsvaga zvakasiyana	Kuongorora nekudoma musiyano uri pamifananidzo.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 35	Fungidziro: Vana vanogona kusiyanisa ruvara. Nhanganyaya: Mudzidzisi anotsanangura pamusoro pekuongorora mifananidzo. 1: Mudzidzisi anopa muenzaniso wekutsvaka chinhwa chakasiyana nezvimwe. 2: Vana vanoongorora nekutsvaka musiyano uri pamifananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotsanangura musiyano pamufananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo	
CHITATU L3	Kuverenga Mazita ezvinhu	Kudoma mazita ezvinhu zviru pamufananidzo	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	Fungidziro: Vana vanoziwa midziyo yemumba. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Vana vanodoma mazita ezvinhu zviru pamifananidzo mumapoka.	Mifananidzo Chati Zvombo zve ICT	

		zvinokwana kuita zvitatu.		Plus one pg 37	3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
CHINA L4	Kunyora Kunanganidza zvakafanana	Kuratidza unyanzvi hwekunanganidza a mifananidzo yezvinhu zvakafanana.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 38	Fungidziro: Vana vanoziwa ruvara rwakafanana. Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekunanganidza zvinhu zvakafanana. 2: Vana vanonanganidza mifananidzo yakafanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonanganidza zvinhu zvakafanana nekuisa ruvara pamifananidzo sedungamunhu. Mhedziso: Dzokororo yezvadzidzwa.	Zvinyoreso Ruvara Mifananidzo Chati	
CHISHANU L5	Kunyora Midziyo	Kudoma mazita emidziyo uye kunanganidza midziyo yakakura zvakafanana.		Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 39	Fungidziro: Vana vanogona kufananidza ruvara. Nhanganyaya: Vana vanodoma midziyo yavanoziwa. 1: Mudzidzisi anotsanangura nekupa muenzaniso wezvichaitwa. 2: Vana vanodoma mifananidzo yemidziyo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonanganidza midziyo yakafanana pahukuru sedungamunhu. Mhedziso: Nhaurirano pane zvadzidzwa.	Mifananidzo Zvinyoreso Chati	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
VK 10 20/03/26	Kuteerera/kuona Kupatsanura ruzha rwemidziyo	Pakupera kwechidzidzo vana		Indigenous Languages Infants	Fungidziro: Vana vanoziwa ruzha rwemota. Nhanganyaya: Vana vanoimba rwiyo “ simbi yarira ndiri parwizi ”.	Midziyo yakasiyana siyana.	

MUVHURO L1		vanofanirwa kunge vakugona ku : Kuteerera nekupatsanura ruzha rwemidziyo yakasiyana siyana.	Kutaura Kuteerera	Syllabus ECD – GRADE 2 page 34 - 41	1: Vana vanodoma midziyo yavapiwa. 2: Mumapoka vana vanorovera mudziyo pasi umwe akasungwa kumeso otaura mudziyo waita ruzha. 3: Kupakurirana zvabva mumapoka. 4: Kutevedzera ruzha rwemudziyo umwe neumwe. Mhedziso: Dzokororo yechidzidzo.		
CHIPIRI L2	Kutaura Kudaira kwaziso	Kudaira kwaziso nemutauro wakanaka.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	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 Zvombo zveICT	
CHITATU L3	Kuverenga Mifananidzo	Kuverenga nekudoma mazita neuwandu hwemhuka dziri pamifananidzo.	Kuteerera Kutaura	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 40	Fungidziro: Vana vanoziva huku. Nhanganyaya: Vana vanodoma mhuka dzavanoziva. 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso. 2: Mumapoka vana vanoverenga mifananidzo yemhuka nekudoma huwandu hwadzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Kuimba “ paivepo vasikana vaive gumi ”.	Mifananidzo Zvombo zve ICT Chati	

CHINA L4	Kunyora Peteni	Kunyora peteni nemazvo kubva kuruboshwe kuenda kurudyi.	Kugona kubata chinyoreso.	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Basa pachidziro Zvinyoreso	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 Lang Infants Syllabus ECD – GRADE 2 page 34 – 41 Plus one pg 9	Fungidziro: Vana vanogona kutara mifananidzo. Nhanganyaya: Kuimba 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 Midziyo	
VHIKI VK 11 27/03/26 MUVHURO L1	MUSORO <u>DZOKORORO</u> Kuteerera Ruzha rwemhuka dzepamba	ZVINANGWA Pakupera kwechidzidzo vana vanofanirwa kunge vakugona ku : Kuterera nekutevedzera machemero emhuka dzepamba	UNYANZVI Kutaura Kuteerera	DURA Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 16	MADZIDZISIRO Fungidziro: Vana vanoza imbwa. Nhanganyaya: Kuimba rwiyo “ dhongi rinokuma ”. 1: Vana vanodoma mhuka dzepamba dzavanoziva. 2: Vana vanotevedzera kuchema semhuka dzavapiwa mufananidzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoedzesera kuchema semhuka yavapiwa sedungamunhu.	ZVOMBO Mifananidzo yemhuka dzepamba	ONGORORO

		dzakasiyana siyana.			Mhedziso: Kuimba rwiyo “ tsuro darika mutanda ”.		
CHIPIRI L2	Kutaura Mhuka dzepamba	Kudoma mhuka mbiri dzinogara pamba dzavanziva.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 16	Fungidziro: Vana vanoziva imbwa. Nhanganyaya: Kuimba rwiyo “ baba pinda mukati ”. 1: Mudzidzisi anotsanangura chidzidzo 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 dzemusango	Kuverenga mifananidzo yemhuka dzepamba vachibva kumusoro.	Kutaura Kuteerera	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 17	Fungidziro: Vana vanoziva nzou. Nhanganyaya: Kuimba rwiyo “ dudu muduri ” vachidoma mhuka dzinogara musango. 1: Mudzidzisi anopa muenzaniso wekuverenga mifananidzo kubva kumusoro. 2: Vana vanoverenga mifananidzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Kuverenga mifananidzo yemhuka dzemusango sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yemhuka dzemusango	
CHINA L4	Kunyora Kunamira mhuka dzemusango	Kunamira mhuka mbiri dzemusango zvane unyanzvi.	Kugona kubata chinyoreso	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41 Plus one pg 17	Fungidziro: Vana vanoziva mombe. Nhanganyaya: Vana vanodoma mhuka dzinogara musango. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vana vanotsvaka mifananidzo yemhuka dzinogara musango. 3: Kunamira mifananidzo yemhuka mbiri dzinogara musango mumabhuku.	Mifananidzo yemhuka dzemusango Namo	

					Mhedziso: Dzokororo yechidzidzo.		
CHISHANU L5	Kunyora Kubudisa ngano nemifananidzo	Kubudisa rungano vachiita nhevedzo yemifananidzo.	Kugona kubata chinyoreso Ongororo	Indigenous Languages Infants Syllabus ECD – GRADE 2 page 34 - 41	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 Syll ECD – GRADE 2 page 34 - 41 Plus one textbook	Fungidziro: Vana vakabata zvidzidzo zvekoto ro. Nhanganyaya: Kuimba nziyo. 1: Tsanangudzo kubva kumudzidzisi. 2: Kuita basa mumapoka. 3: Kupakurirana. 4: Kuita basa sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso Mapepa	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: ECD B

Subject: Social Sciences

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	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK1 L1 TUE	IDENTITY Myself Names and sex	By the end of the lesson lnrs shld be able to : Say their names and stating their sex.	Self -expression Turn taking Visual discrimination	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 1	Assumed knowledge: Lnrs know body parts. Intro: Reciting “do you know my name” 1: Tr explains and gives examples. 2: In groups of five lnrs play naming games. 3: Groups present their work. 4: Individually lnrs say their names and sex. Conclusion: Class discussion.	Human pictures	
L2 WED	Age	State their own age.	Self -expression Finger dexterity Turn taking Visual discrimination	Social Sciences ECDA – Grade 2 Syllabus page 33 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 Pencils Crayons	
L3 THUR	Totems	Draw and colour animals that depicts their totems.	Self -expression Finger dexterity Visual discrimination	Social Sciences ECDA – Grade 2 Syllabus page 33	Assumed knowledge: Lnrs know their names. Intro: Reciting “tsuro darika mutanda”. 1: Tr explains on totems and gives examples. 2: In pairs leaners discuss about their totems. 3: Groups give feedback. 4: Individually lnrs draw an animal that depicts their totem. Conclusion: Revision of work.	Pencils ICT tools	
L4 FRI	Origin	State their own places or origin.	Self -expression Fluency	Social Sciences ECDA – Grade 2 Syllabus page 33	Assumed knowledge: Lnrs know their totem. Intro: Recap of the previous lesson. 1: Lnrs listen to the tr explaining about origin. 2: In groups lnrs discuss about their origin. 3: Groups present their work.	Pictures ICT tools	

			Turn taking		4: Individually lnrs state their origin. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 2 23/01/26 L1 TUE	Myself and my family Naming family members	By the end of the lesson learners should be able to : Identify and name their family members.	Self -expression Fluency Refinement of vocabulary	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 2	Assumed knowledge: Lnrs know their names. Intro: Reciting the rhyme five in the family . 1: Lnrs name their family members. 2: In groups of four lnrs discuss about what they do with their family members. 3: Groups give feedback. 4: Lnrs say name of their family members individually. Conclusion: Revision of the lesson.	Pictures of family members ICT tools Chart	
L2 WED	Family members	Identify and paste pictures that depicts their family members.	Self -expression Finger dexterity Visual discrimination Creativity	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 2	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 families. 3: Groups present their work. 4: Individual paste pictures of family members. Conclusion: Revision of the work done.	Family pictures ICT tools	
L3 THUR	Family members rhymes	Singing rhymes on family members	Self -expression Turn taking Refinement of vocabulary	Social Sciences ECDA – Grade 2 Syllabus page 33	Assumed knowledge: Lnrs know their siblings. Intro: Recap of the previous lesson. 1: Tr introduces a family rhyme. 2: In groups of five learners sing the rhyme. 3: Groups present their work. 4: Lnrs sing the family rhyme individually. Conclusion: Class discussion.	Family pictures Work books	
L4	Extended family	Identify and colour	Self -expression Finger dexterity	Social Sciences ECDA – Grade 2	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap of the previous lesson. 1: Tr explains on extended family.	Family pictures	

		pictures that depicts their extended family.	Visual discrimination	Syllabus page 33 Plus one pg 3	2: In pairs lnrs describe pictures of extended family members. 3: Groups give feedback. 4: Individually lnrs colour pictures family pictures members. Conclusion: Revision of the work done.	Chart Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 3 30/01/26 L1 TUE	Myself and my friends Naming their 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 Syllabus page 33 Plus one pg 4	Assumed knowledge: Lnrs know their names. Intro: Singing game song “ come around my best friend ”. 1: Tr asks learners about their friend’s names. 2: In groups of three, lnrs play friendship games. 3: Groups present their work. 4: Individually lnrs tell the games they play with their friends. Conclusion: Class discussion.	Crayons Pictures of diff people Toys	
L 2 WED	Games	State and play games with their friends.	Auditory skills Gross motor skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 4	Assumed knowledge: Learners play games. Intro: Recap of the previous lesson. 1: Learners list the games they know. 2: In groups of four, learners play games of their own choice with their friends. 3: Groups present their games. 4: Individually learners tell the games they like. Conclusion: Discussion about the importance of playing games.	Pictures of diff people Toys	
L3 THUR	Drawing friends	Draw and colour their friends.	Finger dexterity Auditory skills Self- expression	Social Sciences ECDA – Grade 2 Syll page 33	Assumed knowledge: Lnrs 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 lnrs draw and colour their friends.	Crayons Pictures Pencils	

			Creativity skills		Conclusion: Revision of work.		
L4 FRID	Friendship rhymes	Sing friendship rhymes.	Auditory skills Gross motor skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 33	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap of the previous lesson. 1: Tr introduces a friendship rhyme. 2: In groups of five learners sing the introduced rhyme. 3: Groups present their work. 4: Individually lnrs recite a rhyme. Conclusion: Revision of work.	Pictures Outdoor ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 4 06/02/26 L1 TUE	Myself and my school Naming their school	By the end of the lesson learners should be able to: State the name of their school.	Auditory skills Communication skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 5	Assumed knowledge: Lnrs know their homes. Intro: Tr asks lnrs the name of their school. 1: Teacher asks learners to describe their school and what they like at school. 2: In groups of three lnrs describe their school. 3: Groups present their work. 4: Lnrs tell what they like at school individually. Conclusion: Revision of work.	School buildings Play centre	
L2 WED	Drawing their school	Draw the any one of the structures at school.	Finger dexterity Team work Self- expression Creativity	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 5	Assumed knowledge: Lnrs know name of their school. Intro: Recap of the previous lesson. 1: Lnrs identify things that are found at school. 2: In pairs lnrs list things that are found at school. 3: Groups present their work. 4: Individually learners draw their school. Conclusion: Revision of work.	School buildings Pencils	
L3	Tasks done at school	List and demonstrate	Auditory skills Team work	Social Sciences ECDA – Grade 2	Assumed knowledge: Lnrs can draw. Intro: Recap of the previous lesson. 1: Tr asks lnrs what they do at school.	School premise	

THUR		the tasks they do at school.	Self- expression	Syllabus page 33 Plus one pg 5	2: Lnrs list tasks they do at school and demo them in groups of four. 3: Feedback from the groups. 4: Individually lnrs state tasks they do at school. Conclusion: Revision of work.		
L4 FRID	Naming their teacher	State the name and describe their teacher.	Refinement of vocabulary. Finger dexterity Creativity	Social Sciences ECDA – Grade 2 Syllabus page 33 Plus one pg 6	Assumed knowledge: Lnrs know name of their school. Intro: Recap of the previous lesson. 1: Lnrs say name of their tr. 2: In pairs, lnrs describe their teacher. 3: Feedback from the groups. 4: Individually lnrs draw their teacher. Conclusion: Revision of work.	Pencils Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 5 13/02/26 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNENCE My country Name of their 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 34-35 Plus one pg 7	Assumed knowledge: Learners know their names. Intro: Reciting “beautiful Zimbabwe”. 1: Tr asks learners the name of their country. 2: In groups learners discuss about places found in their country. 3: Feedback from the groups. 4: Individually lnrs trace map of Zimbabwe. Conclusion: Revision of work.	ICT tools Zimbabwe map Pencils	
L2 WED	Origin of their country	Describe the origin of the name Zimbabwe.	Auditory skills Communication skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35	Assumed knowledge: Lnrs know their country. Intro: Recap of the previous lesson. 1: Tr explains about the origin of the name Zimbabwe. 2: In pairs lnrs discuss about the origin of Zimbabwe. 3: Feedback from the groups. 4: Individually lnrs tell the origin of the name Zimbabwe.	Map of Zimbabwe	

					Conclusion: Class discussion.		
L 3 THUR	National Anthem Singing the National Anthem	Sing at least two stanzas of the national anthem.	Auditory skills Team work Self- expression Fluency	Social Sciences ECDA – Grade 2 Syllabus page 34-35 Plus one pg 8	Assumed knowledge: Lnrns can sing rhymes. Intro: Recap on the origin of Zimbabwe. 1: Tr demo singing the National Anthem. 2: In groups of four lnrns sing the National Anthem. 3: Groups present their work. 4: Individually lnrns sing the National Anthem. Conclusion: Revision of work done.	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 Syllabus page 34-35 Plus one pg 8	Assumed knowledge: Lnrns can stand upright. Intro: Recap of the National Anthem. 1: Tr demo proper posture when singing the National Anthem. 2: In groups lnrns demo the proper posture when singing the National Anthem. 3: Groups presentation. 4: Individual demonstration of the proper posture when singing the National Anthem. Conclusion: Revision of the lesson.	Assembly point Videos	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 6 20/02/26 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNENCE National flag National flag.	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 Syllabus page 34-35 Plus one pg 9	Assumed knowledge: Lnrns can sing the National Anthem. Intro: Recap of the previous lesson. 1: Tr and lnrns visit the National flag at school. 2: In groups lnrns discuss about what they have observed. 3: Feedback from the groups. 4: Individually lnrns cut and paste pictures of the National flag. Conclusion: Revision of the lesson.	National flag Colour chart Pictures	

L 2 WED	Colours of the national flag.	Identify and name colours on the national flag.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35 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 name the colours on the National flag. 3: Feedback from the groups. 4: Individually Lnrs state the colours of the national flag. Conclusion: Revision of work.	ICT tools National flag	
L 3 THUR	National flag rhymes	Recite rhymes about the national flag.	Auditory skills Team work Self- expression Language development	Social Sciences ECDA – Grade 2 Syll page 34-35	Assumed knowledge: Lnrs know the national flag. Intro: Recap of the previous lesson. 1: Tr introduces the rhyme “ colours, colours ”. 2: In groups of four Lnrs recite the rhyme. 3: Feedback from the groups. 4: Individually Lnrs recite the rhyme. Conclusion: Revision of the lesson.	ICT tools National flag Outdoor	
L 4 FRID	Colouring- National flag	Colour the national flag correctly.	Finger dexterity Visual skills Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35	Assumed knowledge: Lnrs know colours. Intro: Recap of the previous lesson. 1: Teacher and Lnrs revisit the national flag. 2: In pairs Lnrs name colours on the national flag. 3: Groups present their work. 4: Individually learners colour the national flag. Conclusion: Revision of the lesson.	National flag Crayons	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 7 27/02/26 L 1	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE	By the end of the lesson Lnrs should be able to:	Visual skills Auditory skills Team work	Social Sciences ECDA – Grade 2 Syll page 34-35	Assumed knowledge: Lnrs know the national flag. Intro: Recap on national flag. 1: Tr asks Lnrs the colours on the national flag.	National flag Colour chart	

TUE	National colours	Identify and name their national colours.	Self- expression	Plus one pg 10	2: In groups learners collect items with colours similar to the identified ones. 3: Groups present their work. 4: Individually lnrs identify the national colours. Conclusion: Class discussion.	Crayons	
L 2 WED	National colours black and white	State the meaning of black and white on the national colours.	Auditory skills Refinement of vocabulary Finger dexterity Creativity	Social Sciences ECDA – Grade 2 Syll page 34-35 Plus one pg	Assumed knowledge: Lnrs know colours. Intro: Lnrs name colours on the national flag. 1: Tr explains the meaning of black and white colours of the national flag. 2: In groups lnrs identify objects with the same colour introduced. 3: Groups present their work. 4: Individual drawing and colouring using black and white. Conclusion: Revision of work.	National flag Crayons Pencils	
L 3 THUR	Red, yellow and green	State the meaning of red, yellow and green on national colours correctly.	finger dexterity Auditory skills Communication skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35 Plus one pg 10 Glue	Assumed knowledge: Lnrs know colours. Intro: Reciting “I am a little pumpkin”. 1: Tr explains the meaning of the colours yellow, green and red of the national colours. 2: In groups learners identify and collect objects with the similar colour. 3: Groups present their work. 4: Individual pasting pictures with red, yellow and green colour. Conclusion: Revision of work.	National flag Pictures Glue	
L4 FRID	National colours rhymes.	Sing rhymes of national colours.	Auditory skills Gross motor skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap on the national colours. 1: Tr introduces and demo singing a rhyme on national colours. 2: In groups lnrs sing the rhyme. 3: Presentation of groups.	ICT tools Outdoor	

					4: Individually lnrs recite a rhyme on National colours. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 8 06/03/26 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNENCE 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 34-35	Assumed knowledge: Lnrs can sing the national anthem. Intro: Recap of the previous lesson. 1: Teacher recites the National School Pledge. 2: In groups of five lnrs recite the National School Pledge. 3: Groups present their work. 4: Individually lnrs 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 Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35	Assumed knowledge: Lnrs can recite the National School Pledge. Intro: Recap the previous lesson. 1: Tr demo proper posture when reciting the National School Pledge. 2: In groups learners demo the proper posture. 3: Groups present their work. 4: Individual reciting of the National School Pledge. Conclusion: Revision of work.	Video of National School Pledge	
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 Syllabus page 34-35	Assumed knowledge: Lnrs can recite the National School Pledge. Intro: Reciting the National School Pledge. 1: Watching video on National School Pledge. 2: In pairs lnrs imitate the video on National School Pledge. 3: Groups present their work.	Video of National School Pledge	

			Self- expression	Video of National School Pledge	4: Individual imitation of the National School Pledge. Conclusion: Class discussion.		
L 4 FRID	Revision of the topic	Answer revision questions from the topic covered correctly	Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 34-35 National flag	Assumed knowledge: Lnrs can recite National School Pledge. Intro: Reciting the National School Pledge. 1: Tr gives instructions on the revision. 2: In groups lnrs work on given task. 3: Feedback from the groups. 4: Individual lnrs answer questions. Conclusion: Revision of work.	National flag	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 9 13/03/26 L 1 TUE	HERITAGE Natural tangible heritage Plants and animals.	By the end of the lesson learners should be able to: Identify and name cultural plants and animals.	Finger dexterity Auditory skills Team work Visual skills	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 11	Assumed knowledge: Lnrs know plants and animals. Intro: Tr and lnrs name types of plants and animals. 1: Tr explains on natural tangible heritage. 2: In groups identify natural tangible heritages. 3: Feedback from the groups. 4: Individual pasting natural tangible heritage. Conclusion: Revision of work.	Pictures of plants and animals.	
L 2 WED	Lands	Identify and draw land cultural heritage.	Finger dexterity Auditory skills Visual skills Team work	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 11	Assumed knowledge: Lnrs know natural tangible heritage. Intro: Singing “Noah zarura”. 1: Tr explains on land as a natural tangible heritage. 2: In pairs lnrs describe land as a natural tangible heritage. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Pictures of sites Pencils	

L 3 THUR	Cultural tangible heritage Dressing and food	Name and paste pictures of cultural attire and food.	Finger dexterity Auditory skills Visual skills Team work	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 11	Assumed knowledge: Learners know natural tangible heritage things. Intro: Recap on tangible heritage. 1: Tr explains on cultural attire and food. 2: In pairs lnrs identify cultural attire and food. 3: Groups give feedback. 4: Individually lnrs colour a clay pot. Conclusion: Revision of work.	Pictures of diff attire Crayons	
L 4 FRID	Monuments, mortar and pestle	Identify and draw any one of the monuments.	Finger dexterity Auditory skills Visual skills Communication skills	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 12	Assumed knowledge: Learners know natural tangible heritage. Intro: Recap on cultural attire and food. 1: Tr explains on monuments, mortar and pestle. 2: In pairs lnrs describe given pictures. 3: Feedback from the groups. 4: Individual drawing. Conclusion: Revision of work.	Monument s pictures Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 10 20/03/26 L 1 TUE	HERITAGE Intangible heritage Language	By the end of the lesson lnrs should be able to: Role play greetings using any one indigenous language.	Auditory skills Language skills Communication skills Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 13	Assumed knowledge: Lnrs know tangible heritage. Intro: Recap on monuments, mortar and pestle. 1: Tr explains on intangible heritage. 2: In pairs, lnrs greet other using different languages. 3: Feedback from the groups. 4: Individual greeting using different languages. Conclusion: Class discussion.	ICT tools Videos	
L 2	Dance	Demonstrate at least one intangible	Auditory skills Gross motor skills	Social Sciences ECDA – Grade 2	Assumed knowledge: Lnrs know tangible heritage. Intro: Recap on greeting using different languages.	Cultural videos of dances	

WED		heritage dance.	Team work Self- expression	Syllabus page 36-37 Plus one pg 13	1: Tr explains and demo Mhande dance. 2: In fours lnrns demonstrate Mhande dance. 3: Presentation of groups. 4: Individual performance. Conclusion: Revision of the lesson.		
L 3 THUR	Music	Sing and play at least one musical instrument.	Creativity Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 13	Assumed knowledge: Learners know tangible heritage things. Intro: Recap on the Mhande dance. 1: Tr demo singing using percussion instruments. 2: In groups of five learners play percussion musical instruments. 3: Presentation of groups. 4: Individual performance. Conclusion: Revision of the lesson.	Percussion musical instr.	
L 4 FRID	Folk stories	Retell a story about intangible heritage.	Fluency Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 36-37 Plus one pg 14	Assumed knowledge: Lnrns can tell stories. Intro: Recap on percussion instruments. 1: Tr tells a story about intangible heritage. 2: In pairs, learners retell the story. 3: Feedback from the groups. 4: Individual retelling of the story. Conclusion: Questioning and answer.	Cultural video stories	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 11 27/03/26 L 1 TUE	WORK AND LEISURE Work at home and school Duties at home and school	By the end of the lesson lnrns should be able to: List and demo work done at home and school.	Finger dexterity Auditory skills Team work Self- expression	Social Sciences ECDA – Grade 2 Syllabus page 38 Plus one pg 15-18	Assumed knowledge: Learners can sweep. Intro: Singing “mai vanobika”. 1: Lnrns list duties they do at home and school. 2: Lnrns demonstrate the listed duties in groups of threes. 3: Groups give feedback. 4: Individually learners colour pictures. Conclusion: Revision of the lesson.	Pictures Cleaning tools Crayons	

L 2 WED	Work to produce goods and services Types of goods and services	Identify and list at least three types of goods and services. Make beads using local available materials.	Finger dexterity Auditory skills Creativity	Social Sciences ECDA – Grade 2 Syllabus page 38 Plus one pg 19-20	Assumed knowledge: Learners can sweep. Intro: Recap on duties at home and school. 1: Teacher explains on goods and services. 2: In groups learners identify goods and services in the local environment. 3: Feedback from the groups. 4: Making beads individually. Conclusion: Revision of the lesson.	Locally available materials	
L 3 THUR	Indigenous and modern games Indigenous games	Name and demonstrate how to play indigenous games (chitsvambe)	Auditory skills Gross motor skills Team work	Social Sciences ECDA – Grade 2 Syllabus page 38 Plus one pg 21	Assumed knowledge: Lnr's play games. Intro: Lnr's state what they do during leisure time. 1: Lnr's list indigenous games. 2: In groups of five lnr's demo how to play the games. 3: Presentation of the groups. 4: Colouring pictures individually. Conclusion: Class discussion.	Outdoor Crayons	
L 4 FRID	Modern games	Name and demonstrate how to play modern games. (soccer)	Auditory skills Gross motor skills Team work Self-expression	Social Sciences ECDA – Grade 2 Syllabus page 40 Plus one pg 22-23	Assumed knowledge: Learners can play nhodo. Intro: Recap on indigenous games. 1: Learners list the modern games they know. 2: In groups learners play the modern games. 3: Presentation of the groups. 4: Colouring pictures that depicts modern games. Conclusion: Revision of work.	Workbooks Crayons	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE/MEDIA	TEACHING/LEARNING ACTIVITIES	MEDIA	
WK 12 03/04/26	REVISION Topics covered	By the end of the lesson learners should be	Auditory skills Finger dexterity Self-expression Fluency	Social Sciences ECDA – Grade 2	Assumed knowledge: Lnr's grasped concepts. Intro: Singing rhymes. 1: Instructions from the teacher. 2: Group work activities.	Pencils	

TUE-FRID		able to: answer questions from the covered topics.	Communication skills	Syllabus page 33 - 38 Plus one textbook	3: Groups Feedback. 4: Individual work. Conclusion: Revision of work done.	Chalkboard illustration Charts 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 B

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	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 1 16/01/26 TUE L1	ORAL & LISTENING Names, contact numbers and home addresses. My name	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 13	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 say their names and colour pictures. Conclusion: Game song “ dudu muduri ”.	ICT tools Crayons	
WED	READING		Auditory skills	English ECD – Grade 2	Assumed knowledge: Lnrs can identify pictures of themselves.	Different pictures	

L2	Pictures of objects	Read at least tree pictures from top to bottom.	Visual skills Top to bottom orientation	syllabus page 33 Different pictures	Intro: Singing “ there was a hill on the ground ”. 1: Tr demo reading from top to bottom. 2: Lnrs read pictures from top to bottom in pairs. 3: Groups give feedback. 4: Individually lnrs tell a story from pictures. Conclusion: Class discussion.		
THUR L3	SPEAKING Home addresses.	State their home address.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 28-32 Plus one pg 13	Assumed knowledge: Lnrs know their names. Intro: Lnrs state the places they know. 1: Tr gives an example of telling her/his home address. 2: In pairs lnrs say their home addresses. 3: Feedback from the groups. 4: Lnrs tell their home address individually. Conclusion: Revision of work.	ICT tools	
FRID L4	WRITING My photograph	Identify and paste their photographs	Visual memory Creativity	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Lnrs can scribble. Intro: Tr explains the lesson. 1: Tr asks gives lnrs photographs. 2: Lnrs identify their photographs in pairs. 3: Lnrs show their photographs taking turns. 4: Individually paste their photographs. Conclusion: Revision of the lesson.	Photographs Glue	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 2 23/01/26 MON L1	ORAL 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 Plus one pg 13	Assumed knowledge: Lnrs know their home addresses. Intro: Recap of the previous lesson. 1: Tr gives an example of telling her/his contact number. 2: In pairs lnrs share their parents contact numbers. 3: Feedback from groups.	ICT tools	

					4: Individually lnrs say contact number of their parents. Conclusion: Revision of work.		
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 3	Assumed knowledge: Lnrs can hear sounds. Intro: Singing “a big green bus”. 1: Teacher introduces the letter sound a. 2: In pairs say the letter sound “a” and gives example. 3: Feedback from the groups. 4: Individual reciting of the letter sound. Conclusion: Class discussion.	Alphabet Pictures THRASS chart	
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 13	Assumed knowledge: Lnrs know their home addresses. Intro: Recap on home addresses. 1: Tr asks lnrs about their home location. 2: In groups lnrs discuss about their home location. 3: Feedback from the groups. 4: Individually lnrs 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 53	Assumed knowledge: Lnrs can say the letter sound a. Intro: Recap of the previous lesson. 1: Tr gives an example of reading. 2: In pairs lnrs read pictures starting with the letter sound. 3: Feedback from the groups. 4: Individual reading. Conclusion: Game “what’s in my bag”	Alphabet Pictures THRASS chart	
FRID	WRITING		Left to right Top to bottom	English ECD – Grade 2	Assumed knowledge: Learners can scribble. Intro: Tr explains on handling tools.	Pencils Crayons	

L5	Handling writing tools	Demonstrate proper handling of writing tools.	Visual memory	syllabus page 34 Plus one pg 60	1: Teacher demo proper handling of writing tools. 2: Learners practice handling writing tools with the help of the teacher. 3: Individually lnrs draw and colour what they like. Conclusion: Revision of work.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 3 30/01/26 MON L1	ORAL 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 16-18	Assumed knowledge: Lnrs can greet each other. Intro: Singing “hallo friends”. 1: Tr demonstrates formal greeting. 2: In pairs lnrs demo formal greetings. 3: Feedback from the groups. 4: Individually lnrs demo formal greeting and colour pictures. Conclusion: Singing “mhoru shamwari”.	Greeting Pictures ICT tools	
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: Lnrs know sound of a bell. Intro: Game song “chitima kwee”. 1: Tr and lnrs go outside the classroom. 2: In pairs lnrs identify sounds in the school environment. 3: Feedback from the groups. 4: Individually lnrs state the sounds they have heard. Conclusion: Revision of work.	Immediate environment	
WED	SPEAKING		Oral language development.	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Lnrs can greet. Intro: Recap on formal greeting. 1: Tr explains and demo informal greeting. 2: In pairs lnrs demo informal greeting.	Pictures showing informal greeting	

L3	Verbal and non- verbal greetings Informal greetings	Greet each other informally.	Auditory skills Fluency	Plus one pg 19	3: Feedback from the groups. 4: Individually demo informal greetings. Conclusion: Revision of work.		
THUR L4	READING Top to bottom	Demo reading from top to bottom.	Oral language development. Auditory skills Visual discrimination	English ECD – Grade 2 syllabus page 33 different pictures	Assumed knowledge: Lnrs can read from left to right. Intro: Recap on left to right orientation. 1: Tr demo reading from top to bottom. 2: In pairs Lnrs demo reading from top to bottom. 3: Feedback from the groups. 4: Individual complete dots from top to bottom. Conclusion: Revision of work.	Crayons	
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 19	Assumed knowledge: Lnrs can draw themselves. Intro: Singing “colours, colours”. 1: Tr gives instructions and demo colouring. 2: In pairs Lnrs identify 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	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 4 06/02/26 MON L1	ORAL 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: Lnrs can tell a short story. Intro: Tr tells a short story for Lnrs. 1: Tr explains and give Lnrs story pictures. 2: In pairs Lnrs create a story from given pictures. 3: Feedback from the groups.	Story pictures	

					4: Individually lnrs create a story from pictures. Conclusion: Revision of work.		
TUE L2	LISTENING Letter sound b	Imitate and read pictures of the letter sound b .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 46	Assumed knowledge: Lnrs know a bag. Intro: Reciting “baa, baa black sheep”. 1: Tr introduces the letter sound b and gives an example. 2: In pairs, lnrs read given pictures starting with the letter sound b . 3: Groups presentation. 4: Individual drawing. Conclusion: Revision of work.	THRASS chart Pencils Alphabet	
WED L3	SPEAKING Likes and dislikes (I like....)	State at least things which they like.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32 Plus one pg 36	Assumed knowledge: Learners know food. Intro: Tr introduces the language structure I like . 1: Tr gives an example using the language structure. 2: In threes lnrs discuss about what they like. 3: Feedback from the groups. 4: Individually learners colour rice and chicken. Conclusion: Revision of work.	Pictures of food.	
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	Assumed knowledge: Lnrs can match colours. Intro: Tr introduces matching. 1: Tr demo matching pictures from left to right. 2: In pairs, lnrs match given pictures. 3: Feedback from the groups. 4: Individual matching of pictures. Conclusion: Revision of work done.	Different pictures	
FRID L5	WRITING Sit and write position	Demonstrate proper	Left to right orientation Top to bottom orientation	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Learners can sit. Intro: Tr explains on sitting position when writing. 1: Tr demo proper position when writing.	Desks Chair	

		position when writing.	Visual memory	Plus one pg 61	2: Lnrs demo proper writing position with the help of the tr. 3: Lnrs read pictures showing writing position. 4: Individually tick pictures which shows correct sitting position when writing. Conclusion: Revision of work.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 5 13/02/26 MON L1	ORAL Likes and dislikes (I dislike....)	By the end of lesson learners should be able to: State at least two things they dislike.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 36	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 what they dislike. 3: Groups give feedback. 4: Individually Lnrs state what they dislike. Conclusion: Class discussion.	Pictures of food	
TUE L2	LISTENING Sound of different objects	Identify and state source of sound while blind folded.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 5	Assumed knowledge: Lnrs know voice of their tr. Intro: Lnrs name objects in the classroom. 1: Tr explains on sound produced by different objects. 2: Lnrs identify sound produced by given objects while blind folded in groups. 3: Groups give feedback. 4: Individually Lnrs imitate sound produced by different objects and colour pictures. Conclusion: Revision of work.	Different objects Crayons	
WED L3	LISTENING Letter sound c	Imitate and read pictures	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27	Assumed knowledge: Lnrs know a cup. Intro: Reciting “come around my best friend”. 1: Tr introduces the letter sound c and gives an example.	THRASS chart Pencils	

		of the letter sound c .		Plus one pg 10	2: In pairs, lnrs read given pictures starting with the letter sound c . 3: Groups presentation. 4: Individually lnrs draw a cup and a cat. Conclusion: Revision of work.	Crayons Alphabet	
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 43	Assumed knowledge: Lnrs can match objects. Intro: Singing “ sarura wako ”. 1: Tr explains the lesson on describing pictures. 2: Lnrs describe given pictures in pairs. 3: Groups give feedback. 4: Lnrs describe shown pictures individually. Conclusion: Class discussion.	Pictures	
FRID L5	WRITING Patterns	Demonstrate pattern writing from left to right.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 62	Assumed knowledge: Lnrs can scribble. Intro: Tr introduces a pattern. 1: Tr demo pattern writing while lnrs observe. 2: Lnrs write the pattern on the ground. 3: Tr monitors and assists the weak. 4: Individually lnrs complete the pattern. Conclusion: Revision of work.	Pencils Chart	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 6 20/02/26 MON L1	ORAL 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 Plus one pg 8	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 of three lnrs play the game “ am I ” using the terms yes or no. 3: Feedback from the groups. 4: Individually lnrs colour pictures. Conclusion: Discussion on the lesson.	Outdoor play area Crayons ICT tools	

TUE L2	LISTENING Sounds of domestic animals	Imitate sounds of domestic animals.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 2	Assumed knowledge: Lnrns know a dog. Intro: Singing “old McDonald”. 1: Lnrns state the domestic animals they know. 2: In pairs lnrns imitate sound produced by animals on given pictures. 3: Groups present their work. 4: Individually lnrns imitate one domestic animal and colour picture of a cow. Conclusion: Revision of work.	Pictures of domestic animals ICT tools Crayons	
WED L3	SPEAKING Action words	Demonstrate at least two action words.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32 School yard	Assumed knowledge: Lnrns can jump. Intro: Tr explains and gives examples of action words. 1: Tr demo action words. 2: In pairs lnrns describe actions shown on the picture. 3: Groups give feedback. 4: Individually lnrns how to hold a pencil and colour pictures. Conclusion: Class discussion.	Pictures Crayons	
THUR L4	READING Letter sound d	Imitate and read pictures of the letter sound d .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 51	Assumed knowledge: Lnrns know a dog. Intro: Reciting “do you know my name”. 1: Tr introduces the letter sound d and gives an example. 2: In pairs, lnrns read given pictures starting with the letter sound d . 3: Groups presentation. 4: Individual written work. Conclusion: Revision of work.	THRASS chart Pencils Alphabet	
FRID L5	WRITING Feelings – happy/ smiling	Identify and describe a happy face	Left to right Top to bottom	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Lnrns can laugh. Intro: Reciting “I am happy today”. 1: Tr explains and gives examples of feelings.	Crayons Chart	

		.	Visual memory Finger dexterity	Plus one pg 37	2: In pairs learners describe the feelings expressed on given pictures. 3: Feedback from the groups. 4: Individually lnr colour pictures. Conclusion: Revision of work.	Pictures	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 7 27/02/26 MON L1	ORAL Domestic animals	By the end of lesson learners should be able to: Identify and name domestic animals.	Oral language development. Auditory skills Naming	English ECD – Grade 2 syllabus page 26-27 Plus one pg 23	Assumed knowledge: Learners know a dog. Intro: Reciting “ Old McDonald ”. 1: Tr asks lnr to identify domestic animals. 2: In pairs lnr list domestic animals they know. 3: Feedback from the groups. 4: Individual naming of two domestic animals. Conclusion: Revision of work.	pictures of domestic animals Chart Pencils	
TUE L2	LISTENING Letter sound e	Imitate and read pictures of the letter sound e .	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 51	Assumed knowledge: Lnr know an egg. Intro: Reciting “ early in the morning ”. 1: Tr introduces the letter sound e and gives an example. 2: In pairs, lnr read given pictures starting with the letter sound e . 3: Groups presentation. 4: Individual written work. Conclusion: Revision of work.	THRASS chart Pencils Alphabet	
WED L3	Wild animals	Identify and name at least	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32 Plus one pg 24	Assumed knowledge: Learners know a cat. Intro: Singing “ hande tinovhima tsuro ”. 1: Tr explains on wild animals. 2: In groups of three, learners list wild animals they know. 3: Groups give feedback. 4: Learners state two wild animals individually.	Pictures of wild animals Chart ICT tools	

		two wild animals.			Conclusion: Class discussion.		
THUR L4	READING Occupations	Identify and describe different occupations.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 33 Plus one pg 28	Assumed knowledge: Lnrs know a nurse. Intro: Singing “ cobbler mend my shoe ”. 1: Tr explains and gives an example of occupation. 2: In groups lnrs identify and describe occupations shown on the given pictures. 3: Feedback from the groups. 4: Individually lnrs state the job they want to do when they grow up and colouring pictures. Conclusion: Revision of work.	Occupational pictures Chart ICT tools Crayons	
FRID L5	WRITING Feelings – crying	State and explain their feelings when they are hurt.	Self-expression Auditory skills Visual memory	English ECD – Grade 2 syllabus page 34	Assumed knowledge: Lnrs can cry. Intro: Tr explains on feelings 1: Tr gives lnrs pictures to read. 2: In pairs lnrs tell a story from the picture. 3: Groups present their work. 4: Individually lnrs colour the pictures. Conclusion: Describing pasted pictures.	Pictures Crayons	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 8 06/03/26 MON L1	ORAL 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	Assumed knowledge: Lnrs know a fish. Intro: Reciting “ fly little bird ”. 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 Alphabet	
TUE	LISTENING			English ECD – Grade 2	Assumed knowledge: Lnrs play games at home.	Outdoor play area	

L2	Yes/ no games Am l	List and demonstrate yes/no games.	Oral language development. Auditory skills	syllabus page 26-27	Intro: Tr introduces yes or no games. 1: Lnrs list yes/no games they know. 2: In groups of three play yes/no game. 3: Groups present their work. 4: Lnrs demo how to play the game individually. Conclusion: Class discussion.		
WED L3	SPEAKING Matching domestic animals to young ones.	Match at least two domestic animals to their young ones.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Lnrs know a dog. Intro: Lnrs list domestic animals they know. 1: Lnrs name young ones of the listed animals. 2: In pairs, lnrs match animals to their young ones. 3: Feedback from the groups. 4: Individual matching of domestic animals to their young ones. Conclusion: Revision of work.	Pictures of animals Chart	
THUR L4	READING Describing actions	Identify and describe at least two actions.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 syll page 33 Plus one pg 30	Assumed knowledge: Lnrs can describe. Intro: Singing “kana ndikadai”. 1: Tr explains and gives examples of action words. 2: In pairs lnrs describe and demo actions shown on the picture. 3: Feedback from the groups. 4: Individually lnrs colour pictures. Conclusion: Revision of the lesson.	Charts Pictures	
FRID L5	WRITING Top to bottom orientation	Demonstrate tracing raindrops from top to bottom.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syll pg 34 Plus one pg 9	Assumed knowledge: Learners can scribble. Intro: Tr explains on writing from top bottom. 1: Tr demo tracing raindrops from top to bottom. 2: Learners trace raindrops from top to bottom. 3: Teacher monitors and assists the weak. 4: Individually lnrs colour the clouds Conclusion: Revision of work.	Pencils Chalkboard illustration Crayons	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 9 13/03/26 MON L1	ORAL Following instructions - games	By the end of lesson learners should be able to: To follow instructions when playing games.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 6	Assumed knowledge: Lnrs play games Intro: Learners list the games they know. 1: Tr gives instructions of the hopscotch game. 2: In groups of five, learners play the game following given instructions. 3: Presentation of the groups. 4: Individually Lnrs colour pictures. Conclusion: Revision of the lesson.	Pictures Outdoor ICT tools Crayons	
TUE L2	READING Letter sound g	Imitate and read pictures of the letter sound g.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26-27 Plus one pg 51	Assumed knowledge: Lnrs know a girl. Intro: Reciting naming rhyme. 1: Tr introduces the letter sound g and gives an example. 2: In pairs, lnrs read given pictures starting with the letter sound g. 3: Groups presentation. 4: Individually lnrs draw and colour a girl. Conclusion: Revision of work.	THRASS chart Pencils Alphabet Crayons	
WED L3	SPEAKING Wild animals with their young ones	Identify and match at least two wild animals with their young ones.	Oral language development. Auditory skills Visual skills Finger dexterity	English ECD – Grade 2 syllabus page 28-32 Plus one pg 26	Assumed knowledge: Lnrs know a lion. Intro: Lnrs list wild animals. 1: Tr gives an example of a wild animal and its young one. 2: In fours lnrs name wild animals on given pictures. 3: Groups present their work. 4: Lnrs match wild animals to their young ones. Conclusion: Revision of work.	Wild animal pictures Chart Pencils	
THUR	READING Story sequence		Oral language development.	English ECD – Grade 2	Assumed knowledge: Lnrs can recite poems. Intro: Tr explains on creating a story using pictures.	Pictures Pencils	

L4		Tell a story sequencing pictures.	Auditory skills Visual skills Critical thinking	syllabus page 33 Plus one pg 44	1: Tr gives an example of sequencing pictures. 2: In pairs lnrs sequence pictures and tell a story. 3: Feedback from the groups. 4: Individually lnrs order pictures using an arrow and colour pictures. Conclusion: Revision of the lesson.		
FRID L5	WRITING Pattern	Identify and match babies to their mothers.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syllabus page 34 Plus one pg 63	Assumed knowledge: Lnrs can match colours. Intro: Tr explains on matching. 1: Tr gives an example of matching babies to their mothers. 2: In pairs lnrs match babies to their mothers. 3: Feedback from the groups. 4: Individually lnrs join dots to help babies to find their mothers. Conclusion: Revision of work.	Pictures Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 10 20/03/26 MON L1	ORAL 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 demonstrates action words. 2: In fours lnrs demo actions on the given pictures. 3: Feedback from the groups. 4: Individual performance. Conclusion: Revision of work.	Outdoor Action pictures	
TUE L2	LISTENING Phonics Letter sound h	Imitate the letter sound h and give examples.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 26- 27 Plus one pg 46	Assumed knowledge: Lnrs know a hat. Intro: Singing “ hallo good morning friends ” 1: Tr introduces the letter sound h . 2: In pairs lnrs say the letter sound and give examples. 3: Feedback from the groups.	Alphabet THRASS chart Pictures	

					4: Individually lnrs draw a hut. Conclusion: Revision of work.	Pencils	
WED L3	SPEAKING Objects in the immediate environment. Uses of objects	Identify uses of at least two objects.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 syllabus page 28-32	Assumed knowledge: Lnrs know kitchen utensils. 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 Chart	
THUR L4	READING Phonics Letter sound h pictures and objects	Read pictures of things starting with the letter sound h	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 syll pg 33 Plus one pg 53	Assumed knowledge: Lnrs can sing rhymes. Intro: Recap on the letter sound h . 1: Tr asks lnrs to name displayed objects. 2: In pairs lnrs say the letter sound and name the given objects shown on the picture cards. 3: Feedback from groups. 4: Individual reading of pictures. Conclusion: Revision of work.	THRASS chart Picture cards	
FRID L5	WRITING Pattern Hh Hh Hh Hh		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 the pattern. 2: Lnrs write pattern on the floor. 3: Tr assists the weak. 4: Individual written work. Conclusion: Revision of work.	Pencils Chalkboard illustration Chart	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 11 27/03/26	ORAL Time of the day	By the end of lesson learners	Oral language development.	English ECD – Grade 2 syllabus page 26- 27	Assumed knowledge: Lnrs know time of sleeping. Intro: Singing “good morning” 1: Lnrs list different times of the day.	Charts Pictures	

MON L1		should be able to: Tell times of the day and the activities they do at different times.	Auditory skills	Plus one pg 20	2: In pairs learners describe activities shown on the pictures. 3: Feedback from groups. 4: Individually lnrs draw a sun and colour pictures. Conclusion: Revision of the lesson.	Pencils Crayons	
TUE L2	LISTENING Letter sound i	State and imitate the letter sounds i and give examples.	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 26- 27 Plus one pg 47	Assumed knowledge: Lnrs know letter sounds. Intro: Reciting “rock and roll jive”. 1: Tr introduces the letter sound i and lnrs gives examples. 2: In pairs, lnrs match letter sound to the picture. 3: Feedback from groups. 4: Individually lnrs draw an igloo. Conclusion: Class discussion.	Alphabet THRASS chart Pencils Pictures	
WED L3	SPEAKING What is missing	Identify and state what is missing on an object.	Auditory skills Verbal skills Visual skills Critical thinking	English ECD – Grade 2 syllabus page 28-32 Plus one pg 33	Assumed knowledge: Lnrs can describe objects. Intro: Tr explains on missing part. 1: Tr gives an example of identifying missing part. 2: In pairs lnrs identify missing part of objects shown on the given pictures. 3: Feedback from the groups. 4: Individually lnrs paste a sticker of a pot. Conclusion: Questioning and answer.	Charts Pictures	
THUR L4	READING Phonics Pictures and objects	Identify and read pictures starting with	Oral language development. Auditory skills	English ECD – Grade 2 syllabus page 33	Assumed knowledge: Lnrs can say the letter sounds. Intro: Tr explains on reading pictures. 1: Tr demo reading the pictures.	Alphabet THRASS chart	

		the letter sound.	Visual skills		2: In pairs lnrs read the given pictures and objects starting with the letter sound. 3: Feedback from the groups. 4: Individually lnrs read pictures. Conclusion: Class discussion.		
FRID L5	WRITING Pattern Gg Gg Gg Gg	Demonstrate writing the pattern from left to right.	Left to right orientation Top to bottom orientation Visual memory	English ECD – Grade 2 syll pg 34	Assumed knowledge: Lnrs can hear sounds. Intro: Lnrs list things start with the letter sound g. 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.	Chalkboard illustration Pencils Outdoor	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
WK 12 03/04/26 MON – FRID	REVISION Topics covered.	By the end of lesson learners should be able to: answer given questions correctly.	Left to right orientation. Top to bottom orientation Auditory skills	English ECD- Grade 2 Syllabus Plus one text book	Assumed knowledge: Learners grasped concepts covered. Intro: Singing rhymes. 1: Explanation and demonstration by the teacher. 2: Group work activities. 3: Feedback from the groups 4: Individual work. Conclusion: Revision of work.	Charts Pictures Pencils Chalkboard illustration	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

