

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: Mathematics

Topics: Number, Operations

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

Methods to be used:

- ❖ Problem solving
- ❖ Discovery
- ❖ Questioning
- ❖ Group projects
- ❖ Discussion

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: _____

WEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK 1 L1 TUE	NUMBER Matching Matching pictures	By the end of the lesson Lnrs should be able to: Match at least three similar pictures.	Visual discrimination Left to right orientation	Mathematics ECD A - Grd 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs know colours. Intro: Tr introduces matching pictures. 1: Tr gives an example of matching pictures. 2: Lnrs match given pictures in pairs. 3: Feedback from the groups. 4: Individual Lnrs match given pictures. Conclusion: Class discussion.	Pictures	
L2 WED	Matching objects to numbers	Match at least two set of objects to numbers.	Visual discrimination Left to right orientation	Mathematics ECD A - Grade 2 Infant Syllabus pg 25 Plus one pg 1	Assumed knowledge: Lnrs know shapes. Intro: Lnrs name the shapes they know. 1: Tr gives an example of matching objects to shapes. 2: Lnrs match given objects to shapes in pairs. 3: Groups present their work. 4: individual matching of objects to shapes. Conclusion: Revision of work.	Different objects Shapes	
L3 THUR	Matching sets with numbers	Identify and match sets to numbers.	Visual discrimination Left to right orientation	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 2 Unit revision pg 7	Assumed knowledge: Lnrs know numbers. Intro: Tr introduces matching sets to numbers. 1: Tr gives an example of matching sets to numbers. 2: Lnrs work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Charts Word cards	
L4 FRI	Matching numerals to words	Match numerals to words.	Visual discrimination	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs can match colours. Intro: Tr introduces and explains on matching numerals to words. 1: Tr demo on matching numerals to words. 2: Lnrs match numerals to words in threes.	Outdoor	

			Left to right orientation	Plus one pg 3 Ex 1.2 pg 5-6	3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCE	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 L1 &2 MON	NUMBER Ordering Sequencing pictures according to size	By the end of the lesson Lnrs should be able to: Identify and arrange pictures according to their size from the smallest.	Visual discrimination Finger dexterity Ordering	Mathematics ECD A – Grade 2 Infant Syllabus pg 40 Plus one pg 26	Assumed knowledge: Lnrs can match objects. Intro: Tr introduces and explains on ordering. 1: Tr demo ordering pictures from the smallest. 2: In groups of four Lnrs arrange pictures from the smallest. 3: Groups give feedback. 4: Individually Lnrs arrange given pictures from the smallest. Conclusion: Revision of work.	Pictures Word cards	
L3 TUE	Arranging objects in sets	Identify and arrange objects in sets.	Visual discrimination Finger dexterity Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 40 Plus one pg 28 exercise 3.1	Assumed knowledge: Lnrs know number values. Intro: Tr explains and demo arranging objects in sets. 1: Tr gives Lnrs task to do in groups. 2: Lnrs work on given task in pairs. 3: Feedback from the groups. 4: Individual written work. Remedial and extension. Conclusion: Class discussion.	Locally available materials	
L4 WED	Position of numbers in a number line.	Identify and state the position of numbers in a number line.	Visual discrimination Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 40 Plus one pg 28	Assumed knowledge: Lnrs know their position in family. Intro: Tr introduces and explains the terms before, between and after. 1: Tr gives Lnrs numbers to state their positions in a number line using the introduced terms. 2: Lnrs work on given task in pairs. 3: Groups present their work.	Number line	

					4: Individual written work. Conclusion: Class discussion.		
L5 THUR	Sequencing numbers according to size	Identify and sequence numbers according to their size.	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 40 Plus one pg 27 activity 3.1	Assumed knowledge: Lnrns can match objects. Intro: Lnrns can count up to 20. 1: Tr explains and gives examples on sequencing numbers according to size. 2: In threes Lnrns work on given task. 3: Group present their work. 4: Individual written work. Conclusion: Revision of work.	Number line	
L6 FRID	Missing number	Sort numbers in descending order.	Visual discrimination Finger dexterity Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 40 Plus one pg 30	Assumed knowledge: Lnrns know position of numbers. Intro: Lnrns count up to 20. 1: Tr gives Lnrns task to work in groups. 2: In pairs Lnrns state missing numbers on given work cards. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Number line Work cards	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 L1 & 2 MON	NUMBER Construction Jigsaw puzzles	By the end of the lesson learners should be able to: Complete the number puzzles correctly.	Visual skills Finger dexterity Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 38 Exercise 5.1	Assumed knowledge: Lnrns play games. Intro: Tr explains on completing puzzles. 1: Tr gives Lnrns number puzzles to complete. 2: Lnrns complete the given number puzzles in pairs. 3: Feedback from the groups. 4: Individually Lnrns complete given number puzzle. Conclusion: Class discussion.	Number Puzzle	
L3				Mathematics ECD A – Grade	Assumed knowledge: Lnrns can name objects.	Charts	

TUE	Construction materials.	Identify and state materials used for construction.	Visual discrimination Finger dexterity	2 Infant Syllabus pg 25	Intro: Tr explains on materials used for construction. 1: Lnr's list the materials used to weave a basket. 2: In threes, Lnr's describe materials used on the given pictures of construction. 3: Groups give feedback. 4: Collection of construction materials. Conclusion: Class discussion	Pictures	
L4 WED	Making models	Make model of a hut showing creativity.	Visual discrimination Finger dexterity Creativity	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnr's can draw. Intro: Recap of the previous lesson. 1: Tr demo making model of a hut. 2: Lnr's make model of a hut. 3: Tr monitors and assists the weak. 4: Lnr's display their work. Conclusion: Revision of the lesson.	Locally available materials	
L5 THUR	Making a puzzle	Make and complete puzzle constructed.	Creativity Visual skills	Mathematics ECD A – Grade 2 Infant Syllabus 25	Assumed knowledge: Lnr's play games. Intro: Tr and Lnr's collect materials needed to make a puzzle. 1: Tr demo making a puzzle. 2: Learners make puzzles individually. 3: Presentation of work. 4: Lnr's complete constructed puzzles individually Conclusion: Questioning and answer.	Locally available resources	
L6 FRID	Assessment test	Answer at least three question of the assessment test correctly.	Finger dexterity Visual skills Auditory skills	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 40	Assumed knowledge: Lnr's can answer questions. Intro: Tr gives instructions on writing the assessment test. 1: Lnr's write assessment test. 2: Remedial and extension. 3: Groups present their work. Conclusion: Revision of the work.	Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

06/02/26 WK 4 L1 & 2 MON	NUMBER Counting Objects from 1 to 10	By the end of the lesson learners should be able to: Count objects from 1 to 10.	Visual skills Finger dexterity Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 10 Exercise 2.1 pg 20	Assumed knowledge: Lnrs can count. Intro: Reciting “one buckle my shoes”. 1: Tr demo counting from 1 up to 10. 2: Lnrs count up to 10 in pairs. 3: Groups give feedback. 4: Individually Lnrs write number line up to 10. Conclusion: Revision of work.	Pencils Counters	
L3 TUE	Counting in 2s up to 10	Counting sets of twos up to 10.	Visual skills Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs can count. Intro: Tr introduces counting in fives. 1: Tr demo counting in twos up to 10. 2: In groups of four Lnrs count numbers in twos up to 10. 3: Groups present their work. 4: Individually Lnrs count in fives up to 10. Conclusion: Revision of the work.	Sticks Charts	
L4 WED	Counting in 5s up to 10	Counting sets of twos up to 10.	Visual skills Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs can count in twos. Intro: Tr introduces counting in fives. 1: Tr demo counting in fives up to 10. 2: In groups of four Lnrs count numbers in fives up to 10. 3: Groups present their work. 4: Individually Lnrs count in fives up to 10. Conclusion: Revision of the work.	Charts	
L5 THUR	Sets of twos up to 10	Make sets of 2s up to 10.	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 22 Exercise 2.2 pg 23	Assumed knowledge: Lnrs can count. Intro: Tr introduces making sets of numbers. 1: Tr gives an example of making sets. 2: In pairs Lnrs make sets of given numbers up to 10. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration	

L6 FRID	Sets of 5s up to 10	Make sets of fives up to 10.	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 22 Exercise 2.2 pg 23	Assumed knowledge: Lnr's can count. Intro: Recap of the previous lesson. 1: Tr gives an example of making sets. 2: In pairs Lnr's make sets of given numbers up to 10. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Charts	
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13/02/26 WK 5 L1 & 2 MON	NUMBERS Counting Count forward	By the end of the lesson Lnr's should be able to: Demonstrate counting numbers forward.	Visual discrimination Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 10	Assumed knowledge: Lnr's can count. Intro: Tr introduces and explains the term count forward. 1: Tr demo counting forward the numbers. 2: In pairs Lnr's count forward numbers from 1 to 10. 3: Groups give feedback. 4: Individually Lnr's count. Conclusion: Class discussion.	Number line	
L3 TUE	Count backwards	Count numbers backwards.	Visual discrimination Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 36	Assumed knowledge: Lnr's can count. Intro: Recap on count forward. 1: Tr demo counting backwards the numbers from 10. 2: In pairs Lnr's count numbers backwards from 10 to 1. 3: Groups give feedback. 4: Individually Lnr's count backwards. Conclusion: Class discussion.	Number line	
L4	Missing number	Identify and fill in the missing	Visual discrimination	Mathematics ECD A – Grade	Assumed knowledge: Lnr's can arrange numbers in ascending order.	Charts Number line	

WED		number on a given number line.	Auditory skills Refinement of vocabulary	2 Infant Syllabus pg 25 Plus one pg 21	Intro: Tr introduces the lesson on missing numbers. 1: Tr gives an example of identifying missing number on the number line. 2: In pairs Lnrs work on given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.		
L5 THUR	How many	Identify and count the number of objects in a given set.	Visual skills Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 24	Assumed knowledge: Lnrs can add numbers. Intro: Tr explains on the term how many. 1: Tr gives an example of using the term. 2: In pairs Lnrs work on given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Charts	
L6 FRID	Making sets	Make sets of numbers up to 10.	Numeracy Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs can count. Intro: Tr explains on making sets. 1: Tr gives examples of making sets while Lnrs observe. 2: In pairs Lnrs make sets of given numbers. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 L1 & 2 MON	NUMBER Counting Arranging numbers from the smallest	Arrange numbers from the smallest.	Self-expression Ordering Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 32 Exercise 4.1	Assumed knowledge: Lnrs can count up to 10. Intro: Tr explains on arranging numbers from the smallest. 1: Tr gives an example of arranging numbers while Lnrs observe. 2: In pairs Lnrs arrange given numbers from the smallest.	Number line	

					3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.		
L3 TUE	Arranging numbers from the biggest	Arrange numbers from the biggest correctly.	Counting Visual skills	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 34 Unit exercise pg 36	Assumed knowledge: Lnrs can arrange numbers. Intro: Recap of arranging numbers from the smallest. 1: Tr explains and demo arranging numbers from the biggest. 2: In pairs Lnrs arrange given numbers from the biggest. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Number strips	
L4 WED	Numbers in words	Write numbers in words.	Visual skills Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 10	Assumed knowledge: Lnrs can write. Intro: Tr introduces writing numbers in words. 1: Tr gives examples of writing numbers in words. 2: In threes, Lnrs write given numbers in words. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Telephones Pencils	
L5 THUR	Counting games	Identify and demonstrate counting games.	Auditory skills Gross motor skills	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs play games. Intro: Lnrs list the counting games they know. 1: Tr asks Lnrs to play counting games in groups. 2: In groups of five Lnrs play counting games. 3: Presentation of groups. Conclusion: Class discussion.	Outdoor	
L6 FRID	Assessment test	Answer at least five questions from the concept learnt on counting.	Numeracy Critical thinking	Mathematics ECD A – Grade 2 Infant Syll pg 25 Plus one pg 36-38	Assumed knowledge: Lnrs can count. Intro: Tr gives instructions on writing the test. 1: Learners write the test given by the teacher. 2: Tr monitors Lnrs while Lnrs are writing. Conclusion: Revision of the assessment test.	Pencils	

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27/02/26 WK 7 L1 & 2 MON	NUMBER Counting Counting in twos up to 20	Count objects up to 20.	Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 10-13	Assumed knowledge: Lnrns can count up to 10. Intro: Tr introduces counting in twos. 1: Tr demo counting in twos up to 20. 2: In groups of four Lnrns count numbers in twos up to 20. 3: Groups present their work. 4: Individually Lnrns count in fives up to 20. Conclusion: Revision of the work.	Charts	
L3 TUE	Counting in 5s up to 20	Count in fives up to 20.	Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 23	Assumed knowledge: Lnrns can count in twos. Intro: Tr introduces counting in fives. 1: Tr demo counting in fives up to 20 while Lnrns listen. 2: In pairs Lnrns count numbers in fives up to 20. 3: Groups present their work. 4: Individually Lnrns count in fives up to 20. Conclusion: Revision of the work.	Charts	
L4 WED	Numbers in words	Write at least four numbers in words.	Refinement of vocabulary Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 10-13	Assumed knowledge: Lnrns can write. Intro: Tr introduces writing numbers in words. 1: Tr gives examples of writing numbers in words. 2: In threes, Lnrns write given numbers in words. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Charts	
L5 THUR	Arranging numbers from smallest	Arranging numbers from the smallest within the range of 20.	Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 32	Assumed knowledge: Lnrns can count up to 10. Intro: Tr explains on arranging numbers from the smallest. 1: Tr gives an example of arranging numbers while Lnrns observe. 2: In pairs Lnrns arrange given numbers from smallest.	Charts Number line	

					3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.		
L6 FRID	Arranging numbers from the biggest	Arranging numbers from the smallest within the range of 20.	Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 34	Assumed knowledge: Lnrs can arrange numbers. Intro: Recap of arranging numbers from the smallest. 1: Tr explains and demo arranging numbers from the biggest. 2: In pairs Lnrs arrange given numbers from the biggest. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Number line	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 L1 & 2 MON	NUMBER Approximations and estimations Rounding off numbers to the nearest 10	By the end of the lesson Lnrs should be able to: Identify and round off numbers to the nearest 100.	Visual discrimination Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syll pg 25 Plus one pg 49 Exercise 7.1 pg 50	Assumed knowledge: Lnrs can count. Intro: Tr explains on rounding off numbers. 1: Tr gives examples of rounding off numbers to the nearest 10. 2: Lnrs work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Number line	
L3 TUE	Rounding off numbers to the nearest 20	Identify and round off numbers to the nearest 20.	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 50 exercise 7.2	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 10. 1: Tr gives examples of rounding off numbers to the nearest 20. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Number line	

L4 WED	Comparing numbers - greater than sign >	Compare and identify numbers which are greater than using the sign > correctly	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 54-55 exercise 8.1	Assumed knowledge: Lnrns can compare objects. Intro: Reciting “God’s love is like a circle”. 1: Tr introduces and gives examples of using the sign >. 2: In pairs Lnrns work on given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Number line	
L5 THUR	Comparing numbers - Smaller than sign <	Use the smaller than sign (<) to compare number values.	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 57 Exercise 8.2	Assumed knowledge: Lnrns know number values. Intro: Recap on greater than sign. 1: Tr introduces smaller than sign and gives examples of comparing numbers. 2: In groups of three Lnrns use the smaller than sign to compare given number values. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Number line	
L 6 FRID	Comparing numbers – Equal sign =	Compare and identify numbers which are equal using the sign =.	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syll pg 25 Plus one pg 57 Unit exercise pg 58-59	Assumed knowledge: Lnrns can add numbers. Intro: Tr introduces the equal sign. 1: Tr gives an example of using equal sign. 2: In pairs Lnrns work on given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Number line	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 L 1 & 2	<u>OPERATIONS</u> Addition (within the range of 20) Addition sign	By the end of the lesson Lnrns shld be able to: Add numbers within the range of 20	Visual skills Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus 26 Plus one pg 64	Assumed knowledge: Lnrns can count. Intro: Tr introduces the addition sign. 1: Tr gives examples of adding numbers using the addition sign. 2: Learners add given numbers using addition sign in pairs.	Number line Charts	

MON		using the addition sign (+).		Exercise 9.2	3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.		
L 3 TUE	Sum of numbers up to 20	Add numbers within the range of 20 using the term sum.	Visual skills Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus 26 Plus one pg 67 Exercise 9.4	Assumed knowledge: Lnrns can add numbers. Intro: Recap of the previous lesson. 1: Tr introduces the term sum and gives an example of adding numbers using the term. 2: Lnrns add given numbers using the term sum in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Number line Counters	
L 4 WED	Altogether	Use the term altogether in addition.	Visual skills Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus 26 Plus one pg 68 Exercise 9.3	Assumed knowledge: Lnrns can count. Intro: Recap of the previous lesson. 1: Tr introduces the term altogether and gives an example of adding numbers using the term. 2: Lnrns add given numbers using the term altogether in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Number line Charts	
L 5 THUR	Total	Solve addition problems using the term total.	Visual skills Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus 26 Plus one pg 67	Assumed knowledge: Lnrns can add numbers. Intro: Reciting “one two buckle my shoe”. 1: Tr introduces the term total and gives an example of adding numbers using the term. 2: Lnrns add given numbers using the term total in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Number line Counters	
L 6	Count on		Visual skills	Mathematics ECD A – Grade	Assumed knowledge: Lnrns can count.	Number line	

FRID		Count on to solve addition problems.	Numeracy Counting	2 Infant Syllabus 26 Plus one pg 64 exercise 9.1	Intro: Tr introduces and explains the term count on. 1: Tr gives examples of adding numbers using the term count on. 2: Learners use the term count on to add numbers in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Counters	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 L 1 & 2 MON	NUMBER Ordinal numbers from 1 to 10	By the end of the lesson lnrs should be able to: Say the ordinal numbers within the range of 1 st – 10th.	Visual discrimination Seriating Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 42 Activity 6.1	Assumed knowledge: Lnrs know their position in family. Intro: Tr introduces ordinal numbers. 1: Tr say the ordinal numbers from 1 st to 10th. 2: Lnrs practice saying the ordinal numbers as demonstrated by the tr in pairs. 3: Feedback from the groups. 4: Individual lnrs say the ordinal numbers orally. Conclusion: Class discussion.	Number line Charts	
L 3 TUE	Ordinal numbers in numerals	Arrange objects in a queue and identify their positions using numerals.	Visual skills Seriating Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 42 Exercise 6.1	Assumed knowledge: Lnrs can count up to 20. Intro: Lnrs say the ordinal numbers up to 10 th . 1: Tr explains and gives examples of ordinal numbers in numerals. 2: Lnrs add given numbers using the introduced term in groups of three. 3: Groups present their work. 4: individual written work. Conclusion: Revision of work.	Number line Charts	
L 4	Ordinal numbers in words	Identify the position of an object in	Visual discrimination	Mathematics ECD A – Grade 2 Infant Syllabus pg 25	Assumed knowledge: Lnrs know ordinal numbers. Intro: Tr introduces ordinal numbers in words and gives examples.	Charts Word cards	

WED		relation to the ordinal number given using words	Refinement of vocabulary	Plus one pg 46 unit exercise	1: Tr gives Lnrs word cards to read. 2: Lnrs work on given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.		
L 5 THUR	Position of objects	Identify and demonstrate addition through playing games	Visual discrimination Finger dexterity Turn taking	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 43	Assumed knowledge: Lnrs play games. Intro: Tr and Lnrs name the games they know. 1: Tr asks Lnrs to play turn taking game. 2: Lnrs play turn taking games in pairs. 3: Feedback from the groups. 4: Individually Lnrs state turn taking games. Conclusion: Class discussion.	Outdoor	
L 6 FRID	Assessment test	By the end of the lesson Lnrs shld be able to: Say the ordinal numbers within the range of 1 st – 10th.	Visual discrimination Seriating Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 47	Assumed knowledge: Lnrs know their position in family. Intro: Tr introduces ordinal numbers. 1: Tr say the ordinal numbers from 1 st to 20th. 2: Lnrs say the ordinal numbers in pairs. 3: Feedback from the groups. 4: Individual Lnrs say the ordinal numbers orally. Conclusion: Class discussion.	Number line Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 & 2 MON	OPERATION Subtraction (without exceeding 20) Subtract sign	By the end of the lesson learners should be able to: Subtract numbers using the sign (-).	Visual discrimination Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 26 Plus one pg 76 Exercise 10.1	Assumed knowledge: Lnrs can count on numbers. Intro: Tr introduces the subtraction sign. 1: Tr gives an example of using the subtraction sign while Lnrs observe. 2: In pairs Lnrs solve subtraction problems using the introduced sign. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Number line Charts	

L 3 TUE	Take away	Subtract numbers using the term take away.	Visual discrimination Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 26 Plus one pg 81	Assumed knowledge: Lnrs can add numbers. Intro: Recap of the previous lesson. 1: Tr introduces and demo using the term take away to solve subtraction problems. 2: In pairs Lnrs solve given task using the term take away. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Counters	
L 4 WED	Difference	Use the term difference to solve subtraction problems.	Visual discrimination Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 26 Plus one pg 76 Exercise 10.4	Assumed knowledge: Lnrs can count numbers. Intro: Recap on the term take away. 1: Tr introduces and demo using the term difference to solve subtraction problems. 2: In pairs Lnrs solve given subtraction problems using the term difference. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Charts Counters	
L 5 THUR	Count back	Solve subtraction problems using the term count back.	Visual discrimination Numeracy Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 26 Plus one pg 78 exercise 10.2	Assumed knowledge: Lnrs can add numbers. Intro: Recap of the previous lesson. 1: Tr introduces and demo using count back method to solve subtraction problems. 2: In pairs Lnrs use count back to solve given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Charts Different objects	
L 6 FRID	Assessment test	Count on to solve addition problems.	Visual skills Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syll pg 26 Plus one pg 60-63	Assumed knowledge: Lnrs can count. Intro: Tr gives instructions on assessment test. 1: Lnrs write the test given by the tr. 2: Tr monitors Lnrs while Lnrs are writing. Conclusion: Revision of the assessment test.	Counters	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 & 2 MON	REVISION NUMBER Approximations and estimations Rounding off numbers to the nearest 10	By the end of the lesson lnrs should be able to: Identify and round off numbers to the nearest 100.	Visual discrimination Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 25 Plus one pg 49	Assumed knowledge: Lnrs can count. Intro: Tr introduces and explains on rounding off numbers. 1: Tr gives examples of rounding off numbers to the nearest 10. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Number line	
L 3 TUE	Rounding off numbers to the nearest 20	Identify and round off numbers to the nearest 20.	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 50	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 10. 1: Tr gives examples of rounding off numbers to the nearest 20. 2: Lnrs work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Number line	
L 4 WED	Greater than	Compare and identify numbers which are greater than using the sign > correctly	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 57	Assumed knowledge: Lnrs can compare objects. Intro: Reciting “God’s love is like a circle”. 1: Tr introduces and gives examples of using the sign >. 2: In pairs lnrs work on given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Number line	
L 5	Smaller than	Use the smaller than sign (<) to	Visual discrimination	Mathematics ECD A – Grade 2 Infant Syllabus 25	Assumed knowledge: Lnrs know number values. Intro: Recap on greater than sign. 1: Tr introduces smaller than sign and gives examples of comparing numbers.	Number line	

THUR		compare number values.	Numeracy	Plus one pg 58	2: In groups of three Lnrs use the smaller than sign to compare given number values. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion		
L 6 FRID	Comparing numbers – Equal sign =	Compare and identify numbers which are equal using the sign =.	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus 25 Plus one pg 58	Assumed knowledge: Lnrs know whole numbers. Intro: Recap on fractions with denominator two. 1: Tr introduces and gives examples on fractions with denominator four. 2: Lnrs work on given task in pairs. 3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Shapes	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: Science & Technology

Topics to be covered:

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

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

Methods to be used:

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

Broad aims:

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

Cross Cutting Themes:

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

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK 1 L 1 & 2 TUE	HEALTH AND HYGIENE Personal hygiene Human body parts	By the end of the lesson learners should be able to: Name and describe uses of body parts.	Visual discrimination Team work Refinement of vocabulary	Science & Tech ECD– Grade 2 Syllabus bullet 8.1 Plus one pg 2 Exercise 1.1	Assumed knowledge: Learners know a head. Intro: Reciting “my body parts”. 1: Lnrs list the body parts they know. 2: Lnrs describe functions of body parts in groups of three. 3: Feedback from the groups. 4: Individually draw a human body and label it. Conclusion: Class discussion.	Charts Pictures	
L3 & 4 WED	Personal hygiene	State and discuss about caring for their body to promote personal hygiene.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 1	Assumed knowledge: Lnrs can wash their body. Intro: Recap on body parts. 1: Tr explains on personal hygiene. 2: In groups of three Lnrs discuss about ways of promoting personal hygiene. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools	
L 5 & 6 THUR	Basic personal hygiene habits	Identify and demonstrate basic hygiene habits.	Visual skills Gross motor skills Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 4 activity 1.2	Assumed knowledge: Lnrs know personal hygiene. Intro: Tr explains on basic hygiene habits. 1: Lnrs list basic hygiene habits. 2: In groups of four Lnrs demo basic hygiene habits. 3: Groups present their work. 4: Lnrs demo basic personal hygiene individually. Conclusion: Class discussion.	Charts	
L 7 & 8 FRID	Story telling- personal hygiene habits	Retell a story about personal hygiene habits	Auditory skills Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1	Assumed knowledge: Lnrs know movies. Intro: Recap on basic personal hygiene habits. 1: Tr tells a story about personal habits. 2: In pairs, Lnrs retell the story. 3: Groups present their work.	ICT tools Posters	

				Plus one pg 4	4. Individually lnrs retell the story. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 L 1 MON	HEALTH AND HYGIENE Food hygiene Proper food handling	By the end of the lesson learners should be able to: State and describe at least two proper ways of handling food.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 8 Activity 2.1	Assumed knowledge: Lnrs know food. Intro: Lnrs list the food they know. 1: Tr explains on food handling. 2: In groups of three lnrs identify and name proper food handling practices. 3: Groups give feedback. 4: Individually lnrs state one proper way of handling food. Conclusion: Revision of the lesson.	Food samples Charts Pictures	
L 2 & 3 TUE	Improper food handling	State and describe at least two improper ways of handling food.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 8 Exercise 2.1	Assumed knowledge: Lnrs know food. Intro: Recap on proper way of handling food. 1: Tr explains on improper way of food handling. 2: In groups of three lnrs list improper way of food handling practices. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Food samples Charts	
L 4 & 5 WED	Importance of safe food handling	Describe and discuss about the importance of safe handling of food.	Visual discrimination Auditory skills	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 10 Activity 2.2	Assumed knowledge: Lnrs know food. Intro: Recap of the previous lesson on food handling. 1: Tr asks lnrs the importance of safe food handling. 2: In groups of threes lnrs discuss about the importance of safe food handling. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Food samples Charts ICT tools	

L 6 & 7 THUR	Food handling and food preparation	Demonstrate safe food handling and preparation.	Visual discrimination Team work Refinement of vocabulary	Science & Tech ECD – Grd 2 Syll bullet 8.1 Plus one pg 12 & 14 Activity 2.3	Assumed knowledge: Lnr's know to cook tea. Intro: Tr explains on safe food handling. 1: Tr gives Lnr's pictures to read. 2: In groups of three Lnr's describe given pictures. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Food samples Kitchen utensils	
L 8 & 9 FRID	Assessment test	Write and answer questions correctly.	Visual discrimination Finger dexterity	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 14	Assumed knowledge: Lnr's can write. Intro: Recap on concepts covered. 1: Tr gives Lnr's an assessment test to write. 2: Lnr's write and answer given questions individually. 3: Teacher monitors. Conclusion: Revision of the work.	ICT tools Pictures Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK3 L 1 MON	HEALTH AND HYGIENE Environmental hygiene Clean environment	By the end of the lesson Lnr's should be able to: Identify and discuss about clean environment.	Visual discrimination Team work Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 15 Activity 3.1	Assumed knowledge: Lnr's know school premise. Intro: Tr explains on clean and unclean environment. 1: Lnr's list clean and unclean environment. 2: In groups of three Lnr's describe ways of cleaning the environment. 3: Groups present their work. 4: Individually Lnr's state the effects of having an unclean environment. Conclusion: Class discussion.	Charts Pictures Solar panels	
L 2 & 3 TUE	Unclean environment	State and describe unclean environment.	Visual discrimination Team work Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 16 Exercise 3.1	Assumed knowledge: Lnr's know school premise. Intro: Tr explains on clean and unclean environment. 1: Lnr's list clean and unclean environment. 2: In groups of three Lnr's describe ways of cleaning the environment. 3: Groups present their work.	Charts Pictures Solar panels	

					4: Individually Inrs state the effects of having an unclean environment. Conclusion: Class discussion.		
L 4 & 5 WED	Importance of a clean environment	State the importance of having a clean environment.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 17 Activity 3.2	Assumed knowledge: Inrs can sweep. Intro: Recap on clean and unclean environment. 1: Tr asks Inrs the importance of having a clean environment. 2: In groups of three, Inrs discuss about the importance of having a clean environment. 3: Groups give feedback. 4: Individually Inrs state the importance of having a clean environment. Conclusion: Class discussion.	Charts Pictures ICT tools	
L 6 & 7 THUR	Basic cleaning tasks	Identify and demonstrate basic cleaning tasks.	Visual discrimination Refinement of vocabulary	Scie & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 18 Activity 3.3	Assumed knowledge: Inrs know can sweep. Intro: Recap of the previous lesson. 1: Tr explains on basic cleaning of the environment. 2: In groups of four Inrs demonstrate basic cleaning of the school premise. 3: Groups give feedback. 4: Inrs dispose and burn litter. Conclusion: Class discussion.	Cleaning tools Protective clothing	
L 8 & 9 FRID	Cleaning up activities	Identify and demonstrate basic cleaning tasks.	Visual discrimination Refinement of vocabulary	Scie & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 19 Activity 3.4 Unit exercise	Assumed knowledge: Inrs know importance of clean environment. Intro: Tr asks Inrs cleaning activities they know. 1: Inrs list cleaning activities they do at school. 2: In groups of four Inrs engage themselves in different cleaning activities. 3: Presentation of groups. 4: Inrs dispose and burn litter. Conclusion: Class discussion.	Cleaning tools Protective clothing	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 L 1 MON	HEALTH AND HYGIENE Health and wellness Healthy habits	By the end of the lesson lnrs should be able to: Identify and name healthy habits.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 20- 21 Activity 4.1	Assumed knowledge: Lnrs know healthy food. Intro: Tr explains on healthy habits. 1: Tr gives examples of healthy habits. 2: In groups of three lnrs identify and discuss about healthy habits. 3: Groups give feedback. 4: Individually lnrs state one healthy habit. Conclusion: Class discussion.	Charts Posters ICT tools	
L 2 & 3 TUE	Importance of physical activities.	State and discuss about the importance of healthy habits.	Team work Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 22 Activity 4.2	Assumed knowledge: Lnrs know healthy habits. Intro: Lnrs list healthy habits. 1: Tr asks lnrs the importance of healthy habits. 2: In groups of four lnrs discuss about the importance of healthy habits. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Charts Visual aids ICT tools	
L 4 & 5 WED	Balanced meal and adequate rest.	Discuss about balanced meals and adequate rest.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 22 Activity 4.3	Assumed knowledge: Lnrs know food. Intro: Lnrs list food they know. 1: Tr explains on balanced meal. 2: Lnrs in pairs identify and describe balanced meal. 3: Groups present their work. 4: Individually lnrs describe a balanced meal. Conclusion: Class discussion.	Pictures Videos	
L 6 & 7 THUR	Common diseases	Identify and state at least two common diseases.	Auditory skills Team work	Science & Tech ECD – Grade 2 Syllabus bullet 8.1	Assumed knowledge: Lnrs know flue disease. Intro: Tr introduces the lesson on common diseases. 1: Tr gives an example of a common disease.	Charts ICT tools	

			Refinement of vocabulary	Plus one pg 26-27 Exercise 5.1	2: In pairs Lnrs identify and state causes of common diseases. 3: Groups give feedback. 4: Lnrs state common disease in their community individually. Conclusion: Class discussion.		
L 8 & 9 FRID	Prevention of common diseases	State and discuss about ways of preventing diseases.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 29 Activity 5.1 Revision exercise pg 30	Assumed knowledge: Lnrs know diseases. Intro: Recap on common diseases. 1. Tr asks Lnrs ways of preventing assigned common diseases. 2. In pairs Lnrs discuss about ways of preventing assigned common disease. 3. Feedback from the groups. 4. Individual written work. Conclusion: Question and answer.	Charts Posters	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26 WK 5 L 1 MON	FOOD AND NUTRITION Food groups Carbohydrates	By the end of the lesson learners should be able to: Class food which gives us carbohydrates.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 31-32 Exercise 6.1	Assumed knowledge: Lnrs know healthy food. Intro: Tr introduces food groups. 1: Tr explains on carbohydrates. 2: In groups of fours, Lnrs identify and discuss about food that gives us energy. 3: Groups present their work. 4: Individually, Lnrs state the importance of carbohydrates to human body. Conclusion: Class discussion.	Charts Food samples	
L 2 & 3 TUE	Proteins	Identify and describe food that gives us proteins.	Auditory skills Refinement of vocabulary Turn taking	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 31-32	Assumed knowledge: Lnrs know eggs. Intro: tr introduces and explains about proteins. 1: Tr gives Lnrs to identify food that gives us proteins. 2: In groups of three Lnrs identify food that gives us proteins. 3: Feedback from the groups.	Charts Food samples	

				Activity 6.1	4: Individually lnrs state the functions of proteins to our body. Conclusion: Class discussion.		
L 4 & 5 WED	Vitamins	Identify and name food that gives us vitamins.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 31-32 Exercise 6.2	Assumed knowledge: Lnrs know oranges. Intro: Lnrs list the fruits they know. 1: Tr gives an explanation on vitamins. 2: In pairs lnrs identify and name food that gives us vitamins. 3: Groups give back. 4: Individually lnrs state functions of vitamins to our body. Conclusion: Class discussion.	Charts Food samples	
L 6 & 7 THUR	Fats	Name and describe food that gives us fats.	Auditory skills Visual skills Refinement of vocabulary	Scie & Tech ECA – Grade 2 Syllabus bullet 8.2 Plus one pg 31-32 Activity 6.2	Assumed knowledge: Lnrs know proteins. Intro: Recap on vitamins. 1: Tr explains on fats. 2: In groups of four lnrs name food that gives our body fats. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts Food samples	
L 8 & 9 FRID	Classifying food	Identify and classify food in their groups.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 31-32 Unit exercise	Assumed knowledge: Learners food groups. Intro: Lnrs name the food groups they know. 1: Tr gives lnrs food pictures. 2: In groups of three, learners classify food according to their groups. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work done.	Sorting trays Food pictures	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26	Sources of food		Auditory skills	Science & Tech ECD – Grade 2	Assumed knowledge: Lnrs know maize. Intro: Tr introduces sources of food.	Charts	

WK 6 L 1 MON	Plants	Identify and name food we get from plants.	Visual skills Refinement of vocabulary	Syllabus bullet 8.2 Plus one pg 37-38 Activity 7.1	1: Tr explains on food that we get from plants. 2: In groups of three lnrs list food that we get from plants. 3: Groups give feedback. 4: Lnrs state local food that we get from plants. Conclusion: Class discussion.	Pictures Plants	
L 2 & 3 TUE	Meat	List at least two food that we get from meat.	Auditory skills Refinement of vocabulary Visual skills	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 37 Activity 7.2	Assumed knowledge: Lnrs know meat. Intro: Recap on food that we get from plants. 1: Tr explains on food we get from meat and gives an example. 2: In pairs, lnrs name food that we get from meat. 3: Groups give feedback. 4: Individually lnrs state two food that we get from meat. Conclusion: Class discussion.	Food samples Pictures Charts	
L 4 & 5 WED	Dairy	Identify and name dairy food.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 41 Unit exercise	Assumed knowledge: Lnrs know milk. Intro: Tr explains on dairy food. 1: Tr asks lnrs to list dairy food. 2: In groups of four, lnrs list dairy food. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Food samples Pictures	
L 6 & 7 THUR	Food preparation Indigenous and foreign food	Identify and name indigenous and foreign food.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 43 Activity 8.1 Exercise 8.1	Assumed knowledge: Lnrs know food. Intro: Tr explains on indigenous and foreign food. 1: Lnrs list indigenous and foreign food that they know. 2: In pairs, lnrs classify indigenous and foreign food. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Food samples Pictures Charts	

L 8 & 9	Food recipes	Describe and demonstrate the cooking process of cooking nutritious food.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 45 Activity 8.2- 8.4	Assumed knowledge: Lnrs know cooking. Intro: Tr explains on food recipes. 1: Tr asks Lnrs to list indigenous and foreign food recipes they know. 2: In groups of four Lnrs name and demonstrate cooking process of food. 3: Tr monitors and assists the weak. 4: Individually Lnrs describe how to cook food of own choice. Conclusion: Revision of the lesson.	Food samples Kitchen utensils Chef set	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7 L 1 MON	CROP, PLANTS AND ANIMALS Crop plants Grains	By the end of the lesson learners should be able to: Identify and name at least two types of grain plants.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 52- 53 Activity 9.1	Assumed knowledge: Lnrs know rice. Intro: Recap on types of plants. 1: Tr explains on grain plants and learners give examples. 2: In groups of three Lnrs select pictures of grain plants. 3: Groups present their work. 4: Individually Lnrs paste pictures of grain plants. Conclusion: Revision of the lesson.		
L 2 & 3 TUE	Vegetable plants	Identify and list at least three vegetable plants.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syll bullet 8.3 Plus one pg 52- 53 Activity 9.1 pg 54	Assumed knowledge: Lnrs know grain plants. 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: Individual written work. Conclusion: Class discussion	Pictures Charts Plants	
L 4 & 5	Fruit plants	Identify and name at least	Visual discrimination	Science & Tech ECD – Grade 2 Syll bullet 8.3	Assumed knowledge: Lnrs know mango. Intro: Recap on vegetable plants.	Pictures Charts	

WED		two fruit plants.	Team work Refinement of vocabulary	Plus one pg 52-53 Exercise 9.1 pg 54	1: Tr gives an explanation about fruit plants and Inrs list fruits they know. 2: In pairs Inrs select fruit plants from the given pictures. 3: Groups give feedback. 4: Inrs draw fruit plants individually. Conclusion: Revision of the lesson.	Plants	
L 6 & 7 THUR	Plant parts	Draw and label parts of a tree.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 54 Activity 9.2	Assumed knowledge: Inrs know a tree. Intro: Tr introduces parts of a tree. 1: Tr and Inrs tour the school orchard. 2: In pairs, Inrs state uses of each part of a tree. 3: Feedback from the groups. 4: Individually Inrs draw and label a tree. Conclusion: Questioning and answer.	Trees Charts	
L 8 & 9 FRID	Growth cycle of a crop plant	State and describe growth of a crop plant.	Visual discrimination Team work Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 56 Activity 9.4	Assumed knowledge: Inrs know plants. Intro: Recap on parts of a tree. 1: Tr explains on growth of a crop plant. 2: In fours, Inrs describe growth of a crop plant on a given picture. 3: Groups present their work. 4: Individually Inrs draw and label growth cycle of a crop plant. Conclusion: Class discussion.	ICT tools Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 L 1	CROP, PLANTS AND ANIMALS Vegetable gardening	By the end of the lesson Inrs should be able to: Identify and name types of	Auditory skills Team work	Science & Tech ECD – Grade 2 Syllabus bullet 8.3	Assumed knowledge: Inrs know plants. Intro: Inrs list the plants they know. 1: Tr and Inrs visit the school garden. 2: In pairs Inrs name vegetables found in the school garden. 3: Feedback from the groups.	Vegetable garden Pictures Charts	

MON	Types of vegetables	garden vegetables.	Refinement of vocabulary	Plus one pg 59-60 activity 10.1 Exercise 10.1	4: Individual written work. Conclusion: Revision of the lesson.		
L 2 & 3 TUE	Vegetable planting	Demonstrate and describe how to plant vegetables.	Visual discrimination Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 61 Activity 10.2 pg 62	Assumed knowledge: Learners know vegetables. Intro: Recap of the previous lesson. 1: Tr explains and demo how to plant vegetables. 2: In groups of four Inrs demo how to plant vegetables. 3: Groups present their work. 4: Individually Inrs demo planting of vegetables. Conclusion: Revision of work.	Seeds Garden tools	
L 4 & 5 WED	Vegetable caring	State and describe ways of caring for vegetable plants.	Visual skills Team work Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 62 Activity 10.3 pg 63	Assumed knowledge: Lnrns know vegetables. Intro: Recap on planting vegetables. 1: Tr explains and demo how to care for vegetable plants. 2: In fours, Inrs demo how to care for vegetable plants. 3: Grps give feedback. 4: Individually Inrs describe how to care for vegetables. Conclusion: Class discussion.	Posters Garden tools	
L 6 & 7 THUR	Vegetable harvesting	Demonstrate how to harvest garden vegetables.	Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 63 Activity 10.4 pg 64	Assumed knowledge: Lnrns know vegetables. Intro: Recap on caring for the vegetables. 1: Tr explains and demonstrate harvesting vegetables. 2: In fours, Inrs demonstrate how to harvest vegetables. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Charts Garden tools	
L 8 & 9			Visual discrimination	Science & Tech ECD – Grade 2	Assumed knowledge: Lnrns can answer questions. Intro: Tr explains on answering questions.	Vegetable pictures	

FRID	Assessment test	Answer at least three questions of the assessment test.	Refinement of vocabulary Finger dexterity	Syllabus bullet 8.3 Plus one pg 64	1: Tr gives Lnrs an assessment test. 2: Lnrs write and answer questions. 3: Remedial and extension. Conclusion: Revision of the work.		
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES/	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 L1 MON	CROP, PLANTS AND ANIMALS Domestic animals	By the end of the lesson Lnrs should be able to: Identify and name domestic animals.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 69	Assumed knowledge: Lnrs know a dog. Intro: Reciting “old MacDonald”. 1: Tr explains on domestic animals. 2: In groups of four Lnrs list domestic animals. 3: Groups give feedback. 4: Lnrs draw two domestic animals individually. Conclusion: Class discussion.	Animal pictures Charts	
L 2 & 3 TUE	Wild animals	Name and describe wild animals.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 70	Assumed knowledge: Lnrs know an elephant. Intro: Recap on domestic animals. 1: Tr gives an explanation about wild animals. 2: In pairs Lnrs list wild animals. 3: Groups presentation. 4: Lnrs read pictures of domestic animals individually. Conclusion: Class discussion.	Animal pictures Charts	
L 4 & 5 WED	Classifying domestic and wild animals	Classify animals into domestic and wild.	Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 67 Activity 11.3	Assumed knowledge: Lnrs know a cat. Intro: Lnrs name animals they know. 1: Tr asks Lnrs the difference between domestic and wild animals. 2: In pairs Lnrs describe the difference between domestic and wild animals. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Animal pictures Charts	

L 6 & 7 THUR	Animal habitats	Identify and match at least three animals to their habitats.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 68 Activity 11.4	Assumed knowledge: Learners know a hut. Intro: Recap on domestic and wild animals. 1: Teacher explains on animal habitats. 2: In groups of four learners name habitats of assigned animals. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	ICT tools Charts	
L 8 & 9 FRID	Modelling animals	Make models of animals using locally available materials.	Finger dexterity Visual skills Creativity	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 71 Activity 11.5	Assumed knowledge: Lnrns know a dog. Intro: Lnrns list the animals they know. 1: Tr gives demonstrates modelling a cow while Lnrns observe. 2: Lnrns model a cow using locally available materials. 3: Tr monitors Lnrns and assists the weak. 4: Lnrns describe their work individually. Conclusion: Displaying of work.	Locally available materials	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES/	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 L1 MON	CROP, PLANTS AND ANIMALS Food chain Basic components of a food chain - <i>Producer</i>	By the end of the lesson learners should be able to: Identify and name producers of a food chain.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 73-74 Activity 12.1	Assumed knowledge: Lnrns know food. Intro: Tr introduces a food chain. 1: Tr gives an example of a producer on a food chain. 2: In pairs Lnrns identify and describe producer on a given food chain. 3: Presentation of the groups. 4: Individually Lnrns state role of a producer on a food chain. Conclusion: Class discussion.	Charts Chalkboard illustration	
L 2 & 3	Consumer	Name and describe	Auditory skills Visual skills	Science & Tech ECD – Grade 2	Assumed knowledge: Lnrns know a food chain. Intro: Tr explains on consumers.	Charts	

TUE		consumers of a food chain.	Refinement of vocabulary	Syllabus bullet 8.3 Plus one pg 75 Exercise 12.1	1: Tr gives an example of a consumer on a food chain. 2: In pairs Lnrs identify and describe a consumer. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration	
L 4 & 5 WED	Construction- food chain	Construct simple food chain using pictures.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 75 Activity 12.1	Assumed knowledge: Lnrs know a food chain. Intro: Recap of the previous lesson. 1: Tr gives an example of a food chain. 2: In pairs Lnrs create their own food chain using given pictures. 3: Groups present their work. 4: Individually Lnrs create their own food chain. Conclusion: Class discussion.	Charts ICT tools Pictures	
L 6 & 7 THUR	Drawing- food chain	Draw simple food chain.	Visual discrimination Critical thinking	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 77 Activity 12.3	Assumed knowledge: Lnrs can draw. Intro: Question and answer on food chain. 1: Tr demo drawing a simple food chain. 2: In pairs Lnrs draw simple food chains. 3: Feedback from the groups. 4: Individually Lnrs draw simple food chain. Conclusion: Class discussion.	Charts Pencils	
L 8 & 9 FRI	Revision - Food chain	Answer at least three questions on food chain.	Visual skills Creativity	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 77-78	Assumed knowledge: Lnrs know a food chain. Intro: Recap on food chain. 1: Tr gives Lnrs questions to answer. 2: In pairs Lnrs answer given questions. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Food chain puzzles	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES/	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26	REVISION	By the end of the lesson	Auditory skills	Science & Tech ECD – Grade 2	Assumed knowledge: Lnrs know healthy food. Intro: Tr introduces food groups.	Food samples	

WK 11 L1 MON	FOOD AND NUTRITION Food groups Carbohydrates	learners should be able to: Class food which gives us carbohydrates.	Refinement of vocabulary	Syllabus bullet 8.2 Plus one pg 32	1: Tr explains on carbohydrates. 2: In groups of fours, Inrs identify and discuss about food that gives us energy. 3: Groups present their work. 4: Individually, Inrs state the importance of carbohydrates to human body. Conclusion: Class discussion.	Charts	
L2 & 3 TUE	Proteins	Identify and describe food that gives us proteins.	Auditory skills Refinement of vocabulary Turn taking	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 32	Assumed knowledge: Lnrns know eggs. Intro: tr introduces and explains about proteins. 1: Tr gives Inrs to identify food that gives us proteins. 2: In pairs Inrs list food that gives us proteins. 3: Presentation of the groups. 4: Individually Inrs state the functions of proteins to our body. Conclusion: Class discussion.	Food samples Charts	
L4 & 5 WED	Vitamins	Identify and name food that gives us vitamins.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 32	Assumed knowledge: Lnrns know oranges. Intro: Lnrns list the fruits they know. 1: Tr gives an explanation on vitamins. 2: In pairs Inrs name food that gives us vitamins. 3: Groups present their work. 4: Individually Inrs state functions of vitamins to our body. Conclusion: Class discussion.	Food samples Charts	
L6 & 7 THUR	Fats	Name and describe food that gives us fats.	Auditory skills Visual skills Refinement of vocabulary	Scie & Tech ECA – Grade 2 Syllabus bullet 8.2 Plus one pg 32	Assumed knowledge: Lnrns know proteins. Intro: Recap on vitamins. 1: Tr explains on fats. 2: In fours Inrs name food that gives us fats. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Food samples Charts	
L 8 & 9			Visual discrimination	Science & Tech ECD – Grade 2	Assumed knowledge: Learners food groups. Intro: Lnrns name the food groups they know.	Food pictures	

FRID	Classifying food	Identify and classify food in their groups.	Auditory skills Refinement of vocabulary	Syllabus bullet 8.2 Plus one pg 32	1: Tr gives Lnr's food pictures. 2: In groups of three, learners classify food according to their groups. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work done.	Sorting trays	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 & 2	REVISION HEALTH AND HYGIENE Food hygiene Proper food handling	By the end of the lesson learners should be able to: State and describe at least two proper ways of handling food.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 8	Assumed knowledge: Lnr's know food. Intro: Lnr's list the food they know. 1: Tr explains on food handling. 2: In groups of three Lnr's identify and name proper food handling practices. 3: Groups give feedback. 4: Individually Lnr's state one proper way of handling food. Conclusion: Revision of the lesson.	Food samples Charts Food pictures	
L 2 & 3	Importance of safe food handling	Describe and discuss about the importance of safe handling of food.	Visual discrimination Auditory skills	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 10	Assumed knowledge: Lnr's know food. Intro: Recap on food handling. 1: Tr asks Lnr's the importance of safe food handling. 2: In groups of three Lnr's discuss about the importance of safe food handling. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Food samples Charts ICT tools	
L 4 & 5	Disease prevention Common diseases	Identify and state at least two common diseases.	Auditory skills Team work Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1	Assumed knowledge: Lnr's know flu disease. Intro: Tr introduces the lesson on common diseases. 1: Tr gives an example of a common disease. 2: In pairs, Lnr's name and state causes of common diseases.	ICT tools Charts Pictures	

				Plus one pg 27	3: Groups give feedback. 4: Lnrs state common disease in their community individually. Conclusion: Class discussion.		
L 6 & 7	Ways of preventing common diseases	State and discuss about ways of preventing diseases.	Auditory skills Fluency Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 28	Assumed knowledge: Lnrs know diseases. Intro: Recap on common diseases. 1. Tr asks Lnrs ways of preventing assigned common diseases. 2. In pairs Lnrs discuss about ways of preventing assigned common disease. 3. Feedback from the groups. 4. Individual written work. Conclusion: Question and answer.	Story pictures	
L 8 & 9	Sources of food Plants	Identify and name sources of food.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 37	Assumed knowledge: Lnrs know maize. Intro: Tr introduces sources of food. 1: Tr asks Lnrs sources of food. 2: In groups of three Lnrs list sources of food. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Food samples Charts Pictures	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: Physical Education

Topics:

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

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

Methods to be used

- ❖ Discussions
- ❖ Group projects
- ❖ Demonstrations

Broad aims

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

Cross Cutting Themes

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

Teacher's Name: _____

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK 1 TUE L1 & 2	SAFETY AND HEALTH Safety Safety rules- Safety with self and others	By the end of lesson Lnrs shld be able to: List safety rules in school and practice safety with self and others.	Visual skills Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 1-2 Activity 1.1	Assumed knowledge: Lnrs know harmful things. Intro: Singing “Ndabaiwa moyo”. 1: Lnrs list safety rules at school. 2: In threes Lnrs discuss and practice safety with self and others. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools PE & Art area	
WED L 3 & 4	Safe and unsafe objects.	Identify and discuss about safe and unsafe objects about use and handling.	Refinement of vocabulary Auditory skills Visual skills	Physical Edn ECD – Grade 2 infant Syllabus Page 37 Plus one pg 4 Exercise 1.1	Assumed knowledge: Lnrs know harmful things. Intro: Singing “Ndabaiwa moyo”. 1: Tr explains on safe and unsafe objects. 2: In threes Lnrs identify safe and unsafe objects. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson	PE & Art area	
THUR L 5 & 6	Storage of equipment	Identify and demonstrate safe storage and caring of different objects.	Auditory skills Refinement of vocabulary Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 3	Assumed knowledge: Lnrs can handle pencils. Intro: Recap on safe and unsafe objects. 1: Tr explains on storage and caring of objects. 2: In pairs Lnrs demo and explain how to store and care for given objects. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools PE & Art area	

FRID L 7 & 8	Rules and regulations on the use of equipment	Formulate safety rules and regulations to be followed with and without apparatus, equipment and instruments.	Gross motor skills Auditory skills Self- expression	Physical Edn ECD – Grade 2 infant Syllabus Page 37 Plus one pg 5-6 Unit exercise pg 8	Assumed knowledge: Lnrns know classroom rules. Intro: Lnrns state classroom rules. 1: Tr explains on rules and regulations on handling PE and Art objects. 2: In threes formulate their own rules. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	PE & Art area Resource person	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 MON L 1 & 2	SAFETY AND HEALTH Safety Executing safety rules	By the end of lesson learners shld be able to: Demonstrate various ways of caring for the equipment.	Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one page	Assumed knowledge: Lnrns know safety rules. Intro: Lnrns list formulated rules and regulations. 1: Tr asks Lnrns to execute the formulated rules. 2: In groups of three Lnrns demo formulated rules. 3: Feedback from the groups. 4: Individually Lnrns demo one formulated rule. Conclusion: Class discussion.	PE & Art area	
TUE L 3 & 4	Health Physical fitness and mental health.	Demonstrate various ways that promotes physical fitness and mental health.	Visual skills Team work Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 9-10 Activity 2.1	Assumed knowledge: Lnrns know safety rules. Intro: Recap on safety rules. 1: Tr explains on physical fitness and mental health. 2: Lnrns read a story about physical fitness in pairs. 3: Feedback from the groups. 4: Individually Lnrns demo activities that promotes physical fitness. Conclusion: Class discussion	School environment	
WED L 5 & 6	Healthy and unhealthy food.	Identify healthy and unhealthy food.	Visual skills Refinement of vocabulary	Physical Edn ECD – Grade 2 infant Syll Pg 37 Plus one pg	Assumed knowledge: Lnrns know food. Intro: Singing “ food is very good ”. 1: Tr explains on healthy and unhealthy food. 2: In pairs Lnrns list healthy and unhealthy food. 3: Feedback from the groups.	Pictures samples Food pyramid	

				11-12 Activity 2.2	4: Individually lnrs name healthy food. Conclusion: Revision of the lesson.		
THUR L 7 & 8	Good eating habits.	Identify and describe good eating habits	Visual skills Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 13 Exercise 2.3	Assumed knowledge: Lnrs can kneel down. Intro: Recap on healthy and unhealthy food. 1: Tr explains on good eating habits. 2: In pairs, lnrs read about good eating habits. 3: Presentation of the groups. 4: Individually lnrs describe one eating habit. Conclusion: Class discussion.	Charts ICT tools	
FRID L 9 & 10	Dangers of poor hygiene.	Identify and role play dangers of poor hygiene.	Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 15 Activity 2.3	Assumed knowledge: Lnrs know personal upkeep. Intro: Recap on good eating habits. 1: Lnrs list dangers of poor hygiene practices. 2: In fours lnrs role play the dangers of poor hygiene. 3: Groups give feedback. 4: Individually lnrs state one danger caused by poor hygiene. Conclusion: Singing “manyoka nekurutsa zvinouraya”	Pictures of health issues ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 MON L 1 & 2	SAFETY AND HEALTH Health Personal hygiene	By the end of lesson learners shld be able to: Perform and describe activities that promote their personal hygiene.	Auditory skills Refinement of vocabulary Visual skills	Physical Edn ECD – Grade 2 infant Syllabus Page 37 Plus one pg 16-17 Activity 2.4	Assumed knowledge: Lnrs know a leg. Intro: Tr explains on personal hygiene. 1: Lnrs list ways of promoting personal hygiene. 2: In pairs lnrs demo personal hygiene of own choice. 3: Groups present their work. 4: Individually lnrs demo activities that promote physical fitness. Conclusion: Revision of the lesson.	ICT tools Charts	

TUE L 3 & 4	Environmental hygiene	Describe environmental hygiene and state the importance of having a clean environment.	Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 17	Assumed knowledge: Lnrns can sweep. Intro: Singing “don’t throw rubbish”. 1: Tr explains on healthy environmental hygiene. 2: In groups of four Lnrns discuss about ways of promoting environmental hygiene. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	ICT tools Charts	
WED L 5 & 6	Axial movement e.g. twisting, stretching, lifting, bending etc.	Exercise regularly to enhance muscular development, strength and body coordination.	Weight transfer and bearing	Physical Edn ECD – Grade 2 infant Syllabus Page 37	Assumed knowledge: Lnrns can jump. Intro: warm up activities. 1: Tr demo bending and stretching activities. 2: In fours Lnrns demo bending and stretching. 3: Presentation of the groups. 4: Individually Lnrns demo stretching activities. Conclusion: Cool down.	Pictures of health issues ICT tools	
THUR L 7 & 8	Aerobics	Demonstrate aerobics to develop health related elements of fitness.	Visual skills Coordination of muscles Self- expression	Physical Education ECD – Grade 2 infant Syllabus Page 37	Assumed knowledge: Lnrns can dance. Intro: Tr explains on aerobics. 1: Tr plays a video on aerobics. 2: Lnrns perform the aerobics in groups of five. 3: Presentation of the groups. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor	
FRID L 9 & 10	Health and wellness tests and measurement	Perform testing and measurements through different activities.	Weight transfer and bearing Visual skills Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37 Plus one pg 18-19 Unit exercise	Assumed knowledge: Lnrns play games. Intro: Tr explains on testing and measuring health and wellness. 1: Tr gives learners task to perform in groups. 2: In groups of four Lnrns perform the given task. 3: Groups present their work. 4: Individually learners state the importance of testing health and wellness. Conclusion: Class discussion.	Outdoor Safety equipment	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 MON L 1 & 2	HUMAN BODY Body parts Different parts of human body	By the end of lesson learners should be able to: Identify parts of human body.	Auditory skills Visual skills	Physical Edn ECD – Grade 2 infant Syllabus Page 38 Plus one pg 21 Activity 3.1	Assumed knowledge: Lnrns know a head. Intro: Singing “my body parts”. 1: Lnrns identify and name their body parts. 2: Reciting “head and shoulders” in threes. 3: Grps presentation. 4: Individually Lnrns draw human body parts. Conclusion: Class discussion.	Charts Pencils	
 TUE L 3 & 4	Functions of body parts	Identify and discuss about functions of different parts of human body.	Visual skills Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 38 Plus one pg 22-23 Exercise 3.1	Assumed knowledge: Lnrns know a leg. Intro: Recap on human body parts. 1: Tr and Lnrns discuss about functions of different body parts. 2: In pairs Lnrns demo how to use their body parts. 3: Feedback from groups. 4: Individual matching of body parts to their function. Conclusion: Singing “bata musoro”	Charts ICT tools	
 WED L 5 & 6	Caring for body parts	Demonstrate how to care for their body parts.	Self- expression Visual skills Auditory skills Finger dexterity	Physical Edn ECD – Grd 2 infant Syll Pg 38 Plus one pg 24-25 Activity 3.2	Assumed knowledge: Lnrns can bath themselves. Intro: Lnrns list ways of caring for their body parts. 1: Tr demo brushing teeth. 2: In pairs Lnrns demo how to care for their teeth. 3: Feedback from the groups. 4: Individually Lnrns brush their teeth. Conclusion: Class discussion.	Water Tooth paste Teeth brush Tumblers	
 THUR L 7 & 8	Human beings are of different sexes	Differentiate between males and females.	Visual skills Auditory skills Critical thinking	Physical Education ECD – Grade 2 infant Syllabus Page 38 Plus one pg 26	Assumed knowledge: Lnrns know their gender. Intro: Recap on uses of body parts. 1: Lnrns discuss about the difference between girls and boys. 2: In grps of five Lnrns play a game song “dudu muduri” naming of boys and girls. 3: Groups give feedback.	Charts Pencils ICT tools	

				Activity 3.3	4: Lnrns draw themselves. Conclusion: Revision of work done.		
FRID L 9 & 10	Modeling a human body	Model a human body showing creativity.	Refinement of vocabulary Visual skills Creativity	Physical Edn ECD – Grade 2 infant Syllabus Page 38	Assumed knowledge: Lnrns know human body. Intro: Lnrns list males and females in their class. 1: Tr demo modelling a human body. 2: Lnrns make models of human body using locally available materials. 3: Tr monitors and assists the weak. 4: Displaying of work. Conclusion: Class discussion.	ICT tools Locally available materials	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26 WK 5 MON L 1 & 2	HISTORY OF ARTS Music and dance Role of music from past to present	By the end of lesson Lnrns shld be able to: State the role of music from the past to present.	Visual skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 29-30 Activity 4.1	Assumed knowledge: Lnrns can sing rhymes. Intro: Lnrns listen to the played music by the tr. 1: Tr explains on past and present music. 2: In groups of four Lnrns discuss about role of music from past to present. 3: Groups present their work. 4: Individually Lnrns sing song of own choice. Conclusion: Revision of the lesson.	ICT tools	
TUE L 3 & 4	Music from the community	Identify and state different music in their community.	Auditory skills Visual skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 31	Assumed knowledge: Lnrns can sing. Intro: Recap of the roles of the music. 1: Tr asks Lnrns music from their community. 2: In pairs Lnrns list music in their community. 3: Groups present their work. 4: Individually Lnrns sing one community song. Conclusion: Class discussion.	ICT tools	
WED L 5 & 6	Dance styles	Sing and demonstrate traditional dance styles.	Gross motor skills Auditory skills	Physical Edn ECD – Grade 2 infant Syllabus Page 39 – 40	Assumed knowledge: Learners can dance. Intro: Tr plays a video on traditional dance style. 1: Tr explains and demo Mhande dance style. 2: Lnrns perform Mhande dances style in fives. 3: Groups give feedback.	ICT tools	

			Creativity	Plus one pg 36 Activity 4.2	4: Individual dancing. Conclusion: Revision of the lesson.		
THUR L 7 & 8	Props and costumes	Identify and name local dance props and costumes.	Auditory skills Visual skills Refinement of vocabulary	Physical Edn ECD – Grade 2 infant Syllabus Page 39 – 40	Assumed knowledge: Lnrns know a drum. Intro: Recap on community dance styles. 1: Tr explains on local props and costumes. 2: In threes Lnrns name pictures of props and costumes. 3: Groups present their work. 4: Individually Lnrns demo using the given props. Conclusion: Class discussion.	ICT tools PE & Art area	
FRI L 9 & 10	Local culture songs	Sing at least two songs from Zimbabwe culture.	Gross motor skills Auditory skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 33	Assumed knowledge: Lnrns can sing. Intro: Lnrns list local cultural songs they know. 1: Tr asks Lnrns to sing cultural songs. 2: In groups of four Lnrns sing cultural song of own choice. 3: Groups present their work. 4: Individually Lnrns recite a cultural song. Conclusion: Class discussion.	ICT tools Outdoor	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 MON L 1 & 2	HISTORY OF ARTS Dance performances	By the end of lesson learners should be able to: Dance to a variety of music from their community.	Visual skills Weight transfer & Bearing	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 36 Activity 4.2	Assumed knowledge: Lnrns can dance. Intro: Tr read about traditional dances for Lnrns. 1: Lnrns list the dances in the story. 2: In groups of four Lnrns perform the instructed traditional dance. 3: Groups give feedback. 4: Individually Lnrns dance to the rhythm of the music. Conclusion: Class discussion.	ICT tools	
TUE	Watching video.	Watch and imitate various	Visual skills	Physical Education ECD – Grade 2	Assumed knowledge: Lnrns can sing. Intro: Recap on dance performances. 1: Tr plays a video on dance performances.	ICT tools	

L 3 & 4		dance performances from their community.	Weight transfer & Bearing Auditory skills	infant Syllabus Page 39 – 40	2: Lnrs name the dance performed in the video. 3: In pairs Lnrs dance performed in the video. 4: Feedback from the groups. 5: Individual performance. Conclusion: Class discussion.		
WED L 5 & 6	Visual Arts Visual arts in the past and present	Name at least two visual arts in the past and present	Visual skills Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 39 - 40 Plus one pg 49 Activity 5.1	Assumed knowledge: Lnrs know artworks. Intro: Tr explains on visual arts in the past and present. 1: Lnrs list the visual arts they know. 2: In pair Lnrs classify past and present visual arts. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	PE & Art area Charts	
THUR L 7 & 8	Visual artists in the community	Name visual artists in the community and their works.	Visual skills Refinement of vocabulary Auditory skills	Physical Edn ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 42-43 Activity 5.2	Assumed knowledge: Lnrs know local dance. Intro: Recap of the previous lesson. 1: Tr list visual arts in the community. 2: In pairs Lnrs describe works of visual artists in their community. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	PE & Art area Charts	
FRID L 9 & 10	Categorizing visual arts objects.	Classify works of art from a variety of places and times.	Visual skills Team work Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 50-51	Assumed knowledge: Lnrs know artworks. Intro: Lnrs list the artworks they know. 1: Tr explains on works of art from a variety of places and times. 2: In pairs Lnrs classify works of art. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Visual arts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

27/02/26 WK 7 MON L 1 & 2	HISTORY OF ARTS Visual Arts Role of visual arts and artists	By the end of lesson learners should be able to: Identify and describe roles of visual arts and artists.	Refinement of vocabulary Team work Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 53-54	Assumed knowledge: Lnrs know visual arts. Intro: Lnrs list the visual arts and artists. 1: Tr asks Lnrs roles of visual arts and artists. 2: In threes Lnrs discuss about roles of visual arts and artists. 3: Groups give feedback. 4: Lnrs list visual artists in the community individually. Conclusion: Class discussion.	Musician posters ICT tools	
TUE L 3 & 4	Artworks	Create artworks using art materials from different cultures.	Visual skills Team work Creativity	Physical Edn ECD – Grade 2 infant Syll Page 39 – 40 Plus one pg 55-57 Activity 6.1 Activity 6.2	Assumed knowledge: Lnrs know artworks. Intro: Recap of the previous lesson. 1: Tr explains on creating artworks using locally available materials. 2: Lnrs create artworks using available materials. 3: Tr monitors and assists the weak. 4: Displaying of work. Conclusion: Class discussion.	Artworks ICT tools	
WED L 5 & 6	Theatre Roles of theatre	Identify and describe roles in theatre, film and animations.	Auditory skills Team work Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 59	Assumed knowledge: Lnrs play games. Intro: Lnrs list the films they know. 1: Tr explains on theatre, film and animations. 2: In pairs Lnrs discuss about the roles of the theatre. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools	
THUR L 7 & 8	Children theatre Performances	Respond and perform to a variety of children's theatre.	Gross motor skills Self – expression	Physical Edn ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 60 Activity 7.1	Assumed knowledge: Lnrs know movies. Intro: Lnrs list movies they know. 1: Tr explains on theatre performances. 2: In fours Lnrs perform theatre of own choice. 3: Groups present their work. 4: Lnrs state the benefits from children's theatre. Conclusion: Revision of the lesson.	ICT tools	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7 MON L 1 & 2	HISTORY OF ARTS Visual Arts Role of visual arts and artists	By the end of lesson learners should be able to: Identify and describe roles of visual arts and artists.	Refinement of vocabulary Team work Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 60	Assumed knowledge: Lnrns know visual arts. Intro: Recap on visual arts and artists. 1: Tr asks Lnrns roles of visual arts and artists. 2: In threes Lnrns discuss about roles of visual arts and artists. 3: Groups give feedback. 4: Lnrns list visual artists they know in the community individually. Conclusion: Class discussion.	Musician posters ICT tools	
TUE L 3 & 4	Artworks	Create artworks using art materials from different cultures.	Visual skills Team work Creativity	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 64	Assumed knowledge: Lnrns know artworks. Intro: Recap of the previous lesson. 1: Tr explains on creating artworks using locally available materials. 2: Lnrns create artworks using available materials. 3: Tr monitors and assists the weak. 4: Displaying of work. Conclusion: Class discussion.	ICT tools Artworks	
WED L 5 & 6	Theatre Roles of theatre	Identify and describe roles in theatre, film and animations.	Auditory skills Team work Refinement of vocabulary	Physical Edn ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 60 Activity 7.1	Assumed knowledge: Lnrns play games. Intro: Lnrns list the films they know. 1: Tr explains on theatre, film and animations. 2: In pairs Lnrns discuss about the roles of the theatre. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts	
THUR L 7 & 8	Children theatre Performances	Respond and perform to a variety of	Gross motor skills Self – expression	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40	Assumed knowledge: Lnrns know movies. Intro: Lnrns list movies they know. 1: Tr explains on theatre performances. 2: In fours Lnrns perform theatre of own choice. 3: Groups present their work.	ICT tools	

		children's theatre.		Plus one pg 61	4: Lnrs state the benefits from children's theatre. Conclusion: Revision of the lesson.		
FRID L 9 & 10	Storytelling	Retell stories from the community.	Auditory skills Refinement of vocabulary Self – expression	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 62 Activity 7.2	Assumed knowledge: Lnrs can tell stories. Intro: Recap of the previous lesson. 1: Tr tells a story while Lnrs are listening. 2: In fours Lnrs retell stories from the community. 3: Groups present their work. 4: Individually Lnrs state community characters and their work. Conclusion: Class discussion.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 MON L 1 & 2	GYMNASTICS Weight bearing/ balancing One point balance	By the end of lesson learners should be able to: Balance on one point without apparatus.	Visual skills Balancing Team work Weight transfer	Physical Edn ECD – Grade 2 infant Syll Pg 41 Plus one pg 65-67 Activity 8.1	Assumed knowledge: Lnrs can play pada. Intro: Game song “Jongwe mukuru”. 1: Tr explains and demo one point balance. 2: In pairs learners demo one point balance. 3: Presentation of the groups. 4: Individual balancing with one leg. Conclusion: Class discussion.	ICT tools Outdoor	
TUE L 3 & 4	Two point balance	Demonstrate two point balance.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 67	Assumed knowledge: Lnrs can hop and jump. Intro: Recap on one point balance. 1: Tr demo two point balance while Lnrs observe. 2: In pairs learners demo wheel barrow pushing. 3: Groups present their work. 4: Individual demo on two points of the body parts. Conclusion: Class discussion.	ICT tools Outdoor	
WED L 5 & 6	Three point balance	Demonstrate three point balance.	Visual skills Balancing Team work	Physical Education ECD – Grade 2 infant Syllabus Page 41	Assumed knowledge: Lnrs can balance on one leg. Intro: Recap on two balance. 1: Tr explains and demo three point balance. 2: Lnrs practice three point balance in threes.	ICT tools Outdoor	

			Weight transfer	Plus one pg 68 Activity 8.2	3: Groups present their work. 4: Individual balancing on three points. Conclusion: Class discussion on the lesson done.		
THUR L 7 & 8	Four point balance	Demonstrate four point balance.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 70	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.	ICT tools Outdoor	
FRID L 9 & 10	Five point balance	Demonstrate five point balance.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 71	Assumed knowledge: Lnrns can balance on legs. Intro: Recap on four point balance. 1: Tr demo five point balance. 2: In groups learners balance on five points. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 MON L 1 & 2	GYMNASTICS Weight bearing/ balances Six point balance	By the end of lesson learners shld be able to: Demonstrate six point balance using apparatus.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 72	Assumed knowledge: Lnrns can balance. Intro: Learners list the balances they know. 1: Tr plays a video on six point balance. 2: In fives lnrns demo six point balance. 3: Groups present their work. 4: Individually learners demo six point balance. Conclusion: Cool down.	ICT tools Outdoor	
TUE L 3 & 4	Shapes and formations	Create balances while forming shapes and formations.	Visual skills Eye hand coordination	Physical Education ECD – Grade 2 infant Syllabus Page 41	Assumed knowledge: Lnrns know shapes. Intro: Tr explains on creating balances to form shapes and formations. 1: Tr demo with few lnrns to form a pyramid. 2: In groups of seven lnrns create a pyramid. 3: Groups present their work.	ICT tools Outdoor	

			Team work	Plus one pg 76	Conclusion: Class discussion.		
WED L 5 & 6	Group balances	Create balances in pairs or groups.	Visual skills Team work Finger dexterity	Physical Education ECD – Grade 2 infant Syllabus Page 41	Assumed knowledge: Learners can balance. Intro: Tr explains on group balances. 1: Tr plays a video on group balances. 2: In groups of six lnrs demo group balance. 3: Groups present their work. 4: Individually learners list combined balances. Conclusion: Cool down.	ICT tools Outdoor	
THUR L 7 & 8	Balancing with apparatus	Demonstrate balancing on and with prescribed apparatus.	Visual skills Gross motor skills Team work	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 72	Assumed knowledge: Lnrs can balance. Intro: Tr explains on balancing using apparatus. 1: Tr explains on balancing with apparatus. 2: In fours lnrs balance with prescribed apparatus. 3: Grps present their work. 4: Individually lnrs balance with apparatus. Conclusion: Class discussion.	ICT tools Outdoor	
FRID L 9 & 10	Balance tests and formations	Perform balance tests and measurements for 10 seconds	Gross motor skills Space awareness	Physical Edn ECD – Grd 2 infant Syll Page 41 Plus one pg 73 Activity 8.3	Assumed knowledge: Lnrs can balance. Intro: Recap on matching balances. 1: Tr gives lnrs task to perform. 2: Lnrs perform the assigned task by the teacher. 3: Tr observe the lnrs performing. Conclusion: Class discussion.	Watch Outdoor	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 MON L 1 & 2	GYMNASTICS Locomotion/ Movement- Elementary movement One time motion in	By the end of lesson learners should be able to: Move from point A to B in response to stimuli.	Visual skills Weight transfer and Bearing Space awareness	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 79 Activity 9.2	Assumed knowledge: Learners can walk. Intro: Tr explains on movement in response to the stimuli. 1: Tr demo movement in response to the stimuli. 2: In threes lnrs move for a distance as instructed by the tr. 3: Groups present their work. 4: Individual movement as per instruction.	ICT tools Outdoor	

	response to stimuli				Conclusion: Cool down.		
TUE L 3 & 4	Continuous motion	Move continuously from point A to B with speed, direction and rhythm.	Visual skills Weight transfer and Bearing Space awareness	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 79-82	Assumed knowledge: Lnrns can run. Intro: Recap of the previous lesson. 1: Tr demo movement with speed towards a direction. 2: In fives lnrns move with speed in response to the rhythm. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor Cones	
WED L 5 & 6	Movement on different body parts	Demonstrate movement using different parts of the body.	Visual skills Weight transfer and Bearing Space awareness	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 83	Assumed knowledge: Lnrns can walk. Intro: Reciting “follow the leader”. 1: Tr demo movement using body parts. 2: In pairs, lnrns make movement using their body parts. 3: Groups present their work. 4: Individual demonstration. Conclusion: Game song “Kana ndikadai”.	ICT tools Outdoor Cones	
THUR L 7 & 8	Movement without apparatus	Move from point A to B without apparatus to a given direction.	Visual skills Weight transfer and Bearing Space awareness	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 80	Assumed knowledge: Lnrns can walk freely. Intro: Tr explains on movement without apparatus. 1: Tr demo movement towards a direction. 2: In threes lnrns move towards a direction as per instruction. 3: Groups present their work. 4: Individual demonstration. Conclusion: Cool down activities.	ICT tools Outdoor	
FRID L 9 & 10	Movement with apparatus	Demonstrate movement with apparatus	Visual skills Weight transfer and Bearing	Physical Education ECD – Grade 2	Assumed knowledge: Lnrns can run. Intro: Recap of the previous lesson. 1: Tr demo movement with apparatus.	ICT tools Outdoor	

		in different ways.	Space awareness	infant Syllabus Page 44 Plus one pg 81 Activity 9.1	2: In fives Inrs move in different ways with apparatus. 3: Groups present their work. 4: Individual demo using apparatus. Conclusion: Class discussion.	Cones	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 & 2 MON	REVISION HISTORY OF ARTS Roles of music	By the end of lesson learners should be able to: State the role of music from the past to present.	Visual skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 30	Assumed knowledge: Lnrns can sing rhymes. Intro: Lnrns listen to the played music. 1: Tr explains on past and present music. 2: In groups of four Lnrns discuss about role of music. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	ICT tools Pencils	
L 3 & 4 TUE	Dance and costumes	Identify and state cultural dances and costumes from the community.	Auditory skills Refinement of vocabulary Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 46	Assumed knowledge: Lnrns wear uniforms. Intro: Lnrns name the cultural dances and costumes they know. 1: Tr plays a traditional song. 2: In fives Lnrns state the dance and the costumes used. 3: Groups give feedback. 4: Individually Lnrns state cultural dance and its costume. Conclusion: Revision of the lesson.	Props and costumes ICT tools	
L 5 & 6 WED	Local artists	Identify and state and state at least two local musicians and their songs.	Auditory skills Team work Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 39 – 40 Plus one pg 31	Assumed knowledge: Lnrns know local music. Intro: Tr plays a song of the local artist. 1: Lnrns name the local artist of the played song. 2: In pairs Lnrns list the local artists. 3: Feedback from the groups. 4: Individually Lnrns mime song of the local artist. Conclusion: Class discussion.	Pictures of musicians	

L 7 & 8 THUR	SAFETY AND HEALTH Healthy and unhealthy food	Identify and describe at least two healthy and unhealthy food.	Visual skills Auditory skills Refinement of vocabulary	Physical Edn ECD – Grade 2 infant Syllabus Page 37 Plus one pg 11-12	Assumed knowledge: Lnrns know food. Intro: Reciting “Food is very good”. 1: Tr list the food they know. 2: In pairs Lnrns sort pictures of healthy and unhealthy food. 3: Groups present their work. 4: Individually written work. Conclusion: Revision of work.	Food samples Pictures	
L 9 & 10 FRID	Safe and unsafe objects	Identify and describe at least two objects which are safe and unsafe.	Visual skills Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 37	Assumed knowledge: Lnrns know harmful things. Intro: Singing “Ndabaiwa moyo”. 1: Tr explains on safe and unsafe objects. 2: In threes Lnrns identify safe and unsafe objects. 3: Groups present their work. 4: Individual written work. Conclusion: Revision.	Pictures ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 & 2 MON	HUMAN BODY REVISION My body Jigsaw puzzle	By the end of lesson Lnrns shld be able to: Complete jigsaw puzzles of males and females.	Auditory skills Refinement of vocabulary Critical thinking	Physical Education ECD – Grade 2 infant Syllabus Page 38	Assumed knowledge: Lnrns know their sex. Intro: Lnrns name males and females in their class. 1: Tr gives Lnrns jigsaw puzzles. 2: In pairs, Lnrns complete the given puzzle. 3: Groups present their work. 4: Individually Lnrns complete the puzzles. Conclusion: Singing “Tumaoko, tumaoko”.	Jigsaw puzzles	
L 3 & 4 TUE	Body parts	Identify and state at least three body parts.	Auditory skills Refinement of vocabulary Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 38 Plus one pg 21	Assumed knowledge: Lnrns know a human being. Intro: Reciting “Head and shoulders”. 1: Lnrns name the human body parts they know. 2: In pairs Lnrns read pictures of human body parts. 3: Groups present their work. 4: Individually Lnrns name the body parts. Conclusion: Reciting “Chii chinorwadza.	Pictures ICT tools Charts	

L 5 & 6 WED	Functions of body parts	State and describe functions of different body parts.	Auditory skills Refinement of vocabulary Self - expression	Physical Education ECD – Grade 2 infant Syllabus Page 38 Plus one pg 22	Assumed knowledge: Lnrns know body parts. Intro: Recap of the previous lesson. 1: Tr state the function of the nose. 2: In fours lnrns discuss about the function of the body parts. 3: Groups present their work. 4: Individually lnrns name body part and its function. Conclusion: Singing “My body parts”.	Pictures Charts	
L 7 & 8 THUR	Care for the body	State and describe at least two way of caring for the body	Visual skills Team work Self – expression	Physical Education ECD – Grade 2 infant Syllabus Page 38 Plus one pg 24	Assumed knowledge: Lnrns can bath. Intro: Recap of the previous lesson. 1: Tr and lnrns name body parts. 2: In pairs lnrns describe how to care for body parts. 3: Groups present their work. 4: Individual written work. Conclusion: Displaying of work.	Pictures Charts	
L 9 & 10 FRID	Modeling a human body	Model a human body showing creativity.	Refinement of vocabulary Visual skills Creativity	Physical Edn ECD – Grade 2 infant Syllabus Page 38	Assumed knowledge: Lnrns know human body. Intro: Lnrns list males and females in their class. 1: Tr demo modelling a human body. 2: Lnrns make models of human body using locally available materials. 3: Tr monitors and assists the weak. 4: Displaying of work. Conclusion: Class discussion.	ICT tools Locally available materials	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 & 2	GYMNASTICS Weight bearing/ balancing	By the end of lesson learners should be able to:	Visual skills Balancing Team work	Physical Edn ECD – Grade 2 infant Syll Pg 41 Plus one pg	Assumed knowledge: Lnrns can play pada. Intro: Game song “Jongwe mukuru”. 1: Tr explains and demo one point balance. 2: In pairs learners demo one point balance. 3: Presentation of the groups.	ICT tools Outdoor	

MON	One point balance	Balance on one point without apparatus.	Weight transfer	65-67	4: Individual balancing with one leg. Conclusion: Class discussion.		
L 3 & 4 TUE	Two point balance	Demonstrate two point balance.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 67	Assumed knowledge: Lnrns can hop and jump. Intro: Recap on one point balance. 1: Tr demo two point balance while lnrns observe. 2: In pairs learners demo wheel barrow pushing. 3: Groups present their work. 4: Individual demo on two points of the body parts. Conclusion: Class discussion.	ICT tools Outdoor	
L 5 & 6 WED	Three point balance	Demonstrate three point balance.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 68	Assumed knowledge: Lnrns can balance on one leg. Intro: Recap on two balance. 1: Tr explains and demo three point balance. 2: Lnrns practice three point balance in threes. 3: Groups present their work. 4: Individual balancing on three points. Conclusion: Class discussion on the lesson done.	ICT tools Outdoor	
L 7 & 8 THUR	Four point balance	Demonstrate four point balance.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 41 Plus one pg 70	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.	ICT tools Outdoor	
L 9 & 10 FRID	Five point balance	Demonstrate five point balance.	Visual skills Balancing Team work	Physical Education ECD – Grade 2 infant Syllabus Page 41	Assumed knowledge: Lnrns can balance on legs. Intro: Recap on four point balance. 1: Tr demo five point balance. 2: In groups learners balance on five points. 3: Groups present their work. 4: Individual performance.	ICT tools Outdoor	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: English Language

Topics to be covered:

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

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

Methods to be used:

- ❖ Story telling

- ❖ Puzzles
- ❖ Singing and dancing

Broad aims:

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

Cross Cutting Themes:

- ❖ Career guidance, Health and ICT

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK 1 TUE L1	READING Left to right orientation	By the end of lesson learners should be able to: Demonstrate left to right orientation tracing letters	Refinement of vocabulary Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 1	Assumed knowledge: Lnr's know their right hand. Intro: Tr asks Lnr's their left and right hand and Lnr's respond. 1: Tr demo writing from left to right while Lnr's observe. 2: Lnr's draw lines in the air from left to right. 3: Tr assists the weak. 4: Individual written work. Conclusion: Class discussion.	Charts	
 L2	WRITING Pattern	Write and demonstrate	Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Lnr's can scribble. Intro: Recap on left to right orientation. 1: Tr introduces and demonstrate pattern writing. 2: Lnr's observe and write pattern in the air.	Charts	

		top to bottom orientation.	Finger dexterity	Plus one pg 2	3: Lnr's write the pattern on the ground. 4: Tr monitors and assists the weak. 5: Individual written work. Conclusion: Revision of the lesson.		
WED L3	SPEAKING Myself	Say and describe themselves.	Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 15-16	Assumed knowledge: Lnr's know their names. Intro: Reciting “do you know my name”. 1: Tr introduces and describe herself. 2: In pairs Lnr's discuss about themselves. 3: Feedback from the groups. 4: Individually Lnr's introduce themselves. Conclusion: Class discussion.		
THUR L4	LISTENING Consonant phonemes b bb e.g bird, bed, rabbit, rubbish etc	Imitate and list words with vowel phoneme b and bb .	Refinement of vocabulary Visual skills Auditory skills	English ECD – Grade 2 Syllabus pg 35-37 Plus one pg 72-73	Assumed knowledge: Lnr's know letters of the alphabet. Intro: Tr introduces the consonant phonemes b and bb . 1: Tr gives an example of a word with consonant phonemes b and bb . 2: In pairs Lnr's list words with the introduced consonant phonemes. 3: Feedback from the groups. 4: Individually Lnr's read words with the phonemes b and bb . Conclusion: Class discussion.	THRASS Chart Pictures	
L5	READING Matching words to pictures	Identify and match at least three words to the pictures.	Refinement of vocabulary Visual skills Auditory skills	English ECD – Grd 2 Syllabus pg 41-42 Plus one pg 16-17	Assumed knowledge: Lnr's can match colours. Intro: Tr explains on matching words to pictures. 1: Tr gives an example of matching a word to a picture. 2: In pairs Lnr's match given words to pictures. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts Pictures Word cards	

FRID L6	WRITING Drawing	Draw and colour themselves.	Creativity Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Learners can draw. Intro: Lnr describe themselves. 1: Teacher asks Lnr to draw themselves. 2: Lnr draw and colour themselves. 3: Tr monitors and assists the weak. Conclusion: Revision of work.	Crayons Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 MON L1	LISTENING Consonant phonemes- c, k and ck e.g. cat, kitten, duck etc	By the end of lesson learners should be able to: say and make words using consonant vowels c, k and ck .	Refinement of vocabulary Visual skills Auditory skills	English ECD – Grd 2 Syllabus pg 35-37 Plus one pg 53, 117, 144	Assumed knowledge: Lnr know letter sound b . Intro: Tr introduces and explains on consonant phonemes c, k & ck . 1: Tr gives examples of the consonant phonemes. 2: In pairs learners read the words on given cards. 3: Feedback from the groups. 4: Individually Lnr write spellings. Conclusion: Revision of work.	THRASS Chart Charts	
L2	SPEAKING Greetings	Role play and demonstrate greeting different people appropriately.	Refinement of vocabulary Turn taking Auditory skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 18-19	Assumed knowledge: Lnr can greet. Intro: Reciting “ good morning a happy day ”. 1: Tr explains on formal greeting. 2: In pairs Lnr role play greeting each other formally. 3: Feedback from the groups. 4: Individually Lnr demonstrate formal greeting. Conclusion: Class discussion.		
TUE L3	READING phonemes and spellings - c e.g. cat	Say and read words with consonant phonemes c .	Oral language development. Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 53	Assumed knowledge: Lnr know letters of alphabet. Intro: Tr introduces and explains on consonant phonemes c . 1: Tr gives an example of pronouncing the consonant phonemes.	THRASS Chart Charts Word cards	

			Auditory skills		2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.		
L4	WRITING Pattern	Write pattern demonstrating left to right orientation.	Refinement of vocabulary Fine motor skills Visual skills	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 13	Assumed knowledge: Lnrs can scribble. Intro: Tr introduces and demo pattern writing. 1: Tr asks Lnrs to write pattern on the ground. 2: Lnrs practice pattern writing. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Revision of the work.	Outdoor Charts	
WED L5	SPEAKING Word building- k e.g. kitten	Make at least two words using consonant phonemes k.	Auditory skills Visual skills Refinement of vocabulary	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 117	Assumed knowledge: Lnrs can write. Intro: Tr introduces consonant phonemes k. 1: Tr gives an example of building words using the introduced consonant phonemes. 2: In pairs Lnrs build words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Remedial and extension.	Charts	
THUR L6	LISTENING Animal sounds	Identify and imitate at least three animals.	Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37 Plus one pg 29	Assumed knowledge: Lnrs know voice of their tr. Intro: Reciting “old McDonald”. 1: Tr gives Lnrs pictures of animals to imitate their sounds. 2: Lnrs imitate sounds of animals on given pictures in pairs. 3: Groups give feedback. 4: Individually Lnrs pick randomly the picture of an animal and imitate its sound. Conclusion: Class discussion.	ICT tools Pictures	
L7	READING	Identify and read words	Visual skills	English ECD – Grade 2	Assumed knowledge: Lnrs can read. Intro: Recap on vowel phonemes learnt. 1: Tr introduces the vowel phoneme ck.	Pictures	

	Phonics and spellings - ck	with the vowel phoneme ck.	Refinement of vocabulary Auditory skills	Syllabus pg 41-42 Plus one pg 144	2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs read words. Conclusion: Class discussion.	Word cards	
FRID L8	WRITING Letter shaping aA aA aA aA	Copy and write letters.	Left to right Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 9	Assumed knowledge: Lnrs can write. Intro: Tr explains on letter shaping. 1: Tr demonstrate letter shaping. 2: Lnrs write the pattern on the ground. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Revision of work.	Charts Outdoor	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 MON L1	LISTENING Sounds from recorded sources	By the end of lesson learners should be able to: Identify and name sounds from recorded sources.	Oral language development. Auditory skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrs can hear sounds. Intro: Lnrs name sounds in the immediate environment. 1: Tr plays a recorded sources of sounds. 2: In pairs Lnrs identify recorded sources of sounds. 3: Groups give feedback. 4: Individually Lnrs name sounds from recorded sources. Conclusion: Class discussion.	ICT tools	
L2	SPEAKING Sounds imitation	Listen and imitate different sounds produced by different sources.	Auditory skills Refinement of vocabulary Self-expression	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 29	Assumed knowledge: Lnrs can sing. Intro: Lnrs list sounds in the immediate environment. 1: Tr asks Lnrs to imitate the sounds they have listed. 2: Lnrs imitate sounds in groups of three. 3: Feedback from the groups.	ICT tools Pictures	

					4: Lnrs imitate the sounds of different sources individually. Conclusion: Class discussion.		
TUE L3	READING Phonics and spelling ch* e.g. school	Say and read words of the vowel phoneme ch*	Oral language development. Auditory skills Fluency	English ECD – Grd 2 Syllabus pg 41-42	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme ch*. 1: Tr gives an example of reading the words. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs read words of ch*. Conclusion: Questioning and answer.	THRASS Chart Charts Word cards	
L4	WRITING Letter shaping eE eE eE eE Ee	Write and shape letters demonstrating left to right.	Visual skills Refinement of vocabulary Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 32	Assumed knowledge: Lnrs can write. Intro: Tr introduces and explains letter shaping. 1: Tr demonstrates letter shaping. 2: Lnrs write shaping letters on the ground. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Class discussion.	Charts Pencils	
WED L5	SPEAKING Body parts	Identify and name at least three body parts.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 31-32	Assumed knowledge: Lnrs know their head. Intro: Reciting “my body parts”. 1: Tr asks Lnrs to name their body parts. 2: In pairs Lnrs identify and name their body parts. 3: Feedback from the groups. 4: Individually Lnrs draw and label body parts. Conclusion: Class discussion.	Charts ICT tools	
THUR L6	LISTENING Phonics – q e.g. queen	Listen and imitate the consonant phoneme q.	Oral language development. Auditory skills Visual discrimination	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme q and gives examples. 1: Tr gives Lnrs task to make words using the vowel phonemes. 2: In threes Lnrs make words with the introduced consonant phoneme.	Charts THRASS Chart Word cards	

					3: Feedback from the groups. 4: Individually lnrs read words of the learnt sounds. Conclusion: Class discussion.		
L7	READING Pictures	Read and describe at least two pictures.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 23	Assumed knowledge: Lnrs can read. Intro: Tr explains on describing pictures. 1: Tr gives an example of describing pictures. 2: In pairs lnrs read and describe given picture. 3: Feedback from the groups. 4: Individually lnrs describe given picture. Conclusion: Class discussion.	Pictures	
FRID L8	WRITING Myself	Write and describe themselves.	Left to right orientation Visual skills Fine motor skills	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 16	Assumed knowledge: Lnrs can speak. Intro: Reciting “ do you know my name ”. 1: Tr explains on describing self. 2: In pairs lnrs describe themselves. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 MON L1	LISTENING Functions of body parts.	By the end of lesson learners should be able to: Identify and state functions of body parts.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37 Plus one pg 32	Assumed knowledge: Lnrs can walk. Intro: Reciting “ my body parts ”. 1: Tr explains on functions of body parts. 2: Lnrs discuss about functions of body parts in pairs. 3: Feedback from groups. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools	
L2	SPEAKING Spellings – ch e.g chair	Read and pronounce words of the	Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 38-40	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme ch *. 1: Tr gives an example of making words with the consonant phoneme.	THRASS Chart	

		consonant phonemes ch correctly.	Refinement of vocabulary	Plus one pg 155	2: In pairs Lnrs make words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools	
TUE L3	READING Pictures	Read and describe at least two pictures.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 33	Assumed knowledge: Lnrs can read. Intro: Tr flashes a picture and Lnrs describe it. 1: Tr gives Lnrs pictures to describe in groups. 2: In threes, Lnrs describe given picture. 3: Groups present their work. 4: Individually Lnrs pick a picture randomly and describe it. Conclusion: Class discussion.	Pictures	
L4	WRITING Letter shaping – iiii	Write and answer questions from the story read.	Auditory skills Visual skills Fine motor skills	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 41	Assumed knowledge: Lnrs can write. Intro: Tr introduces and explains letter shaping. 1: Tr demonstrates letter shaping. 2: Lnrs write shaping letters on the ground. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Class discussion.	Charts	
WED L5	SPEAKING Phonics and spellings – tch e.g. watch	Read and write at least two words using the consonant phoneme tch	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 38-40 Plus one pg 65	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces the vowel phonemes tch . 1: Tr explains and gives examples of words with the consonant phoneme tch . 2: In pairs Lnrs read words with the consonant phoneme tch . 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards	
THUR L6	LISTENING Phonics d*	Listen and imitate	Oral language development.	English ECD – Grd 2 Syllabus pg 35-37	Assumed knowledge: Lnrs can hear sounds. Intro: Tr introduces the consonant phoneme dd . 1: Tr explains and gives examples of making words with the consonant phoneme dd .	THRASS Chart Word cards	

	e.g. dog	consonant phoneme d .	Auditory skills Visual skills	Plus one pg 65	2: In pairs lnrs make words with the consonant phoneme. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.		
L7	READING Spellings – d	Read and write at least four words of the consonant phoneme d .	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 65	Assumed knowledge: Lnrs can hear sounds. Intro: Recap on the consonant phoneme d . 1: Tr explains and gives examples of making words with the consonant phoneme d . 2: In pairs lnrs make words with d . 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	THRASS Chart Word cards	
FRID L8	WRITING Completing sentences	Write and complete at least three sentences.	Visual skills Fine motor skills Creativity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 37	Assumed knowledge: Lnrs can make short sentences. Intro: Tr explains on completing sentences. 1: Tr gives lnrs sentences to complete in groups. 2: Lnrs complete given sentences in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26 WK 5 MON L1	LISTENING Polite requests- May I	By the end of lesson learners should be able to: Request things in a polite way.	Oral language development. Auditory skills Turn taking	English ECD – Grade 2 Syllabus pg 35-37 Plus one pg 22	Assumed knowledge: Lnrs can greet. Intro: Tr introduces and explains the language structure May I... 1: Tr gives an example of using the language structure. 2: In pairs, lnrs request using the introduced language structure. 3: Groups give feedback.	ICT tools Charts	

					4: Individually lnrs request using the language structure. Conclusion: Class discussion.		
L2	SPEAKING Phonics - dd* e.g ladder	Read and write words using the consonant phoneme dd .	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 86	Assumed knowledge: Lnrs know a fish. Intro: Reciting poem “diddle, diddle”. 1: Tr introduces the consonant phoneme and make words with them. 2: In pairs learners read words with dd. 3: Feedback from the groups. 4: Individually lnrs read given words. Conclusion: Class discussion.	THRASS Chart Word cards	
TUE L3	READING Consonant phoneme – f* e.g fish	Read and pronounce at least three words with the consonant phoneme f correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 41-42 Plus one pg 98	Assumed knowledge: Lnrs know letters of the alphabet. Intro: Tr introduces the consonant phoneme f. 1: Tr gives lnrs word cards to read. 2: Lnrs read given words in pairs. 3: Groups give feedback. 4: Individually lnrs write spellings. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
L4	WRITING Making words	Make at least five words using consonant phonemes f* .	Fine motor skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Lnrs can make words. Intro: Recap on vowel phonemes f*. 1: Tr gives an example of making words using the consonant phonemes. 2: In pairs lnrs make words using the given consonant phonemes. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts	
WED L5	SPEAKING My family	Identify and name	Oral language development. Auditory skills	English ECD – Grade 2 Syllabus pg 38-40	Assumed knowledge: Lnrs know their siblings. Intro: Reciting “five in the family”. 1: Tr asks lnrs their family members.	ICT tools Charts	

		members of their family.		Plus one pg 35-36	2: In pairs, Inrs discuss about their family members. 3: Feedback from the groups. 4: Individually Inrs state roles of their family members. Conclusion: Class discussion.		
THUR L6	LISTENING Long vowels – ff* e.g coffee	Say and make at least two words using the consonant phoneme ff.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 35-37	Assumed knowledge: Lnrns know letter sound f. Intro: Tr introduces the long vowel ff. 1: Teacher gives Inrs words to read in groups. 2: In pairs, Inrs read given words. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
L7	READING Fluency	Read the story about family fluently.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 39	Assumed knowledge: Learners can read. Intro: Recap on family members. 1: Tr read the family story for the Inrs. 2: In pairs Inrs read the story and tr assists the weak. 3: Feedback from the groups. 4: Individually Inrs read the story. Conclusion: Revision of the work.		
FRID L8	WRITING My family.	Write and describe their families.	Left to right orientation Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Lnrns can recite poems. Intro: Tr explains on family. 1: Lnrns list their family members. 2: In pairs, Inrs discuss about their families. 3: Feedback from the groups 4: Individually Inrs write about their families. Conclusion: Revision of work.	Pictures	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26	LISTENING	By the end of lesson learners		English ECD – Grade 2	Assumed knowledge: Lnrns can greet.	ICT tools	

WK 5 MON L1	Polite requests- Excuse me...	should be able to: Request things in a polite way.	Oral language development. Auditory skills Turn taking	Syllabus pg 35-37 Plus one pg 22	Intro: Tr introduces the language structure Excuse me ... 1: Tr gives an example of using the language structure. 2: In pairs, Lnrs request using the register. 3: Groups give feedback. 4: Individually Lnrs request using the language structure. Conclusion: Class discussion.	Charts	
L2	SPEAKING Phonics - ph* e.g dolphin	Read and write words using the consonant phoneme ph .	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 98	Assumed knowledge: Lnrs know a fish. Intro: Game song “fish, fish”. 1: Tr introduces the consonant phoneme ph and make words with them. 2: In pairs learners read words with ph . 3: Feedback from the groups. 4: Individually Lnrs read given words. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
TUE L3	READING Consonant phoneme – g * e.g gate	Read and pronounce at least three words with the consonant phoneme g correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 41-42 Plus one pg 92	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces the consonant phoneme g . 1: Tr gives Lnrs word cards to read. 2: Lnrs read given words in pairs. 3: Groups give feedback. 4: Individually Lnrs write spellings. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
L4	WRITING Making words - g	Make at least five words using consonant phonemes g* .	Fine motor skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Lnrs can make words. Intro: Recap on vowel phonemes g* . 1: Tr gives an example of making words using the consonant phonemes. 2: In pairs Lnrs make words using the given consonant phonemes. 3: Feedback from the groups. 4: Individual written work.	Charts	

					Conclusion: Class discussion.		
WED L5	SPEAKING Matching objects with cards	Identify and match objects with word cards.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 40	Assumed knowledge: Lnrs can match colours. Intro: Tr explains on matching pictures of objects with word cards. 1: Tr gives an example of matching the picture to word cards. 2: In pairs, Lnrs work on given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts	
THUR L6	LISTENING phonics – gg * e.g egg	Say and make at least two words using the consonant phoneme gg .	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 35-37	Assumed knowledge: Lnrs know letter sound g . Intro: Tr introduces and explains on phonic sound gg . 1: Teacher gives Lnrs words to read in groups. 2: In pairs, Lnrs read given words. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
L7	READING a/an	Put a/an before reading pictures.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 42-43	Assumed knowledge: Learners can read. Intro: Tr introduces the terms a/an . 1: Tr gives an example of using the terms a /an . 2: In pairs, Lnrs read given pictures. 3: Feedback from the groups. 4: Individual reading of pictures. Conclusion: Revision of the work.	Word cards Pictures	
FRID L8	WRITING Drawing	Draw and write this is my cup.	Left to right orientation Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 40	Assumed knowledge: Lnrs know cooking utensils. Intro: Lnrs list the kitchen utensils they know. 1: Tr explains and demo drawing a cup. 2: Lnrs practice to draw a cup on paper. 3: Tr monitors and assists the weak. 4: Individual drawing in books. Conclusion: Revision of work.	Pictures Pencils	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 MON L1	LISTENING Phonics - j e.g jam	By the end of lesson learners should be able to: Identify and read words with consonant phoneme j correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 35-37 Plus one pg 95	Assumed knowledge: Lnr's know letter sounds. Intro: Teacher introduces the phonic sound j. 1: Tr gives an example of the words with consonant phoneme j. 2: Learners read given word cards in pairs. 3: Feedback from the groups. 4: Individually read flashed words. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
L2	SPEAKING Feelings and opinions	Express their feelings and emotions.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 38-40	Assumed knowledge: Lnr's can laugh. Intro: Reciting “I am happy today”. 1: Tr explains on feelings and opinions. 2: In pairs Lnr's discuss about how they feel when offended. 3: Feedback from the groups. 4: Individually Lnr's draw a happy and sad face. Conclusion: Revision of the lesson.	Charts	
TUE L3	READING Enjoyment - My friend	Read the friendship story for pleasure.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 47	Assumed knowledge: Learners can read. Intro: Teacher read the story for Lnr's. 1: Tr asks Lnr's to read the story in groups. 2: In pairs, learners read the story. 3: Groups present their work. 4: Individually Lnr's read the story. Conclusion: Revision of the work.	Word cards	
L4	WRITING Word building- j	Make and write at least four words using	Visual skills Refinement of vocabulary Fine motor skills	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 95	Assumed knowledge: Learners can make words. Intro: Recap on the consonant phoneme j. 1: Tr gives an example of building words with j. 2: Lnr's read the story in threes. 3: Feedback from the groups. 4: Individual written work.	THRASS Chart Word cards Charts	

		consonant phoneme j.			5: Remedial and extension. Conclusion: Revision of work.		
WED L5	SPEAKING Phonics and spellings g e.g. giant	Read and write at least three words using consonant phoneme g .	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 38-40	Assumed knowledge: Lnrns know letter sound j . Intro: Recap of the consonant phoneme g and gives examples. 1: Tr gives Lnrns word cards to read. 2: In pairs, Lnrns read given words. 3: Groups give feedback. 4: Individually Lnrns write spellings. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
THUR L6	LISTENING Following instructions	Listen and follow at least two given instructions.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrns can answer questions. Intro: Tr explains on following instructions. 1: Tr gives Lnrns instructions to follow. 2: In fours, Lnrns follow given instructions. 3: Groups give feedback. 4: Individually learners follow given instructions. Conclusion: Reciting “ follow the leader ”.	Word cards Charts	
L7	READING Sentences	Read the sentences fluently.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 49	Assumed knowledge: Lnrns know can read. Intro: Tr explains on reading sentences. 1: Tr gives an example of reading sentences. 2: In pairs, Lnrns read given sentences. 3: Feedback from the groups. 4: Individual Lnrns read the sentences fluently. Conclusion: Class discussion.	Pictures	
FRID L8	WRITING My friend	Draw and write describing their friends.	Auditory skills Critical thinking Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 50	Assumed knowledge: Lnrns have friends. Intro: Reciting “ come around my best friend ”. 1: Tr explains on friendship. 2: In pairs, Lnrns discuss about their friends. 3: Feedback from the groups 4: Individually Lnrns write and describe their friends. Conclusion: Revision of work.	Pictures	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7 MON L1	LISTENING Story telling- Our classroom	By the end of lesson learners should be able to: Read and retell a story about classroom.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrns can tell short stories. Intro: Tr read the story while Lnrns are listening. 1: Tr asks Lnrns to read the story. 2: In pairs learners read the story in the textbook. 3: Feedback from the groups. 4: Individually Lnrns retell the story. Conclusion: Class discussion.	ICT tools	
L2	SPEAKING Greetings according to different times of the day.	Greet according to different times of the day.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 19	Assumed knowledge: Lnrns can greet. Intro: Singing “mangwanani akanaka”. 1: Tr explains on greeting according to different times. 2: In pairs, Lnrns role play greetings according to the assigned time of the day. 3: Feedback from the groups. 4: Individually name and demonstrate greetings of time of the day of own choice. Conclusion: Revision of the lesson.	ICT tools Charts	
TUE L3	READING Pictures	Read and describe at least two pictures.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 41-42 Plus one pg 71	Assumed knowledge: Lnrns can read. Intro: Tr explains the lesson. 1: Tr gives Lnrns pictures to describe. 2: In pairs, Lnrns read and describe given pictures. 3: Feedback from the groups. 4: Lnrns read and describe pictures individually. Conclusion: Revision of work.	ICT tools Pictures	
L4	WRITING Word building-	Make and write words using learnt consonant phonemes.	Visual skills Auditory skills Fine motor skills	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Lnrns know letter sounds. Intro: Recap on the consonant phonemes. 1: Tr build words using learnt consonant phonemes. 2: In pairs, Lnrns build words using the given consonant phonemes.	Word cards THRASS chart	

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		found in their classroom.	Visual skills		2: Lnrs write a story describing things found in their classroom. 3: Tr monitors. Conclusion: Revision of work.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 MON L1	LISTENING Phonics ge e.g. cage	By the end of lesson learners should be able to: Listen and imitate the consonant phoneme ge.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces and explains on consonant phonemes ge. 1: Tr asks learners to make words with the introduced consonant phonemes. 2: Lnrs make words in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards	
L2	SPEAKING Our school	Name and describe their school.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grd 2 Syllabus pg 38-40 Plus one pg 53	Assumed knowledge: Lnrs know name of their school. Intro: Reciting “beautiful my school”. 1: Tr asks Lnrs name of their school. 2: In pairs, Lnrs describe their school. 3: Feedback from the groups. 4: Individually Lnrs draw their school. Conclusion: Class discussion.	School premise Pictures	
TUE L3	READING Phonics - ge	Identify and read words with vowel phoneme ge.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 41-42	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces and explains on consonant phoneme ge. 1: Tr asks learners to make words with the introduced consonant phoneme. 2: Lnrs make words in pairs. 3: Feedback from the groups. 4: Individual reading. Conclusion: Class discussion.	THRASS Chart Word cards	

L4	WRITING Spellings- ge	Write spellings of words with ge .	Visual skills Left to right orientation Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46	Assumed knowledge: Lnrns can write. Intro: Recap on vowel phoneme ge . 1: Tr gives Lnrns words to read. 2: Lnrns read given words in threes. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	THRASS Chart Pencils	
WED L5	SPEAKING Rhyming words	Identify and describe at least two pictures.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 55	Assumed knowledge: Lnrns know can read. Intro: Tr explains on describing pictures. 1: Tr gives an example of describing pictures. 2: In pairs Lnrns describe given pictures. 3: Feedback from the groups. 4: Individually Lnrns describe pictures. Conclusion: Class discussion.	Pictures	
THUR L6	LISTENING Phonics- dge e.g. bridge	Imitate and make at least two words using the consonant phoneme dge .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrns can hear sounds. Intro: Tr introduces the consonant phoneme dge . 1: Tr gives examples of words with the introduced consonant phoneme. 2: In pairs, Lnrns read given words. 3: Feedback from the groups. 4: Individually Lnrns make words using the consonant phonemes. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
L7	READING Fluency	Read the story fluently and answer questions.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 55-56	Assumed knowledge: Learners can read. Intro: Tr read the passage for the learners. 1: Tr asks Lnrns to read the passage. 2: In pairs Lnrns read the story and tr assists the weak. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Word cards Chalkboard illustration	

FRID L8	WRITING My school	Draw and write describing their school.	Left to right orientation Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 56	Assumed knowledge: Lnrns can recite poems. Intro: Tr explains on story writing. 1: Tr gives Lnrns pictures to read. 2: In pairs, Lnrns describe the given pictures. 3: Feedback from the groups 4: Individually Lnrns write a story describing pictures. Conclusion: Revision of work.	Pictures	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 MON L1	LISTENING True or false statements	By the end of lesson learners should be able to: Answer questions using true or false.	Oral language development. Auditory skills	English ECD – Grade 2 Syllabus pg 35-37 Plus one pg 29	Assumed knowledge: Learners can answer questions. Intro: Tr introduces and explains the terms true and false. 1: Tr gives an example of using the terms. 2: In pairs Lnrns use the terms to answer given statements. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Work cards	
L2	SPEAKING Capital letters	Name and describe their pets.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 56	Assumed knowledge: Lnrns know a cat. Intro: Tr explains on pet and Lnrns give examples. 1: Tr asks Lnrns to describe their pet in groups. 2: In groups of three Lnrns discuss about their pet. 3: Feedback from the groups. 4: Individually Lnrns draw their pet. Conclusion: Revision of work.	ICT tools	
TUE L3	READING consonant phoneme - l e.g. leg	Imitate and read words of the consonant phoneme l.	Oral language development. Auditory skills	English ECD – Grade 2 Syllabus pg 41-42	Assumed knowledge: Lnrns know a leg. Intro: Tr introduces the consonant phoneme l and gives examples. 1: Tr gives Lnrns words to read in groups. 2: In threes Lnrns read given words.	THRASS Chart Word cards	

			Visual skills	Plus one pg 132	3: Feedback from the groups. 4: Individually lnrs read words. Conclusion: Class discussion.	Charts	
L4	WRITING Verbs	Write and complete sentences with a correct verb.	Visual skills Refinement of vocabulary	English ECD – Grd 2 Syllabus pg 43-46 Plus one pg 57- 58	Assumed knowledge: Lnrs can jump. Intro: Tr explains on verbs. 1: Tr gives an example of verbs. 2: In threes lnrs read verbs in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
WED L5	SPEAKING Short vowels	Identify and read at least five pictures.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 38-40 Plus one pg 59	Assumed knowledge: Lnrs can tell short stories. Intro: Tr explains on short vowels. 1: Lnrs list the vowels they know. 2: In pairs learners read pictures in the textbook. 3: Feedback from the groups. 4: Individually lnrs read pictures. Conclusion: Class discussion.	ICT tools Outdoor	
THUR L6	LISTENING Phonics – II * e.g. bell	Imitate and make words using the consonant phoneme II.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37 Plus one pg 193	Assumed knowledge: Lnrs know the letter sound I. Intro: Tr introduces the consonant phoneme II* and gives an example of making words. 1. Tr asks lnrs to make words using introduced consonant phoneme. 2: In groups of three lnrs make words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
L7	READING Phonics	Read and write words of the consonant phoneme II.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42	Assumed knowledge: Lnrs know letter sounds. Intro: Recap on consonant phoneme II. 1: Tr gives lnrs words to read in groups. 2: In threes lnrs read given words. 3: Feedback from the groups. 4: Individually lnrs read words.	THRASS Chart Word cards Charts	

					Conclusion: Class discussion.		
FRID L8	WRITING Composition – My pet	Draw and describe their pet.	Left to right orientation Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 43- 46	Assumed knowledge: Lnrs can write. Intro: Lnrs name their pets. 1: Tr asks Lnrs to describe their pets. 2: In pairs, Lnrs describe their pets. 3: Feedback from the groups 4: Individually Lnrs draw and describe pets. Conclusion: Revision of work.	Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 MON L1	LISTENING Objects	By the end of lesson learners shld be able to: Identify and name at least three pictures of objects.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35- 37 Plus one pg 60	Assumed knowledge: Lnrs know kitchen utensils. Intro: Reciting “ cobbler, cobbler mend my shoe ”. 1: Lnrs list objects in the immediate environment. 2: In fours Lnrs read pictures of objects. 3: Feedback from the groups. 4: Individually Lnrs read and describe pictures. Conclusion: Revision of the lesson.	Pictures	
L2	SPEAKING Phonics and spelling m * e.g. mouse	Imitate and make words with the consonant phoneme m .	Auditory skills Refinement of vocabulary Self- expression	English ECD – Grd 2 Syllabus pg 38-40	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces and explains the consonant phoneme m . 1: Lnrs make words using the introduced consonant phoneme. 2: In fours Lnrs read given words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
TUE L3	READING Phonics and spellings – mm e.g. hammer	Read and write spellings of words of the consonant phonemes mm .	Visual skills. Auditory skills Fluency	English ECD – Grade 2 Syllabus pg 41- 42	Assumed knowledge: Lnrs know letter sound m . Intro: Recap on consonant phoneme mm . 1: Tr gives Lnrs words to read in groups. 2: In threes Lnrs read given words. 3: Feedback from the groups. 4: Individual written work.	Word cards	

					Conclusion: Class discussion.		
L4	WRITING Naming pictures	Write and names at least four pictures.	Visual skills Refinement of vocabulary Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 61	Assumed knowledge: Lnrs can read. Intro: Tr explains on reading pictures. 1: Tr asks Lnrs to read pictures in the textbook. 2: Lnrs name pictures in pairs. 3: Feedback from the groups. 4: Individual written work. Remedial and extension. Conclusion: Revision of work.	Chalkboard illustration Pictures Pencils	
WED L5	SPEAKING Matching objects	Identify and match at least four pictures.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 62	Assumed knowledge: Lnrs can match colours. Intro: Tr explains on matching pictures. 1: Tr gives an example of matching pictures. 2: In groups of four Lnrs match given pictures. 3: Presentation of the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Pencils	
THUR L6	LISTENING Answering short questions- Yes/No	Answer questions using yes or no.	Oral language development. Auditory memory Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrs can read. Intro: Reciting “do you know my name”. 1: Tr explains and gives examples using the words yes and no. 2: In pairs learners ask each other and respond using yes or no taking turns. 3: Feedback from the groups. 4: Individually Lnrs answer questions using yes or no. Conclusion: Revision of work.	Word cards	
L7	READING Present tense- Is and are	Read and describe at least two pictures using	Visual skills Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 63	Assumed knowledge: Lnrs know can read. Intro: Tr explains on present tenses is and are. 1: Tr gives an example of using the words. 2: In pairs Lnrs describe given pictures using present tenses is and are. 3: Feedback from the groups.	Pictures Charts	

		present tenses is and are.			4: Individual written work. Conclusion: Class discussion.		
FRID L8	WRITING Past tense- Was and were	Write and complete sentences using past tense was and were	Left to right orientation Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 63	Assumed knowledge: Lnrs can make short sentences. Intro: Tr introduces and explains on past tenses was and were. 1: Tr gives an example of using the past tenses. 2: In groups Lnrs work on given task. 3: feedback from the groups. 4: individual written work. Conclusion: Revision of work.	Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 MON L1	LISTENING Phonics mb e.g. lamb	By the end of lesson learners shld be able to: Imitate and make words using consonant phoneme mb .	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 35-37	Assumed knowledge: Lnrs know a nose. Intro: Tr introduces the consonant phoneme mb and gives examples. 1: Tr asks Lnrs to make words using the introduced consonant phoneme. 2: In pairs Lnrs make words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	THRASS Chart Word cards Charts	
TUE L2	SPEAKING How many	Identify and state the number of things shown on pictures.	Auditory skills Refinement of vocabulary	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 64	Assumed knowledge: Lnrs can count. Intro: Tr introduces and explains on answering the questions. 1: Tr gives an example of answering the questions. 2: In pairs Lnrs work on given task. 3: Feedback from the groups. 4: Individually Lnrs answer questions orally. Conclusion: Class discussion.	Charts Pictures	

L3	READING Phonics and spellings- n	Read and write words of the consonant phoneme n	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 149-150	Assumed knowledge: Lnrns know letter sounds. Intro: Tr introduces the consonant phoneme n gives examples. 1: Tr asks Lnrns to make words using the introduced consonant phoneme. 2: In pairs Lnrns make words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	THRASS Chart Word cards Charts	
WED L5	SPEAKING Reading sentences	Read at least three sentences pronouncing words correctly.	Auditory skills Verbal skills Turn taking	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 66	Assumed knowledge: Lnrns can read. Intro: Tr read the sentences while Lnrns listen. 1: Tr asks Lnrns to read sentences. 2: In pairs Lnrns read sentences. 3: Feedback from the groups. 4: Individually Lnrns read sentences. Conclusion: Class discussion.	Work cards Charts	
THUR L6	LISTENING Games – Chinese whisper	Listen and covey messages to develop their auditory skills through playing games.	Oral language development Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrns play games. Intro: Singing “ Follow the leader ”. 1: Tr introduces the Chinese whisper game and gives instructions. 2: In groups of five, Lnrns play the Chinese whisper game. 3: Feedback from the groups. 4: Individually Lnrns states the effects of distorting messages. Conclusion: Class discussion.	Outdoor	
L7	READING Punctuation- Full stop	To write and put a full stop at the end of the sentences.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 41-42 Plus one pg 68	Assumed knowledge: Lnrns know can read. Intro: Tr introduces and explains on using a full stop. 1: Tr gives an example of using a full stop. 2: In pairs Lnrns work on given task. 3: Feedback from the groups.	Word cards Charts	

					4: Individual written work. Conclusion: Revision of work.		
FRID L8	WRITING Constructing sentences	Construct and write sentences using pictures.	Left to right orientation Auditory memory Visual memory	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 66-67	Assumed knowledge: Lnrns can make short sentences. Intro: Tr explains on constructing sentences. 1: Tr gives Lnrns pictures to describe 2: Lnrns make sentences using given pictures in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Charts Pictures	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 MON L1	LISTENING Phonics- nn e.g. dinner	By the end of lesson learners shld be able to: Imitate and make at least two words using the consonant phoneme nn .	Auditory skills Visual skills Turn taking	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrns know letter sounds. Intro: Tr introduces the consonant phoneme nn and gives examples. 1: Tr asks Lnrns to make words with the introduced consonant phoneme. 2: In pairs Lnrns work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
L2	SPEAKING Word building- nn	Write at least three words with nn .	Auditory skills Refinement of vocabulary	English ECD – Grade 2 Syllabus pg 38-40	Assumed knowledge: Lnrns can read. Intro: Tr explains on word building. 1: Tr gives an example of making words with nn . 2: Lnrns make words using nn in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Charts Word cards	
TUE	READING		Oral language development	English ECD – Grade 2	Assumed knowledge: Lnrns can read. Intro: Tr explains on following instructions. 1: Tr gives an example of following instruction.	Reading materials	

L3	Following instructions	Listen and follow instructions.	Auditory skills Visual skills	Syllabus pg 41-42 Plus one pg 69	2: In pairs Lnrs read and follow instructions taking turns. 3: Feedback from the groups. 4: Individually Lnrs follow given instructions. Conclusion: Questioning and answer.		
L4	WRITING Punctuation- Question mark	Write and put a question mark at the end of a sentences.	Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 69	Assumed knowledge: Lnrs can write. Intro: Tr introduces and explains on question mark. 1: Tr gives an example of putting a question mark at the end of a sentence. 2: Lnrs work on given task in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Pencils Word cards Charts	
WED L5	SPEAKING Poem	Read and recite a poem.	Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 38-40 Plus one pg 72	Assumed knowledge: Lnrs can recite rhymes. Intro: Tr introduces a poem. 1: Tr read the poem for Lnrs. 2: In pairs learners read the poem. 3: Feedback from the groups. 4: Individually Lnrs recite poem. Conclusion Class discussion.	Charts	
THUR L6	LISTENING Phonics nk e.g. ink	Imitate and make words using the consonant phoneme nk .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 35-37	Assumed knowledge: Lnrs can recite poems. Intro: Tr introduces the consonant phoneme nk and gives examples. 1: Tr gives Lnrs word cards to read in groups. 2: In pairs, Lnrs read given word cards. 3: Groups give feedback. 4: Individually Lnrs make words using consonant phoneme nk . Conclusion: Class discussion.	THRASS Chart Word cards Charts	
L7	READING		Auditory skills	English ECD – Grade 2	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces the consonant phoneme ng .	THRASS Chart	

	Phonics – ng	Identify and read at least two words of the consonant phonemes ng .	Refinement of vocabulary Visual skills	Syllabus pg 41-42	1: Tr gives Lnrs words to read in groups. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs read given words. Conclusion: Revision of the lesson.	Word cards Charts	
FRID L8	WRITING Word building- ng	Make at least four words with ng .	Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 43-46 Plus one pg 73	Assumed knowledge: Lnrs can make words. Intro: Tr introduces the consonant phoneme ng . 1: Tr gives an example of word building using ng . 2: In pairs Lnrs make words with ng . 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts Pencils Word cards	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

Hwaro

Gwaro: Rekutanga

Chidzidzo: Indigenous Language

Misoro ichaitwa

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

Zvichaitwa

- ❖ Mitambo
- ❖ Ngano
- ❖ Hurukuro

Vavariro/ zvinangwa:

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

Madingindira anofanira kubuda mukudzidzisa:

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

Zita remudzidzisi: _____

VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
16/01/26 WK1 L1 CHIPIRI	MHURI YEDU Maumbirwo emutauro Kuverenga mufananidzo	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kudoma mazita emifananidzo inokwana mashanu.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 46-49 Plus one pg 1	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vana vanodoma zvinhu zvavari kuona. 2: Mudzidzisi anopa vana mifananidzo. 3: Vana vanoverenga mifananidzo yapiwa mumapoka. 4: Kupakurirana zvaitwa mumapoka. 5: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo	
L2	Nzwisiso Mabatirowo ebhuku	Kuedzesera mabatirowo ebhuku akanaka.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura mabatirowo ebhuku. 1: Mudzidzisi anopa muenzaniso wekubata bhuku. 2: Vadzidzi vanoedzesera kubata bhuku zvakanaka. 3: Mudzidzisi anobatsira vana kubata bhuku zvakanaka. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekuverenga	

L3 CHITATU	Nzwisiso Kunyora kubva kuruboshwe kuenda kurudyi-patani	Kugona kunyora vachibva kuruboshwe kuenda kurudyi.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grade 2 pg 44-45 Plus one pg 2	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1: Mudzidzisi anotsanangura nekupa muenzaniso wekunyora kubva kuruboshwe kuenda kurudyi. 2: Vana vanotara mitsetse kubva kuruboshwe kuenda kurudyi pamapepa. 3: Vana vononyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Mabhuku	
L 4	Nzwisiso Kunyora kubva kumusoro kudzika kuzasi.	Kuverenga nekunyora vachibva kumusoro vachidzika kuzasi.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1: Mudzidzisi anotsanangura nekupa muenzaniso wekunyora kubva kumusoro nekudzika kuzasi. 2: Vadzidzi vanodzidzira kunyora muvhu. 3: Basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Mabhuku	
L6 CHINA	Nzwisiso Kubata chinyoreso	Kubata chinyoreso zvakanaka.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grd 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso wekubata chinyoreso. 1: Vadzidzi vanodzidzira kubata chinyoreso zvakanaka. 2: Mudzidzisi anobatsira vana. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso	
L7	Rondedzero Kutsanangura mufananidzo	Kuongorora nekutsanangura mufananidzo.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 50-52 Plus one pg 2	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Mumapoka vana vanotsanangura zviri kuitika pamifananidzo yavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotara mifananidzo yemhuri dzavo. Mhedziso: Hurukuro pamusoro pechidzidzo.	Mifananidzo Zvombo zveICT	
L8 CHISHANU	Mutauro Mutinhimira- aA aA Aa aA bB bB bB bB bB	Kududza mutinhimira wemavara nekumanyora.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara aA na bB 2: Vadzidzi vanodudza mitinhimira mumapoka.	Zvombo zve ICT Chati	

				Plus one pg 1-2	3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso Dzokororo yechidzidzo.	Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
23/01/26	MHUKA	Pakupera	Kutaura	Indigenous language syllabus ECD – Grade 2 pg 54-55	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana basa rekuverenga mifananidzo mumapoka. 2: Vadzidzi vanotsanangura zviri kuitika pamufananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotsanangura mufananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT	
WK 2	Tsika	kwechidzidzo	Kuterera	Plus one pg 4		Mifananidzo	
L1	nemagariro	vanotarisiwa					
MUVHURO	Kuverenga	kunge vakugona					
	mufananidzo	ku:					
		Kuverenga					
		nekutsanangura					
		zviri kuitika					
		pamufananidzo.					
L2	Maumbirwo	Kududza	Kutaura	Indigenous language syllabus ECD – Grade 2 pg 46-49	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga. 2: Vadzidzi vanodudza mutinhimira wemavara mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati	
	emutauro	nekunyora	Kuterera	Plus one pg 4		Makadhi emavara	
	Mutinhimira	mutinhimira				Zvinyoreso	
	wemavara-	wemavara.	Kunyora				
	nN nN nN nN						
L3	Nzwisiso	Kudoma mhuka	Kutaura	Indigenous language syllabus ECD – Grade 2 pg 44-45	Nhanganyaya: Vadzidzi vanodoma mhuka dzavanoziva. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vadzidzi vanodoma mhuka nevana vadzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku avo.	Zvombo zve ICT	
CHIPIRI	Mhuka nevana	dzinokwana kuita	Kuterera	Plus one pg 3		Chati	
	vadzo	nhatu nevana	Kunyora			Zvinyoreso	
		vadzo.					

					Mhedziso: Hurukuro pamusoro pedzidziso dzatowana mungano.		
L4	Nzwisiso Patani- cCcCcCcCcC	Kunyora pateni vachibva kuruboshwe vachienda kurudyi.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 44-45 Plus one pg 4	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekunyora pateni. 2: Vadzidzi vanonyora pateni muvhu. 3: Mudzidzisi anobatsira vana. 4: Vadzidzi vanonyora patani mumabhuku. Mhedziso: Dzokororo yebasa radzidzwa	Chati Zvinyoreso Dandaro	
L5 CHITATU	Nzwisiso Mutinhimira mM mM mM	Kududza nekunyora mutinhimira wemavara.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 46-49 Plus one pg 4	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga mutinhimira wemavara. 2: Vadzidzi vanodudza mutinhimira wemavara mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Makadhi emavara Zvinyoreso	
L6	Nzwisiso Mhuka nepadzinogara	Kuverenga mifananidzo yemhuka nekudoma padzinogara	Kutaura Kuterera Kunyora	Indigenous lang syll ECD – Grd 2 pg 44-45 Plus one pg 5	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wepanogara mhuka imwe chete 2: Vadzidzi vanodoma mhuka dziri pamifananidzo yavapiwa uye nepadzinogara mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mifananidzo Zvinyoreso	
L7	Mutauro Mutinhimira –		Kutaura	Indigenous language	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Chati	

CHINA	uU uU uU uU	Kududza nekunyora mutinhimira wemavara.	Kuterera Kunyora	syllabus ECD – Grade 2 pg 46-49 Plus one pg 4	1: Mudzidzisi anopa muenzaniso wekuverenga mutinhimira wemavara 2: Vadzidzi vanodudza mutinhimira wemavara mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Makadhi emavara Zvinyoreso	
L 8 & 9 CHISHANU	Rondedzero Ngano	Kutaura ngano dzemhuka vachiyeresa pfungwa.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotaura ngano yemhuka. 1: Vadzidzi vanotaurirana ngano dzemhuka mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanotara mufananidzo wemhuka nekuutsanangura. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
30/01/26 WK 3 L 1& 2 MUVHURO	MIDZIYO YEPAMUSHA Maumbirwo emutauro Midziyo yepamusha	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kudoma mazita emidziyo yepamusha inokwana kuita mitatu.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 46-49 Plus one pg 6	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanoimba dudu muduri vachidoma midziyo yepamusha. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanotara midziyo miviri yepamusha sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati Mifananidzo Zvinyoreso	
L 3 CHIPIRI	Nzwisiso Pateni – rR rR rR rR Rr dD dD dD dD	Kuedzesera kunyora pateni yemavara emitinhimira	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 44-45	Nhanganyaya: Mudzidzisi anoverenga mavara emitinhimira vana vakateerera. 1: Mudzidzisi anopa muenzaniso wekunyora pateni yemavara emitinhimira. 2: Vadzidzi vanonyora mapateni muvhu.	Chati Zvinyoreso Dandaro	

		nekubata chinyoreso zvakanaka.	Kunyora	Plus one pg 7	3: Mudzidzisi anobatsira vana vasina ruzivo. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa ranyorwa.		
L 4	Mutauro Kuverenga mufananidzo	Kuverenga mifananidzo yemidziyo nemabasa ayo.	Kutaura Kuterera	Indigenous language syll ECD – Grd 2 pg 50-52 plus one pg 6-7	Nhanganyaya: Dzokororo yemidziyo yepamusha. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vadzidzi vanodoma mazita emidziyo iri pamifananidzo yavapiwa nebasa ayo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvinyoreso	
L 5 CHITATU	Nzwisiso Kunyora Pateni – pP pP pP pP pP	Kunyora pateni nerunyoru rwakanaka.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grade 2 pg 44-45 plus one pg	Nhanganyaya: Mudzidzisi anopa muenzaniso wekunyora pateni. 1: Vadzidzi vanonyora pateni muvhu. 2: Mudzidzisi anobatsira vana vanokundikana kunyora pateni. 3: Vadzidzi vanonyora basa pateni mumabhuku. Mhedziso: Dzokororo yebasa ranyorwa.	Chati Zvinyoreso	
L6	Mutauro Chii chisipo	Kuongorora nekudoma chisipo pamifananidzo.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 50-52 plus one pg 8	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekudoma chisipo pamufananidzo. 2: Vadzidzi vanoongorora nekudoma chisipo pamifananidzo yavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mifananidzo Zvinyoreso	
L 7 CHINA	Nzwisiso Kunyora mavara fF fF fF fF fF fF	Kunyora manzwi mashanu zvakanaka. Kuverenga.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 44-45	Nhanganyaya: Mudzidzisi nevana vanoita dzokororo yechidzidzo chemitinhimira yapfuura. 1: Mudzidzisi anopa muenzaniso wekunyora mavara emitinhimira makuru nemadiki. 2: Vana vanonyora mavara muvhu vachibatsirwa nemudzidzisi.	Chati Zvinyoreso	

				plus one pg	3: Vana vanonyora mavara mumabhuku. Mhedziso: Dzokororo yechidzidzo.		
L 8 CHISHANU	Tsika nemagariro Midziyo yechinyakare	Kudoma vanhu varimumhuri yavo. Kudhirowa mhuri yavo.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 54-55	Nhanganyaya: Mudzidzisi anovhunza vana midziyo yechinyakare yavanzoziva. 1: Vadzidzi vanodoma mazita emidziyo yavanzoziva. 2: Mumapoka vana vanodoma mashandisirwo emidziyo iri pamifananidzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso	
L 9	Rondedzero Mudziyo wechinyakare	Kutara nekutsanangura mabasa emudziyo wavatara.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemudziyo wechinyakare nebasa rawo. 2: Mudzidzisi anopa vana basa. 3: Vadzidzi vanotara mufananidzo wemudziyo wechinyakare nekuutsanangura. Mhedziso: Dzokororo yebasa raitwa.	Mifananidzo Zvinyoreso Chati Zvombo zve ICT	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
06/02/26 WK 4 L 1& 2 MUVHURO	KWANDINOVA Maumbirwo emutauro Kutaura-kutsanangura mifananidzo.	Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku: Kudoma vanhu vari pamufananidzo.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 46-49 Plus one pg 9	Nhanganyaya: Mudzidzisi nevadzidzi vanoimba rwiyo “mai varipi”. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vadzidzi vanodoma vanhu vari pamifananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotsanangura mufananidzo sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Mifananidzo	
L 3 CHIPIRI	Nzwisiso Mutinhimira m aA eE il oO Uu	Kuverenga nekuvaka	Kutaura	Indigenous language	Nhanganyaya: Mudzidzisi anoverenga mitinhimira vadzidzi vakateerera.	Zvinyoreso	

	ba be bi bo bu	manzwi vachishandisa mitinhimira b .	Kuterera Kunyora	syllabus ECD – Grade 2 pg 44-45 plus one pg 9	1: Mudzidzisi navadzidzi vanoverenga nzvanyira. 2: Vadzidzi vanoverenga nzvanyira nekuvaka manzwi muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora mavara emutinhimira. Mhedziso: Dzokororo yechidzidzo.	Chati Basa pachidziro	
L 4	Nzwisiso Kumba manzwi- bB ba be bi bo bu	Kuverenga nekuumba manzwi vachishandisa mitinhimira b .	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 44-45 plus one pg 9	Nhanganyaya: Mudzidzisi anoverenga mitinhimira vadzidzi vakateerera. 1: Mudzidzisi navadzidzi vanoverenga nzvanyira. 2: Vadzidzi vanovaka manzwi muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso	
L5 & 6 CHITATU	Mutauro Kuverenga mitinhimira	Kuverenga mitinhimira vachidudza.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grd 2 pg 50-52 plus one pg 10	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso pamusoro wekuverenga mitinhimira. 1: Vadzidzi vanoverenga mitinhimira mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoverenga mitinhimira sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Chati	
L7 CHINA	Tsika namagariro Kuzadza pakashama.	Kuzadza pakashama nemavara akakodzera.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 54-55 plus one pg 11	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadza pakashama. 2: Vadzidzi vanozadza pakashama mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mavara pamakadhi Zvinyoreso	
L 8 & 9 CHISHANU	Rondedzero Kutara mufananidzo	Kutara mufananidzo wababa naamai nevana vavo	Kutaura Kuterera	Indigenous language syllabus ECD	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anovhunza vana mhuri dzavo.	Chati Mifananidzo	

			Kunyora	– Grade 2 pg 53 Plus one pg	2: Vadzidzi vanotaurirana pamusoro pemhuri dzavo muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotara mufananidzo yataurwa mumabhuku avo. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Zvombo zve ICT	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
13/02/26 WK 5 L 1& 2 MUVHURO	BABA NAMAI MAURO Maumbiro emutauro Mutinhimira-gG ga ge gi go gu	Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku: Kuverenga nekuvaka manzwi nemutinhimira g.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 46-49 Plus one pg 12	Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mitinhimira g. 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira. 2: Vadzidzi vanoumba manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati	
L3 CHIPIRI	Nzwisiso Kuverenga mutinhimira –tT ta te ti to tu.	Kuverenga manzwi anokwana kuita mashanu emutinhimira t.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 44-45 Plus one pg 12	Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mitinhimira t. 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira. 2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	
L4	Nzwisiso Mutinhimira-ta te ti to tu.	Kuverenga nekududza manzwi emutinhimira t.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mitinhimira t. 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira.	Manzwi pamakadhi Chati	

				plus one pg 12	2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira ari pamakadhi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L5 CHITATU	Nzwisiso Kuverenga mutinhimira Rr ra re ri ro ru	Kuverenga nekududza manzwi emutinhimira r.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 44-45 plus one pg 13	Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mitinhimira r. 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira. 2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira ari pamakadhi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	
L6	Mutauro Kuzadzisa pakashama	Kuzadzisa pakashama nemavara akakodzera.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 50-52 plus one pg 13-14	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa pakashama. 2: Vadzidzi vanozaudzisa pakashama mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mavara pamakadhi Zvinyoreso	
L7 CHINA	Tsika namagariro Kuverenga – Baba namai Mauro	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 54-55 plus one pg 14	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Vadzidzi vanoverenga ndima mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoverenga ndima sedungamunhu. 4: Vadzidzi vanonyora vachizadzisa pakashama nemhinduro dzinobva mundima yaverengwa. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Zvinyoreso	

L 8&9 CHISHANU	Rondedzero Zvinongedzo Uyo, avo, ako etc	Kuzadzisa zvirevo vachishandisa zvinongedzo zvakananira.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 53 Plus one pg 15	Nhanganyaya: Kuimba rwiyo “ uyo ndiani ane mombe dzake ”. 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso. 2: Vana vanozadzisa zvirevo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku avo Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Chati	
VHIKI 20/02/26 WK 6 L1&2 MUVHURO	MUSORO MIDZIYO YEPAMUSHA Maumbirwo emutauo Mutinhimira- hH - ha he hi ho hu sS - sa se si so su	ZVINANGWA Pakupera kwe chidzidzo vadzidzi vanotarisiwa kunge vogona ku: Kuverenga manzwi anokwana mashanu emutinhimira h na s .	UNYANZVI Kutaura Kuterera	DURA Indigenous language syllabus ECD – Grade 2 pg 46-49 plus one pg 16	MADZIDZISIRO Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mitinhimira h na s . 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira. 2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira ari pamakadhi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	ZVOMBO Makadhi enzvanyira Chati	ONGORORO
L3 CHIPIRI	Nzwisiso Kuverenga mutinhimira – jJ- ja je ji jo ju. kK- ka ke ki ko ku	Kuverenga manzwi anokwana kuita mashanu emutinhimira j na k .	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 44-45 Plus one pg	Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mitinhimira j na k . 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira. 2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	

L4	Nzwisiso Kunyora – mazita emidziyo	Kudoma nekunyora mazita emidziyo yepamusha.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 44-45 plus one pg 18	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma midziyo yepamba yavanoziva. 2: Vadzidzi vanoverenga mifananidzo yemidziyo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	
L5 CHITATU	Nzwisiso Kuzadzisa pakashama	Kunyora nekuzadzisa pakashama nemavara akakodzera.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 44-45 Plus one pg 19	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa pakashama. 2: Vadzidzi vanozadzisa pakashama mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mavara pamakadhi Zvinyoreso	
L6	Mutauro Zvizhinji	Kuisa mazita ezvinhu muuzhinji.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grd 2 pg 50-52 plus one pg 21	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso kuisa mazita ezvinhu muhuzhinji. 1: Vadzidzi vanodoma zvinhu zvapiwa muhuzhinji mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati	
L7 CHINA	Tsika namagariro Kuverenga - vaMauro	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 54-55 plus one pg 20-21	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Vadzidzi vanoverenga ndima mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoverenga ndima sedungamunhu. 4: Vadzidzi vanonyora vachizadzisa pakashama nemhinduro dzinobva mundima yaverengwa sedungamunhu.	Manzwi pamakadhi Zvinyoreso	

					Mhedziso: Dzokororo yechidzidzo.		
L 8&9 CHISHANU	Rondedzero Kuvaka manzwi	Kuvaka manzwi vachishandisa mitinhimira yakasiyana siyana.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 53 Plus one pg 22	Nhanganyaya: Dzokororo yemitinhimira yakadzidzwa. 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso. 2: Vana vanovaka manzwi nemitinhimira yapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso	
VHIKI 27/02/26 WK 7 L1&2 MUVHURO	MUSORO DZOKORORO YEKUTANGA Maumbirwo emutauro kuvaka manzwi	ZVINANGWA Pakupera kwe chidzidzo vadzidzi vanotarisiwa kunge vogona ku: Kuvaka nekuzadzisa vachishandisa mitinhimira pakakodzera.	UNYANZVI Kutaura Kuterera Kunyora	DURA Indigenous language syllabus ECD – Grade 2 pg 46-49 plus one pg 23	MADZIDZISIRO Nhanganyaya: Dzokororo yemitinhimira. 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso. 2: Vadzidzi vanovaka manzwi nemitinhimira yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachizadzisa pakashama sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	ZVOMBO Makadhi enzvanyira Chati Basa pachidziro	ONGORORO
L3 CHIPIRI	Nzwisiso Ruvara	Kunanganisa mifananidzo yakafanana nekuisa ruvara rwakafanana.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 44-45 plus one pg 22	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso. 2: Vadzidzi vanonanganisa mifananidzo yakafanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoisa ruvara rwakafanana pamifananidzo yakafanana sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Mifananidzo Ruvara	

L4	Nzwisiso Kuverenga manzwi	Kuverenga manzwi emitinhimira yakasiyana siyana vachidudza.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grd 2 pg 44-45 plus one pg 23	Nhanganyaya: Mudzidzisi anotsanangura kuverenga kwakanaka. 1: Mudzidzisi anopa muenzaniso wekuverenga manzwi achidudza. 2: Vadzidzi vanoverenga manzwi avapiwa mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanoverenga manzwi vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Mabhuku ekuverenga	
L5 CHITATU	Nzwisiso Zvizhinji	Kuumba nekunyora manzwi vachishandisa mavara akasiyana siyana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 44-45 Plus one pg 24	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso kuisa mazita ezvinhu muhuzhinji. 1: Vadzidzi vanodoma zvinhu zvapiwa muhuzhinji mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati	
L6	Mutauro Manzwi akafanana	Kudoma nekunyora manzwi akafanana.	Kutaura Kuteerera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 50-52 plus one pg 24	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso. 2: Mudzidzisi anopa vana basa mumapoka. 3: Mumapoka vadzidzi vanodoma manzwi akafanana neavapiwa. 4: Kupakurirana zvaitwa mumapoka. 5: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso	
L7 CHINA	Tsika nemagariro Kukumbira kwakanaka	Kudoma nekuedzesera nzira dzekukumbira dzakanaka.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 54-55	Nhanganyaya: Mudzidzisi anovhunza vana nzira dzakanaka dzekukumbira. 1: Vadzidzi vanodoma nzira dzakanaka dzekukumbira. 2: Vadzidzi vanoedzesera nzira dzakanaka dzekukumbira nadzo mumapoka.	Zvombo zve ICT	

					3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodoma nzira dzekukumbira dzakanaka sedungamunhu. Mhedziso: Kuvhunza nekupindura mivhunzo.		
L 8 & 9 CHISHANU	Rondedzero Ngano	Kudzokorora nekupindura mivhunzo kubva murungano.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 53	Nhanganyaya: Mudzidzisi anoverenga rungano vadzidzi vakateerera. 1: Vadzidzi vanoverenga rungano mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanopindura mivhunzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Zvombo zve ICT	
VHIKI 06/03/26 WK 8 L1&2 MUVHURO	MUSORO MABASA EPAMUSHA Maumbiro emutauro Kuverenga mifananidzo	ZVINANGWA Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku Kuverenga nekutsanangura mifananidzo.	UNYANZVI Kutaura Kuterera	DURA Indigenous lang syllabus ECD – Grade 2 pg 46-49 Plus one pg 25	MADZIDZISIRO Nhanganyaya: Mudzidzisi anopa muenzaniso wekuverenga mufananidzo vana vakateerera. 1: Vadzidzi vanoverenga nekutsanangura mifananidzo mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoverenga manzwi ari pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	ZVOMBO Mifananidzo Chati	ONGORORO
L3 CHIPIRI	Nzwisiso Kuumba manzwi- Ss	Kuverenga nekuvaka manzwi anokwana mana vachishandisa mutinhimira s.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 44-45 Plus one pg 25	Nhanganyaya: Mudzidzisi anotsanangura nekuverenga mutinhimira s. 1: Vadzidzi vanoverenga mutinhimira. 2: Vadzidzi vanovaka manzwi emutinhimira s mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanovaka nekunyora manzwi emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati Zvinyoreso	
L4	Nzwisiso		Kutaura	Indigenous language syll	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.		

CHITATU	Kuverenga manzwi	Kuverenga manzwi emitinhimira yakasiyana siyana vachidudza.	Kuterera	ECD – Grd 2 pg 44-45 plus one pg 26	1: Mudzidzisi anopa muenzaniso wekuverenga manzwi achidudza. 2: Vadzidzi vanoverenga manzwi avapiwa mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanoverenga manzwi vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Mabhuku ekuverenga	
L5 CHITATU	Nzwisiso Kuverenga ndima	Kuverenga nekuzadzisa zvirevo nemanzwi anobva mundima yaverengwa.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 Plus one pg 27	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Vadzidzi vanoverenga mifananidzo nendima mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso Mabhuku ekunyorera	
L6 CHINA	Mutauro Kuzadzisa pakashama	Kunyora vachizadzisa pakashama nemanzwi akakodzera.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grade 2 pg 50-52 plus one pg 28	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa pakashama. 2: Vadzidzi vanoedzesera pakashama mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mavara pamakadhi Zvinyoreso	
L7 CHINA	Tsika nemagariro Kukwazisa kwakanaka.	Kudoma nekuedzesra nzira yekwaziso yakanaka.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 54-55	Nhanganyaya: Kuimba rwiyo “ mhoroi mose mose ”. 1: Vadzidzi vanodoma nzira dzakanaka dzekwaziso. 2: Vadzidzi vanoedzesera nzira dzakanaka dzekwaziso mumapoka. 4: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoedzesera nzira yakanaka yekwaziso sedungamunhu.	Zvombo zve ICT Mifananidzo	

					Mhedziso: Dzokororo yechidzidzo.		
L 8 & 9 CHISHANU	Rondedzero Mabasa epamusha	Kunyora vachizadzisa pakashama nemanzwi anoratidza mabasa epamusha.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grade 2 pg 53 Plus one pg 28	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemabasa epamusha. 2: Vadzidzi vanodoma mabasa epamusha 3: Vadzidzi vanoverenga manzwi avapiwa mumapoka. 4: Kupakurirana zvaitwa mumapoka. 5: Vadzidzi vanozadzisa mitsara mumabhuku ekunyorera. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
13/03/26 WK 9 L 1&2 MUVHURO	ZVEKURIMA Maumbirwo emutauo Mabasa anoitwa nevarimi	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kudoma nekutsanangura mabasa anoitwa nevarimi.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grd 2 pg 46-49 plus one pg 29	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mbeswa dzavanorima pamusha pavo 2: Vadzidzi vanodoma mabasa anoitwa nevarimi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanopindura mivhunzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yakasiyana siyana Chati Zvombo zve ICT	
L3 CHIPIRI	Nzwisiso Kuverenga mitinhimira-	Kuverenga mavara emitinhimira, nzvanyira nenzvovera.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 Plus one pg 29	Nhanganyaya: Mudzidzisi anoverengera vadzidzi mitinhimira. 1: Vadzidzi vanoverenga nzvanyira nenzvovera iri pamakadhi mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoumba nekunyora manzwi mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati	

L4	Nzwisiso Kuverenga mifananidzo	Kuverenga nekutsanangura mifananidzo.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grd 2 pg 44-45 Plus one pg 30	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo yekuverenga. 2: Mumapoka vana vanodoma mazita ezvinhu zviripa mufananidzo 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoverenga manzwi aripasi pemufananidzo sedungamunhu. Mhedziso: Dzokororo yebasa ranyorwa.	Mifananidzo Chati	
L5 CHITATU	Nzwisiso Kuverenga - ndima	Kuverenga ndima vachidudumisa uye kupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 Plus one pg 31	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Mudzidzisi anopa vana basa rekuverenga ndima mumapoka. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Zvombo zve ICT	
L6 CHINA	Mutauro Zvizhinji	Kudoma nekunyora manzwi muhuzhinji.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 50-52 Plus one pg 31-32	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso kuisa mazita ezvinhu muhuzhinji. 1: Vadzidzi vanodoma zvinhu zvapiwa muhuzhinji mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati	
L7 CHINA	Tsika nemagariro Mitambo yechinyakare.	Kudoma nekutamba mitambo yechinyakare.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 54-55	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mitambo yechinyakare yavanoziva. 2: Vadzidzi vanotamba mitambo yechinyakare mumapoka. 3: Kupakurirana zvaitwa mumapoka.	Zvombo zveICT Mifananidzo Dandaro	

					Mhedziso: Dzokororo yechidzidzo.		
L 8 & 9 CHISHANU	Rondedzero Kunyora nekombiyuta	Kuverenga nekunyora manzwi nekombiyuta.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 53 Plus one pg 32	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma basa rekombiyuta. 2: Mudzidzisi anopa muenzaniso wekunyora manzwi nekombiyuta. 3: Vadzidzi vanoverenga nekudzidzira kunyora manzwi nekombiyuta. 4: Mudzidzisi anobatsira vana vasina ruzivo. Mhedziso: Dzokororo yebasa raitwa.	Zvombo zveICT Manzwi mapakadhi	
VHIKI 20/03/26 WK 10 L 1&2 MUVHURO	MUSORO ZUVA RAPISA Maumbirwo emutauo Mutinhimira- zZ za ze zi zo zu	ZVINANGWA Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kuverenga nekuumba manzwi vachishandisa nzvanyira nenzvovera.	UNYANZVI Kutaura Kuterera Kunyora	DURA Indigenous lang syllabus ECD – Grd 2 pg 46-49 Plus one pg 33	MADZIDZISIRO Nhanganyaya: Mudzidzisi anoverenga mutinhimira vana vakateerera. 1: Vadzidzi vanoverenga mutinhimira mumashure memudzidzisi. 2: Vadzidzi vanoumba manzwi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoumba nekunyora manzwi nemutinhimira z mumabhuku ekunyorera. Mhedziso: Dzokororo yebasa ranyorwa.	ZVOMBO Manzwi ari pamakadhi Chati	ONGORORO
L3 CHIPIRI	Nzwisiso Kuverenga mifananidzo	Kuverenga ndima nemufananidzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 plus one pg 34	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zvinhu zviri pamifananidzo. 2: Vadzidzi vanoverenga zvakanyorwa pamifananidzo mumapoka 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanotara nekuisa munembo pamufananidzo. Mhedziso: Dzokororo yebasa ranyorwa.	Mifananidzo Chati Zvinyoreso	

L4	Nzwisiso Kuverenga manzwi	Kuverenga manzwi anokwana kuita manonwe vachidudza.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 Plus one pg 35	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga manzwi achidudza. 2: Vadzidzi vanoverenga manzwi avapiwa mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanoverenga manzwi vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Chati	
L5 CHITATU	Nzwisiso Kuverenga ndima	Kuverenga ndima zvekududumisa uye kupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 44-45 plus one pg 35	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Mudzidzisi anopa vana basa rekuverenga ndima mumapoka. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Zvombo zve ICT	
L6	Mutauro Kuvaka manzwi	Kuvaka nekuverenga manzwi.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 50-52 plus one pg 36	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuvaka nekuverenga manzwi 1: Vadzidzi vanovaka manzwi mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanovaka nekunyora manzwi. Mhedziso: Dzokororo yechidzidzo.	Chati Mavara pamakadhi	
L7 CHINA	Tsika nemagariro Nzvimbo dzenhaka yenyika yedu.	Kuziva nzvimbo mbiri dzine chekuita nenhaka yenyika yedu.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 54-55	Nhanganyaya: Mudzidzisi anotsanangura pamusoro penzvimbo dzenhaka yenyika yedu. 1: Vadzidzi vanodoma nzvimbo dzine chekuita nenhaka yenyika yedu mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku.	Zvombo zveICT Mifananidzo	

					Mhedziso: Dzokororo yechidzidzo chaitwa.		
L 8 & 9 CHISHANU	Rondedzero Kutara mufananidzo - zai	Kudhirowa nekutsanangura mufananidzo wezai.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 53 Plus one pg	Nhanganyaya: Mudzidzisi anoratidza vadzidzi mufananidzo wezai. 1: Vadzidzi vanotsanangura mufananidzo wezai mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanotara mufananidzo wezai nekunyora kuti zai rinonaka. Mhedziso: Dzokororo yebasa raitwa	Mifananidzo Zvinyoreso Ruvara	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
27/03/26 WK 11 L 1&2 MUVHURO	DZOKORORO YEPIRI Maumbirwo emutauo Kuverenga manzwi	Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku: Kuverenga manzwi vachidudza.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 46-49 plus one pg 37	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga manzwi achidudza. 2: Vadzidzi vanoverenga manzwi avapiwa mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanoverenga manzwi vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Chati	
L4	Nzwisiso Zviperego	Kunyora nekuverenga zviperengo zvinokwana kuita zvishanu.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 Plus one pg 37	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mitinhimira yavanoziva. 2: Vadzidzi vanoumba zviperengo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mavara pamakadhi Zvinyoreso	
L5 CHITATU	Nzwisiso Kuverenga mifananidzo	Kudoma nekuverenga mifananidzo.	Kutaura Kuterera	Indigenous language syll ECD – Grd 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Vadzidzi vanoverenga mifananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka.	Mifananidzo Zvinyoreso	

			Kunyora	plus one pg 38	4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Zvizhinji	Kuisa manzwi muhuzhinji.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grd 2 pg 44-45 plus one pg 39	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso kuisa mazita ezvinhu muhuzhinji. 1: Vadzidzi vanodoma manzwi muhuzhinji mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati	
L4	Nzwisiso Kuverenga ndima	Kuverenga nekupindura mibvunzo kubva mundima	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 44-45 plus one pg 39-40	Nhanganyaya: Mudzidzisi anoverenga ndima vadzidzi vakateerera 1: Vadzidzi vanotaurirana nyaya yaverengwa muchidimbu vari muzvikwata. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanopindura mibvunzo kubva mundima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	
L5 CHITATU	Nzwisiso Nhengo dzemuviri	Kudoma nekutaridza nhengo dzemuviri.	Kutaura Kuterera Kunyora	Indigenous language syll ECD – Grade 2 pg 44-45 plus one pg 40	Nhanganyaya: Kuimba “ chii chinorwadza ”. 1: Mudzidzisi anotsanangura chidzidzo. 2: Mudzidzisi anopa muenzaniso wenhengo yemuviri 3: Vadzidzi vanodoma nhengo dzemuviri mumapoka. 3: Kupakurirana zvaitwa mumapoka. 5: Vadzidzi vanotara mufananidzo wemunhu nekuisa munembo panhengo dzemuviri. Mhedziso: Dzokororo yebasa ranyorwa.	Basa pachidziro Zvinyoreso	
L6	Mutauro Zviito	Kudoma nekuedzesera zviito.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 50-52	Nhanganyaya: Mudzidzisi anotsanangura zviito. 1: Mudzidzisi anopa muenzaniso wezviito. 2: Vadzidzi vanoedzesera zviito mumapoka. 3: Kupakurirana zvaitwa mumapoka.	Chati	

				plus one pg	4: Vadzidzi vanoedzesera zviito sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT	
L7 CHINA	Tsika nemagariro Mitambo yechinyakare	Kudoma nekutamba mitambo yechinyakare.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 54-55	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pemitambo yechinyakare. 1: Vadzidzi vanodoma mitambo yechinyakare. 2: Vadzidzi vanotamba mitambo yechinyakare mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotaura mutambo wechinyakare wavanofarira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zveICT	
L 8 & 9 CHISHANU	Rondedzero Mabasa enhengo dzemuviri	Kudoma nekutsanangura mabasa enhengo dzemuviri.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 53 Plus one pg	Nhanganyaya: Kuimba “tumaoko, tumaoko” . 1: Vadzidzi vanodoma nhengo dzemuviri. 2: Vadzidzi vanodoma mabasa enhengo dzemuviri mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvinyoreso Chati	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
03/04/26 WK 12 L1 & 2 MUVHURO	ZVIFAMBISO Maumbirwo emutauro Zvifambiso pamusha	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kudoma nekutsanangura zvifambiso zvinowanikwa pamusha.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 46-49 Plus one pg 41	Nhanganyaya: Kuimba “pabhasikoro mwana adonha” . 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso. 2: Vadzidzi vanodoma zvifambiso zviri pamufananidzo uye zvinowanikwa pamusha pavo 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotara mufananidzo wechifambiso. Mhedziso: Dzokororo yebasa ranyorwa.	Mifananidzo Chati Zvinyoreso	
L 3 CHIPIRI	Nzwisiso Mutinhimira nN na ne ni no nu	Kuumba nekunyora	Kutaura Kuterera	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anoverenga mutinhimira vana vakateerera.	Manzwi ari pamakadhi	

		manzwi vachishandisa mutinhimira, nzvanyira nenzvovera.	Kunyora	ECD – Grd 2 pg 44 – 45 plus one pg 41	1: Vadzidzi vanoverenga manzwi emutinhimira avapiwa pamakadhi. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoumba manzwi nemutinhimira mumabhuku ekunyorera. Mhedziso: Dzokororo yebasa ranyorwa.	Chati Zvinyoreso	
L4	Nzwisiso Kuverenga manzwi	Kuverenga manzwi emutinhimira ch vachidudza.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 44 – 45 plus one pg 42	Nhanganyaya: Mudzidzisi anoverenga mutinhimira ch . 1: Mudzidzisi anopa muenzaniso wekuverenga manzwi achidudza. 2: Vadzidzi vanoverenga manzwi vachidudza avapiwa mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanoverenga manzwi vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Chati	
L5 CHITATU	Nzwisiso Kuvaka manzwi	Kuumba nekuverenga manzwi vachishandisa mitinhimira yakasiyana siyana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 44-45 plus one pg 43	Nhanganyaya: Mudzidzisi anopa muenzaniso wekuvaka manzwi nemavara. 1: Vadzidzi vanoumba manzwi mumapoka 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Zvinyoreso	
L6	Mutauro Kuverenga ndima	Kuverenga ndima nekupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 50-52 plus one pg 43-44	Nhanganyaya: Mudzidzisi anoverenga ndima vadzidzi vakateerera 1: Vadzidzi vanotaurirana nyaya yaverengwa muchidimbu vari muzvikwata. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanopindura mibvunzo kubva mundima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	

L7 CHINA	Tsika nemagariro Nziyo dzechinyakare	Kudoma nekuimba nziyo dzechinyakare.	Kutaura Kuterera	Indigenous language syllabus ECD – Grade 2 pg 54-55	Nhanganyaya: Mudzidzisi anotsanangura pamusoro penziyo yechinyakare. 1: Vadzidzi vanodoma nziyo yechinyakare dzavanoziva. 2: Vadzidzi vanoimba nziyo dzechinyakare mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoimba nziyo dzechinyakare sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zveICT	
L 8 & 9 CHISHANU	Rondedzero Kuumba manzwi	Kuumba nekuverenga manzwi.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD – Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba nekuverenga manzwi. 2: Vadzidzi vanoumba nekuverenga manzwi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanovaka nekunyora manzwi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati Zvinyoreso	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

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	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK1 L1 TUE	IDENTITY Myself and my family Myself	By the end of the lesson lnrs shld be able to: State their names, surname, gender, age and totems.	Self -expression Visual skills Auditory skills Finger dexterity	Social Sciences ECD – Grade 2 Syllabus pg 54- 55 Plus one pg 1-2 Exercise 1.1	Assumed knowledge: Lnrs know body parts. Intro: Reciting “do you know my name” 1: Tr explains and gives examples. 2: In grps of five lnrs play naming games. 3: Groups present their work. 4: Individually lnrs draw themselves. Conclusion: Class discussion.	Pencils Human pictures Photos	
L2 WED	Physical addresses	Describe their physical addresses.	Self -expression Fluency Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 3-4 Activity 1.2	Assumed knowledge: Lnrs know their home location. Intro: Reciting “Am Mr. Kadeya”. 1: Tr introduces and explains on physical address. 2: In pairs lnrs discuss about their physical address. 3: Groups give feedback. 4: Individually lnrs make a model of a house. Conclusion: Class discussion.	ICT tools	
L3 THUR	My family	Identify and name members of their family.	Refinement of vocabulary Auditory skills Visual skills	Social Scie ECD – Grd 2 Syllabus pg 54-55 Plus one pg 5 Activity 1.3	Assumed knowledge: Lnrs know their names. Intro: Reciting the rhyme “five in the family”. 1: Lnrs name their family members. 2: In threes lnrs discuss about their family members. 3: Groups give feedback. 4: Lnrs draw their family members individually. Conclusion: Revision of the lesson.	Family pictures ICT tools Pencils	
L4 FRI	Research - Extended family	Identify and name members of	Self -expression Turn taking	Social Sciences ECD – Grade 2 Syllabus pg 54- 55	Assumed knowledge: Lnrs know their siblings. Intro: Recap on family members. 1: Tr explains on extended family and gives examples while lnrs are listening.	ICT tools Human pictures	

		their extended family.	Fluency	Plus one pg 5 Activity 1.4	2: In pairs lnrs discuss about their extended families. 3: Groups present their work. 4: Individually lnrs name members of their extended family. Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 L1 TUE	IDENTITY Myself and my friends My friends	By the end of the lesson learners shld be able to: Name and describe their friends.	Self -expression Auditory skills Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 8-9 Exercise 2.1	Assumed knowledge: Lnrs have friends. Intro: Game song “ come around my best friend ”. 1: Tr explains on friendship. 2: In pairs, lnrs discuss about their friends. 3: Groups present their work. 4: Individually learners describe their friends. Conclusion: Class discussion.	Pictures ICT tools	
L2 WED	Drawing	Draw and colour their friends.	Self – expression Creativity Finger dexterity	Social Sciences ECD – Grade 2 Syll pg 54-55 Plus one pg 9 Activity 2.1 pg 10	Assumed knowledge: Learners can draw. Intro: Recap of the previous lesson on friendship. 1: Teacher gives instructions on drawing. 2: Learners draw and colour their friends. 3: Teacher monitors and assist the weak. 4: Lnrs display their work. Conclusion: Reciting “ Pahushamwari hwedu ”.	Pictures Pencils Crayons	
L3 THUR	Activities	List and demonstrate activities they do with their friends.	Auditory skills Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 9 Activity 2.2 pg 11	Assumed knowledge: Learners can sweep. Intro: Tr asks the lnrs the activities they do with their friends. 1: Lnrs list the activities they do with their friends. 2: In pairs learners mime the activities. 3: Groups present their work. 4: Individually learners state the activities they do with their friends at home. Conclusion: Class discussion.	Pictures Charts ICT tools	

FRID L4	Games	State and play games they do with their friends.	Self -expression Gross motor skills Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 9	Assumed knowledge: Learners play games. Intro: Tr introduces and explains on games. 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.	Outdoor ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 L1 TUE	IDENTITY Myself and my school My school	By the end of the lesson lnrs should be able to : Name and describe their school.	Self -expression Fluency Auditory skills	Social Sciences ECD – Grade 2 Syll pg 54-55 Plus one pg 12-13 Activity 3.1	Assumed knowledge: Lnrs know their homes. Intro: Tr asks lnrs about the name of their school. 1: Teacher asks learners to describe their 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 premise	
L 2 WED	My teacher	Name and describe their teacher and school head.	Visual skills Finger dexterity Creativity	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 14 Activity 3.3	Assumed knowledge: Lnrs know their tr. Intro: Lnrs say the name of their tr and the Head. 1: Lnrs tell the name of their tr and the school Head. 2: In groups four, lnrs describe their tr and the school Head. 3: Groups present their work. 4: Individually lnrs draw their tr. Conclusion: Class discussion.	Photos Crayons Pencils	
L3 THUR	Roles of family members	List and explain the roles of each family members.	Auditory skills Communication skills	Social Sciences ECD – Grade 2 Syllabus pg 54-55	Assumed knowledge: Learners can sweep. Intro: Reciting “mai varipi”. 1: Teacher explains and gives an example of roles of one of the family members.	Pictures Charts ICT tools	

			Self- expression	Plus one pg 17-18 Activity 4.1	2: In pairs Inrs discuss about roles of each family member. 3: Groups give feedback. 4: Individually Inrs state family member and its roles. Conclusion: Class discussion.		
L4 FRID	Research - Family norms and values.	State and explain their family norms and values.	Auditory skills visual skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 21-22 Activity 5.1	Assumed knowledge: Learners greet politely. Intro: Tr introduces and explains on norms and values. 1: Inrs list norms and values. 2: In fives Inrs role play norms and values. 3: Groups present their work. 4: individual written work. Conclusion: Class discussion.	Charts ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 L1 TUE	NATIONAL HISTORY, SOVEREIGNIT Y AND GOVERNANCE My country and different ethnic groups My country	By the end of the lesson learners should be able to: State the name of their country.	Self -expression Fluency Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 24-25 Exercise 6.1	Assumed knowledge: Learners know their names. Intro: Reciting “beautiful Zimbabwe”. 1: Tr asks learners the name of their country. 2: In pairs Inrs discuss about places in their country. 3: Feedback from the groups. 4: Individual drawing of a map of Zimbabwe. Conclusion: Revision of work.	Map of Zimbabwe Resource person Specialised materials	
L2 WED	Ethnic groups	State the different ethnic groups in Zimbabwe.	Self -expression Refinement of vocabulary Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 26 Activity 6.1	Assumed knowledge: Learners can speak their mother language. Intro: Tr explains on ethnic groups wile Inrs listen. 1: Teacher gives an example of ethnic groups. 2: In pairs Inrs list ethnic groups in Zimbabwe. 3: Groups present their work.	Resource person ICT tools	

					4: Individually lnrs state ethnic groups in Zimbabwe. Conclusion: Revision of work.		
L 3 THUR	National flag	Identify and name the colours of the national flag.	Visual skills Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 28 Activity 7.1	Assumed knowledge: Lnrs know a flag. Intro: Recap on ethnic groups. 1: Tr and lnrs visit the National flag at school. 2: In pairs lnrs name colours on the national flag. 3: Feedback from the groups. 4: Individually lnrs name colours the national flag. Conclusion: Revision of the lesson.	National flag Pencils Crayons	
L4 FRID	Research- National flag colours	Name and explain the meaning of colours on the national flag.	Refinement of vocabulary. Visual skills Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 30	Assumed knowledge: Lnrs know the national flag. Intro: Recap on the national flag. 1: Lnrs name colours of the national flag. 2: In groups learners discuss about the meaning of the colours on the national flag. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	ICT tools National flag Colour wheel	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26 WK 5 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE Drawing - National flag	By the end of the lesson learners should be able to: Draw and colour the national flag.	Visual skills Fine motor skills Self- expression Creativity	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 29 Exercise 7.1	Assumed knowledge: Lnrs know the national flag. Intro: Reciting the song “colours, colours”. 1: Teacher asks lnrs to draw the national flag. 2: Lnrs practice to draw the national flag on the ground. 3: Tr monitors and assists the weak. 4: Individually lnrs draw and colour the national flag. Conclusion: Revision of the lesson.	National flag Pencils Crayons Colour wheel	

L2 WED	National School Pledge	Recite the National School Pledge and demonstrate proper posture.	Auditory skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 31-32 Activity 8.1	Assumed knowledge: Lnr's know the national flag. Intro: Recap on the national flag. 1: Tr recites the National School Pledge while Lnr's listen. 2: In fives Lnr's recite the National School Pledge. 3: Groups present their work. 4: Individually Lnr's recite of the National School Pledge. Conclusion: Class discussion.	ICT tools Resource person	
L3 THUR	National Anthem	Sing the national Anthem.	Auditory skills Self- expression Team work	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 33-35	Assumed knowledge: Lnr's know their country. Intro: Recap on the origin of Zimbabwe. 1: Tr demo singing the National Anthem. 2: In groups of four Lnr's sing the National Anthem. 3: Groups present their work. 4: Individually Lnr's sing the National Anthem. Conclusion: Revision of work done.	ICT tools Assembly point	
L4 FRID	National Anthem posture	Observe protocol and proper posture when singing the National Anthem.	Self- expression Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 35 Activity 9.1 pg 36	Assumed knowledge: Lnr's can stand upright. Intro: Recap of the National Anthem. 1: Tr demo proper posture when singing the National Anthem. 2: In groups of four Lnr's practice the proper posture when singing the National Anthem. 3: Groups presentation. 4: Individual demonstration of the proper posture when singing the National Anthem. Conclusion: class discussion.	Assembly point ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

20/02/26 WK 6 L 1 TUE	HERITAGE Tangible heritage Plants	By the end of the lesson Inrs should be able to: Define and name plants which are tangible heritage.	Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 37-38	Assumed knowledge: Learners know a tree. Intro: Tr explains on plants as tangible heritage. 1: Teacher gives an example of plants. 2: In pairs identify plants which are tangible heritage. 3: Feedback from the groups. 4: Individually Inrs define tangible heritage and give examples. Conclusion: Revision of work.	ICT tools Pictures of plants Resource person	
L 2 WED	Animals	Identify and describe animals as tangible heritage.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 37-38	Assumed knowledge: Learners domestic animals. Intro: Tr and learners list the animals they know. 1: Tr explains on animals as tangible heritage. 2: In pairs describe animals which are tangible heritage. 3: Feedback from the groups. 4: Individual pasting of animals. Conclusion: Revision of work.	ICT tools Pictures Resource person Glue	
L 3 THUR	Land	State and discuss about land as tangible heritage.	Auditory skills Team work Self- expression Language development	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 37- 38	Assumed knowledge: Lnrns know tangible heritage. Intro: Singing “Noah zarura makomo”. 1: Tr explains on land as a tangible heritage. 2: In groups Inrs discuss about land as a natural tangible heritage. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	ICT tools Local environment	
L 4 FRID	Research - Artefacts	Identify and name at least three artefacts.	Language development Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 37-38	Assumed knowledge: Learners know a clay pot. Intro: Tr introduces and explains on artefacts. 1: Teacher gives an example of artefacts. 2: In pairs Inrs describe artefacts on given pictures. 3: Groups present their work.	ICT tools Artefacts	

				Activity 10.1 pg 39	4: Individual written work. Conclusion: Class Discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7 L 1 TUE	HERITAGE Heritage sites and monuments	By the end of the lesson learners should be able to: Identify and draw at least one heritage site and monument.	Visual skills Auditory skills Communication skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 38	Assumed knowledge: Lnrs know tangible heritage. Intro: Tr explains on heritage sites and monuments. 1: Tr gives an example of heritage sites and monuments. 2: In groups of three learners describe pictures given which depicts heritage sites and monuments. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	ICT tools Pictures of heritage site and monument	
L 2 WED	Intangible heritage	Identify and list intangible heritage.	Auditory skills Refinement of vocabulary Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 40 Activity 11.1 Activity 11.2	Assumed knowledge: Lnrs know tangible heritage. Intro: Tr explains on intangible heritage. 1: Tr gives an example of intangible heritage. 2: In pairs, Lnrs list other intangible heritage. 3: Feedback from the groups. 4: Individually Lnrs describe intangible heritage of own choice. Conclusion: Class discussion.	ICT tools Pictures Resource person	
L 3 THUR	Use of heritage	Explain use of heritage as well as appreciating all languages.	Auditory skills Oral language development Team work	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 43 Activity 11.4	Assumed knowledge: Lnrs know tangible and intangible heritage. Intro: Recap on tangible and intangible heritage. 1: Teacher asks Lnrs the use of heritage. 2: In pairs Lnrs describe the use of heritage. 3: Groups present their work.	ICT tools Resource person Charts	

					4: Individually learners state the importance of appreciating other languages. Conclusion: Revision of work.		
L4 FRID	Research - Ubuntu/Unhu / Vumuntu	Conduct a research on attributes of Ubuntu/Unhu/ Vumuntu .	Auditory skills Visual skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 58 Plus one pg 46-47 Activity 12.1 Activity 12.2	Assumed knowledge: Lnrns can greet formally. Intro: Tr explains on Ubuntu/Unhu/Vumuntu. 1: Tr asks Lnrns to list ways which shows Ubuntu/Unhu/Vumuntu. 2: In pairs Lnrns state the attributes of Ubuntu/Unhu/Vumuntu. 3: Groups presentation. 4: Individually Lnrns demo attributes of Ubuntu/Unhu/Vumuntu. Conclusion: Class discussion.	ICT tools Resource person	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 L 1 TUE	WORK AND LEISURE Work at home and school Work done at home	By the end of the lesson learners shld be able to: Identify at least three different types of work done at home and their importance.	Auditory skills Visual skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 51-52 Activity 13.1 pg 53	Assumed knowledge: Learners can sweep. Intro: Lnrns list the house chores. 1: Tr asks Lnrns the importance of doing duties at home. 2: In groups of four Lnrns discuss about the importance of doing duties at home. 3: Groups present their work. 4: Individually learners state duties they do at home. Conclusion: Revision of the lesson.	ICT tools Pictures Specialised materials	
L 2 WED	Work done at school	Identify types of work done at school and their importance.	Auditory skills Team work Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 54-55	Assumed knowledge: Learners can sweep. Intro: Recap on duties done at home. 1: Learners list duties they do at school. 2: In groups of three demo duties they do at school. 3: Groups give feedback.	ICT tools Pictures Specialised materials	

				Activity 13.2	4: Individually lnrs state the importance of duties at school. Conclusion: Class discussion.		
L 3 THUR	Role play	Role play different types of work.	Auditory skills Visual skills Fluency Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg	Assumed knowledge: Lnrs can sing and dance. Intro: Recap on duties at home and school. 1: Teacher engages lnrs in role play. 2: In groups of five, lnrs role play different types of work. 3: Groups present their work. 4: Individually learners explain the importance of the work they role played. Conclusion: Question and answer.	Dramatic play area Specialised materials	
L 4 FRID	Research - Picking litter	Conduct a research on picking litter around the school.	Refinement of vocabulary Auditory skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60	Assumed knowledge: Learners can sweep. Intro: Reciting “ don’t throw rubbish ”. 1: Tr gives instructions on how to carry out a research on picking litter. 2: In groups of four learners pick litter around the school premise. 3: Presentation from the groups. 4: Individually lnrs state their findings from the research. Conclusion: Class discussion.	School premise Bins /pits Matches	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 L 1	WORK AND LEISURE Goods produced at	By the end of the lesson learners should be able to:	Auditory skills Vocabulary refinement Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg	Assumed knowledge: Learners know vegetables. Intro: Tr explains on goods produced at home and school. 1: Teacher gives examples. 2: In pairs, lnrs list goods produced at home and school.	ICT tools Pictures Specialised materials	

TUE	home and school	Identify goods produced at home and school.		58-59 Activity 14.1	3: Presentation of the groups. 4: Individually lnrs state goods produced at home and school. Conclusion: Revision of the lesson.		
L 2 WED	Services provided at home and school	Identify and describe services provided at home and school.	Auditory skills Visual skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 60-61	Assumed knowledge: Learners can wash plates. Intro: Recap on goods produced at home and school. 1: Tr explains on services provided at home and school. 2: In pairs learners describe services provided at home and school. 3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of work.	ICT tools Charts Specialised materials	
L 3 THUR	Role play	Role play giving services.	Auditory skills Turn taking Self- expression Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 61 Activity 14.3	Assumed knowledge: Learners know movies. Intro: Recap on goods and services produced at home and school. 1: Teacher engages lnrs in role play. 2: In groups of five, learners role play services provided at home and school. 3: Groups present their work. 4: Individually learners state what they have learnt from the plays. Conclusion: Questioning and answer.	ICT tools Specialised materials Pictures	
L 4 FRID	Nutritious garden	Create a nutritious garden.	Auditory skills Visual skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60	Assumed knowledge: Lnrs know healthy food. Intro: Learners list healthy food they know. 1: Teacher explains on nutritious garden. 2: In fives, lnrs create a nutritious garden. 3: Tr monitors and assists the weak. 4: Individually learners state their observation. Conclusion: Class discussion.	ICT tools Specialised materials Charts	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 L1 TUE	WORK AND LEISURE Leisure time at home	By the end of the lesson learners should be able to: Identify and list at least two leisure activities at home.	Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 63-64 Activity 15.1	Assumed knowledge: Learners play games. Intro: Teacher explains on leisure time. 1: Teacher gives an example of an activity done during free time at home. 2: In groups of four, learners list activities they do during free time at home. 3: Feedback from the groups. 4: Individually learners describe activities shown on given pictures. Conclusion: Class discussion.	Pictures Charts Specialised materials	
L 2 WED	Leisure time at school	Identify and describe leisure activities at school.	Auditory skills Visual skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 65 Activity 15.2	Assumed knowledge: Lnr's play games at home. Intro: Recap on leisure time at home. 1: Tr gives an example of activity done at school during leisure time. 2: In groups of three Lnr's discuss about activities they do during free time at school. 3: Groups give feedback. 4: Individually Lnr's the activities they like to do during free time at school. Conclusion: Revision of the lesson.	Pictures ICT tools	
L 3 THUR	Importance of leisure time	State and explain the importance of leisure time at home and school.	Auditory skills Self- expression Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 66	Assumed knowledge: Learners can play games. Intro: Recap on activities done at home and school during free time. 1: Tr asks Lnr's the importance of leisure time. 2: In groups of three Lnr's discuss about the importance of leisure time at home and school. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	ICT tools Specialised materials	

L 4 FRID	Games	Demonstrate games they play during their free time at home and school.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 59-60	Assumed knowledge: Learners play games. Intro: Lnrs list the games they know. 1: Teacher asks Lnrs to play games of own choice. 2: In groups of five Lnrs play games of own choice. 3: Feedback from the groups. 4: Individually learners state the games they like. Conclusion: Class discussion.	ICT tools Outdoor Specialised materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 TUE	WORK AND LEISURE Indigenous games	By the end of the lesson learners should be able to: Identify and list at least two indigenous games.	Vocabulary refinement Auditory skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 68-69	Assumed knowledge: Lnrs know indigenous songs. Intro: Tr explains on indigenous games. 1: Teacher asks Lnrs indigenous games they know. 2: In groups of four, Lnrs list indigenous games. 3: Feedback from the groups. 4: Individually Lnrs state indigenous games they like. Conclusion: Class discussion.	ICT tools Specialised materials	
L 2 WED	Games- Pada	Demonstrate indigenous games.	Visual skills Team work Gross motor skills	Social Sciences ECD – Grd 2 Syll pg 59-60 Plus one pg 68-69 Activity 16.1	Assumed knowledge: Learners play games. Intro: Recap on indigenous games. 1: Tr introduces and demo how to play Pada. 2: In groups of three learners play Pada 3: Tr monitors and assists the weak. 4: Learners state other indigenous games. Conclusion: Revision of the lesson.	ICT tools Outdoor	
L 3 THUR	Modern games	Identify and name modern games.	Auditory skills Visual skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 70 Activity 16.2	Assumed knowledge: Learners can play pada. Intro: Tr explains on modern games. 1: Teacher gives an example of modern games. 2: In groups of four, Lnrs list modern games they know. 3: Feedback from the groups.	ICT tools Specialised materials	

					4: Individually learners state modern game. Conclusion: Class discussion.		
L 4 FRID	Jigsaw puzzles	Complete pieces of puzzles.	Auditory skills Visual skills Critical thinking	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 71-72	Assumed knowledge: Lnrns know computer games. Intro: Recap on modern games. 1: Tr gives Lnrns pieces of puzzles to complete. 2: In pairs Lnrns complete given puzzles. 3: Presentation of the groups. 4: Individually Lnrns complete puzzles. Conclusion: Revision of the lesson.	ICT tools Puzzles Specialised material	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 TUE	REVISION IDENTITY Family norms and values.	State and explain their family norms and values.	Auditory skills visual skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 54-55 Plus one pg 22	Assumed knowledge: Learners greet politely. Intro: Tr explains on norms and values. 1: Lnrns list norms and values. 2: In groups of five Lnrns role play norms and values. 3: Groups present their work. 4: individual written work. Conclusion: Class discussion.	Charts ICT tools	
WED	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE Ethnic groups	State the different ethnic groups in Zimbabwe.	Self -expression Refinement of vocabulary Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 56-57 Plus one pg 26	Assumed knowledge: Learners can speak their mother language. Intro: Tr explains on ethnic groups. 1: Tr gives an example of ethnic groups. 2: In pairs, Lnrns list ethnic groups in Zimbabwe. 3: Groups present their work. 4: Individually Lnrns state ethnic groups in Zimbabwe. Conclusion: Revision of work.	Resource person ICT tools	
THUR	HERITAGE	By the end of the lesson learners	Visual skills Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 58	Assumed knowledge: Lnrns know tangible heritage.	ICT tools	

	Heritage sites and monuments	should be able to: Identify and draw at least one heritage site and monument.	Communication skills Self- expression	Plus one pg 38	Intro: Tr explains on heritage sites and monuments. 1: Tr gives an example of heritage sites and monuments. 2: In groups of three lners describe pictures given which depicts heritage sites and monuments. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Pictures of heritage site and monument	
FRID	WORK AND LEISURE Goods produced at home and school	By the end of the lesson learners should be able to: Identify goods produced at home and school.	Auditory skills Vocabulary refinement Team work	Social Sciences ECD – Grade 2 Syllabus pg 59-60 Plus one pg 59	Assumed knowledge: Learners know vegetables. Intro: Tr explains on goods produced at home and school. 1: Teacher gives examples. 2: In pairs lners list goods produced at home and school. 3: Presentation of the groups. 4: Individually learners state goods produced at home and school. Conclusion: Revision of the lesson.	ICT tools Pictures Specialised materials	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

