

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 2

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: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
16/01/26 WK 1 L1 TUE	NUMBER Counting objects from 0 to 100	By the end of the lesson lnrs should be able to: Demonstrate counting numbers from 0 up to 100	Counting Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 1-2 Activity 1.1	Assumed knowledge: Lnrs can count. Intro: Tr introduces counting numbers up to 100. 1: Tr demo counting numbers from 0 up to 100. 2: In pairs lnrs count given objects. 3: Groups give feedback. 4: Individually lnrs count from 0 up to 100. Conclusion: Revision of the lesson.	Counters Number line	
L2 WED	Writing numbers	Write numbers in numerals from 0 to 100	Visual discrimination Finger dexterity Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 7 Activity 1.2	Assumed knowledge: Lnrs can write. Intro: Tr introduces writing numbers in numerals. 1: Tr gives examples of writing numbers in numerals. 2: In threes, lnrs write assigned numbers in numerals. 3: Groups give feedback. 4: Individual write numbers from 0 up to 100. Conclusion: Revision of work	Charts Work cards Pencils Number line	
L3 THUR	Sets of numbers in 5s and 10s	Make sets of objects in 5s and 10s up to 50.	Numeracy Ordering Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 9 Activity 1.3	Assumed knowledge: Lnrs can count in 2s. Intro: Tr introduces making sets of objects in 5s and 10s. 1: Tr demo making sets 5s and 10s while lnrs listen. 2: In groups of four learners make set of 5s and 10s. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Locally available resources	
L4	Counting numbers in 5s and 10s	Demonstrate counting numbers in 5s	Numeracy Ordering	Mathematics ECD A – Grade 2 Infant	Assumed knowledge: Lnrs can count in 2s. Intro: Recap on making sets of numbers. 1: Tr demo counting in 5s and 10s up to 50.	Counters Charts	

FRI		and 10s up to 50.	Counting	Syllabus pg 31-33 Plus one pg 11 Activity 1.4	2: In pairs learners count numbers in 5s and 10s up to 50. 3: Groups present their work. 4: Individually lnrs count in 5s and 10s up to 50. Conclusion: Revision of the work.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 L1 &2 MON	NUMBER Numbers in real life	By the end of the lesson lnrs should be able to: State and write their age, telephone numbers and birth dates	Visual discrimination Finger dexterity Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 15 Activity 1.5	Assumed knowledge: Lnrs can count. Intro: Reciting “those born January stand up”. 1: Tr explains on date of birth and age. 2: Lnrs share their date of birth, home address and age in pairs. 3: Groups give feedback. 4: Individually lnrs write their date of birth in full. Conclusion: Revision of the lesson.	Calendar Number Line	
L3 TUE	Numerical order Ascending order	Arrange numbers starting with the smallest.	Visual discrimination Seriating	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 17-18 Activity 2.1	Assumed knowledge: Lnrs can count up to 100. 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 smallest. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Number line Number cards	
L4 WED	Descending order	Identify and arrange numbers starting with the biggest.	Visual discrimination Seriating	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 19	Assumed knowledge: Lnrs can arrange numbers. Intro: Recap on arranging numbers in ascending order. 1: Tr explains and demo arranging numbers from the biggest. 2: In pairs lnrs arrange given numbers from the biggest.	Number line Outdoor	

				Exercise 2.2 pg 20	3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.		
L5 THUR	Construction Construction in numbers	Build towers using numbers.	Visual discrimination Finger dexterity Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 24 Activity 3.1	Assumed knowledge: Lnrns can draw. Intro: Tr explains on construction using numbers. 1: Tr gives instructions and guidelines on construction with numbers. 2: In groups of four Lnrns build number towers. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Blocks Number cards	
L6 FRID	Construction using items	Identify number of items used for construction.	Visual discrimination Finger dexterity Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 26 Activity 3.2	Assumed knowledge: Lnrns can draw. Intro: Tr explains about construction using items. 1: Tr asks Lnrns to identify number of items used for construction. 2: In groups of four Lnrns work on a given task. 3: Groups give feedback and tr assists the weak 4: Individual written work. Conclusion: Revision of work.	Locally available materials	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 L1 & 2 MON	NUMBER Construction Jigsaw puzzles	By the end of the lesson Lnrns should be able to: Construct and complete Jigsaw puzzles.	Visual discrimination Finger dexterity Critical thinking	Mathematics ECD A – Grade 2 Infant Syll pg 31- 33 Plus one pg 27 Activity 3.3 pg 28	Assumed knowledge: Lnrns play games. Intro: Tr explains on completing puzzles. 1: Tr gives Lnrns puzzles to complete. 2: Lnrns complete the puzzles in pairs. 3: Feedback from the groups. 4: Individually Lnrns describe the completed puzzle. Remedial and extension. Conclusion: Class discussion.	Locally available materials	
L3 TUE	Arranging and rearranging materials.	Arrange and rearrange	Visual discrimination Finger dexterity	Mathematics ECD A – Grade 2 Infant	Assumed knowledge: Lnrns know ordinal numbers. Intro: Tr explains on arranging and rearranging materials.	Locally available materials	

		materials to form items.	Critical thinking	Syllabus pg 31-33 Plus one pg 29 Exercise 3.4	1: Tr gives examples of arranging and rearranging materials. 2: Ltrs arrange and rearrange materials as per instruction. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.		
L4 WED	Sorting numbers in ascending order.	Identify and sort numbers in ascending order.	Visual discrimination Finger dexterity Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 30 Activity 3.5	Assumed knowledge: Ltrs can match objects. Intro: Tr explains on sorting numbers in ascending order. 1: Tr gives examples of sorting numbers in ascending order. 2: In threes Ltrs work on given task. 3: Group present their work. 4: Individual written work. Conclusion: Revision of work.	Number cards	
L5 THUR	Sorting numbers in descending order.	Sort numbers in descending order.	Visual discrimination Finger dexterity Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 30 Exercise 3.5	Assumed knowledge: Ltrs can add. Intro: Recap of the previous lesson. 1: Tr explains and demo sorting numbers in descending order. 2: In fours Ltrs work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Number cards	
L6 FRID	Construction games	Demonstrate construction through playing games.	Visual discrimination Gross motor skills Team work Turn taking	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 31 Exercise 3.6	Assumed knowledge: Ltrs can construct using blocks. Intro: Tr introduces construction game. 1: Tr gives rules of the game. 2: In groups of four Ltrs play the introduced construction game 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Number cards Stickers	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 L1 & 2 MON	NUMBER Ordinal numbers from 1 to 20	By the end of the lesson lnrs should be able to: Say the ordinal numbers within the range of 1 st – 20th.	Visual discrimination Seriating Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 34	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 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 Chart	
L3 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 31-33 Plus one pg 36 Activity 4.2 pg 37	Assumed knowledge: Lnrs can count up to 50. Intro: Lnrs say the ordinal numbers from 1 st to 20 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 Chart	
L4 WED	Ordinal numbers in words	Identify the position of an object in relation to the ordinal number given using words	Visual discrimination Refinement of vocabulary	Maths ECD A – Grade 2 Infant Syll pg 31- 33 Plus one pg 36 Exercise 4.1	Assumed knowledge: Lnrs know ordinal numbers in numerals. Intro: Tr introduces ordinal numbers in words and gives examples. 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.	Chart Word cards	
L5	Turn taking games		Visual discrimination	Mathematics ECD A – Grade 2 Infant	Assumed knowledge: Lnrs play games. Intro: Tr and lnrs name the games they know. 1: Tr asks lnrs to play turn taking game.	Outdoor ICT tools	

THUR		List and demonstrate games	Finger dexterity Turn taking	Syllabus pg 31-33 Plus one pg 39 Activity 4.3	2: Lnrs play turn taking games in pairs. 3: Feedback from the groups. 4: Individually Lnrs state turn taking game they like. Conclusion: Class discussion.		
L6 FRID	Story telling	Create and tell a story using ordinal numbers	Creativity Critical thinking Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 39 Activity 4.4	Assumed knowledge: Lnrs can recite poems. Intro: Recap on ordinal numbers. 1: Tr explains on story telling using ordinal numbers. 2: Lnrs create a story using ordinal numbers in pairs. 3: Feedback from the groups. 4: Individually Lnrs tell their story. Conclusion: Class discussion.	Outdoor ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26 WK 5 L1 & 2 MON	NUMBER Fractions Proper fraction with two denominator e.g. $\frac{1}{2}$	Divide objects into halves.	Visual discrimination Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syll pg 31- 33 Plus one pg 41-42 Activity 5.1 pg 43	Assumed knowledge: Lnrs know whole numbers. Intro: Tr introduces fractions with two denominator. 1: Tr gives examples on fractions with denominator two. 2: Lnrs work on given task in pairs. 3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Shapes Charts	
L3 TUE	Proper fraction with four denominator e.g. $\frac{1}{4}$	Divides objects into quarters.	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 44 Activity 5.2	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	

L4 WED	Shaded part	Identify and write fraction of a shaded part.	Visual discrimination Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 45 Activity 5.3	Assumed knowledge: Learners know fractions. Intro: Recap on fractions with denominator four. 1: Tr asks lnrns to identify fractions of the shaded part in groups. 2: In fours learners work on given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Shapes Charts	
L5 THUR	Representing fractions diagrammatically	Represent halves and quarters diagrammatically.	Visual discrimination Finger dexterity Critical thinking	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 48	Assumed knowledge: Lnrns can compare objects. Intro: Tr explains on presentation of fractions diagrammatically. 1: Tr gives examples an example of representing fractions diagrammatically. 2: Lnrns work on given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Chalkboard illustration Pencils	
L6 FRID	Comparing fractions	Compare fractions using the signs (>, <, =)	Visual discrimination Finger dexterity Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 48 Activity 5.4	Assumed knowledge: Lnrns can compare objects. Intro: Tr explains on comparing fractions using signs and lnrns name them stating their meanings. 1: Tr gives examples of comparing fractions using signs. 2: Lnrns work on given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Chalkboard illustration	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 L1 & 2	NUMBER Approximations and estimations	By the end of the lesson learners should be able to:	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33	Assumed knowledge: Lnrns 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.	Number line ICT tools	

MON	Rounding off numbers to the nearest 10	Identify and round off numbers to the nearest 10.		Plus one pg 51-52 Activity 6.1	3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.		
L3 TUE	Rounding off numbers to the nearest 20	Identify and round off numbers to the nearest 20.	Visual discrimination Finger dexterity	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	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 ICT tools	
L4 WED	Rounding off numbers to the nearest 30	Identify and round off numbers to the nearest 30.	Visual discrimination Finger dexterity Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 20. 1: Tr gives examples of rounding off numbers to the nearest 30. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Number line ICT tools	
L5 THUR	Rounding off numbers to the nearest 40	Identify and round off numbers to the nearest 40.	Visual discrimination Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 30. 1: Tr gives examples of rounding off numbers to the nearest 40. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Number line ICT tools	
L6			Visual discrimination	Mathematics ECD A – Grade	Assumed knowledge: Lnrs can count.	Number line	

	Rounding off numbers to the nearest 50	Identify and round off numbers to the nearest 50.	Refinement of vocabulary	2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	Intro: Recap on rounding off numbers to the nearest 30. 1: Tr gives examples of rounding off numbers to the nearest 50. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7 L1 & 2 MON	NUMBER Approximations and estimations Rounding off numbers to the nearest 60 and 70	By the end of the lesson learners should be able to: Identify and round off numbers to the nearest 60 and 70.	Visual discrimination Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	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 60 and 70. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Number line ICT tools	
L3 TUE	Rounding off numbers to the nearest 80	Identify and round off numbers to the nearest 80.	Visual discrimination Finger dexterity	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 60. 1: Tr gives examples of rounding off numbers to the nearest 80. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Number line ICT tools	
L4	Rounding off numbers to the nearest 90	Identify and round off	Visual discrimination Finger dexterity	Mathematics ECD A – Grade 2 Infant	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 80.	Number line ICT tools	

WED		numbers to the nearest 90.	Problem solving	Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	1: Tr gives examples of rounding off numbers to the nearest 90. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.		
L5 THUR	Rounding off numbers to the nearest 100	Identify and round off numbers to the nearest 100.	Visual discrimination Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 51-52 Activity 6.1	Assumed knowledge: Lnrs can count. Intro: Recap on rounding off numbers to the nearest 90. 1: Tr gives examples of rounding off numbers to the nearest 100. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Number line ICT tools	
L6 FRID	NUMBER Approximations and estimations Approximating quantities	By the end of the lesson Lnrs should be able to: Estimate quantity of objects without counting them	Visual discrimination Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 53 Activity 6.2	Assumed knowledge: Lnrs can compare objects. Intro: Reciting “God’s love is like a circle”. 1: Tr explains on estimation of quantities. 2: Tr gives an example of estimating quantities. 3: In pairs Lnrs work on given task. 4: Groups give feedback. 5: Individual written work. Conclusion: Revision of work.	Chart	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 L1 & 2 MON	NUMBER Comparisons Comparing quantities- more/less	By the end of the lesson Lnrs shld be able to: Identify and compare the quantity of objects	Visual discrimination Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syll pg 31- 33 Plus one pg 57-58	Assumed knowledge: Lnrs can compare objects. Intro: Tr explains on comparisons. 1: Tr gives an example of comparing quantities of objects. 2: In pairs Lnrs work on given task. 3: Groups give feedback. 4: Individual written work.	Chart	

				Activity 7.1 pg 59	Conclusion: Revision of work.		
L3 TUE	Comparing numbers – <i>Number line race</i>	Demonstrate comparing numbers through playing games	Visual discrimination Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 61 Activity 7.2 pg 62	Assumed knowledge: Lnrs can compare objects. Intro: Lnrs count up to 100. 1: Tr explains on comparing numbers and introduces a game. 2: In pairs Lnrs play the game. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Chart Number line	
L4 WED	Comparing numbers- greater than >	Compare and identify numbers which are greater than using the sign > correctly	Visual discrimination Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 63 Activity 7.3	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.	Chart	
L5 THUR	Comparing numbers - less than sign <	Use the smaller than sign (<) to compare number values.	Visual discrimination Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg 63 Activity 7.3	Assumed knowledge: Lnrs 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 Lnrs use the smaller than sign to compare given number values. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Charts Different objects	
L6 FRID	Comparing numbers – Equal sign =	Compare and identify numbers which are equal using the sign =.	Visual skills Auditory skills Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces the equal sign. 1: Tr gives an example of using equal sign. 2: In pairs Lnrs work on given task. 3: Groups give feedback. 4: Individual written work.	Charts Different objects	EVALUATION

				Plus one pg 63 Exercise 7.3	Conclusion: Class discussion		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 L 1 & 2 MON	OPERATIONS Addition of whole numbers	By the end of the lesson lnrs should be able to: Add whole numbers with the sum up to 100	Critical thinking Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35 Plus one pg 74 Activity 8.1	Assumed knowledge: Lnrs can count up to 100. Intro: Tr introduces addition of whole numbers. 1: Tr gives an example of adding whole numbers. 2: In pairs lnrs read whole numbers. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Counters Number line Chart	
L 3 TUE	Addition term- Sum	Add numbers and use the addition term sum	Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35	Assumed knowledge: Lnrs can count. Intro: Tr introduces the addition term sum. 1: Tr gives an example of using the addition term. 2: In pairs lnrs work on given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Chart Chalkboard illustration	
L 4 WED	symbols + and =	add numbers by using + and = sign		Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35 Plus one pg 83	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces the plus and equal sign. 1: Tr gives an example of using equal sign. 2: In pairs lnrs work on given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Chart Counters	
L 5 THUR	Addition term- Count on	Count on numbers using a number line	Critical thinking Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35 Plus one pg 82 Activity 8.2	Assumed knowledge: Lnrs can count. Intro: Recap of the previous lesson. 1: Tr demo count on addition using a number line. 2: Lnrs solve addition problems using a number line in pairs. 3: Groups give feedback. 4: Individual written work.	Number line	

L 6 FRID	Addition term plus	Add numbers using the addition term plus.	Numeracy Counting	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35	Assumed knowledge: Lnr's can add numbers. Intro: Tr introduces the addition term plus. 1: Tr gives an example of using the addition term. 2: In pairs Lnr's add numbers using the introduced addition term. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Chart Chalkboard illustration Counters	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 L 1 & 2 MON	OPERATIONS Addition term-altogether	By the end of the lesson Lnr's should be able to: Demonstrate addition using the term altogether.	Auditory skills Visual skills Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35	Assumed knowledge: Lnr's can count. Intro: Tr introduces the term altogether. 1: Tr gives an example of using the addition term. 2: In pairs Lnr's use the addition term to add numbers. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Counters Chart	
L 3 TUE	Addition term-make	Add numbers using the term make.	Visual skills Auditory skills Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35	Assumed knowledge: Lnr's can add numbers. Intro: Tr introduces the addition term make. 1: Tr gives an example of using the addition term. 2: In pairs Lnr's use the addition term to add numbers. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts Work cards Chalkboard illustration	
L 4 WED	Addition term-total	Add numbers using the term total.	Visual skills Auditory skills Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35	Assumed knowledge: Lnr's can add numbers. Intro: Tr introduces the addition term total. 1: Tr gives an example of using the addition term. 2: In pairs Lnr's use the addition term to add numbers. 3: Feedback from the groups. 4: Individual written work.	Charts Work cards Chalkboard illustration	

					Conclusion: Revision of the work.		
L 5 THUR	Real life addition problems	Interpret and solve addition stories.	Visual skills Finger dexterity	Mathematics ECD A – Grade 2 Infant Syllabus pg 34-35	Assumed knowledge: Lnrns can add numbers. Intro: Tr introduces and explains on addition stories. 1: Tr gives examples of solving addition stories. 2: Learners work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Picture stories	
L 6 FRID	Addition mental work	Demonstrate addition through mental work.	Visual discrimination Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 34-35	Assumed knowledge: Lnrns can count. Intro: Lnrns count numbers backwards from 20 to 1. 1: Tr explains on mental work. 2: Tr gives Lnrns task to work in groups. 3: In pairs Lnrns solve addition problems through mental work. 4: Groups present their work. 4: Lnrns solve given problems individually. Conclusion: Class discussion.	Work cards	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 & 2 MON	OPERATIONS Addition games	By the end of the lesson Lnrns should be able to: Demonstrate addition through playing games	Visual skills Finger dexterity Numeracy	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35	Assumed knowledge: Lnrns can count. Intro: Tr introduces and explains on addition games. 1: Lnrns list addition games they know. 2: Lnrns play addition games in groups of five. 3: Groups give feedback. 4: Individually Lnrns state the addition games they like. Conclusion: Revision of the lesson.	Outdoor ICT tools	
L 3	Adding using a calculator	Demonstrate adding	Visual skills Finger dexterity	Mathematics ECD A – Grade	Assumed knowledge: Lnrns know digital tools. Intro: Tr introduces and explains on addition using calculators.	Calculators	

TUE		numbers by using a calculator.	Counting Numeracy Critical thinking	2 Infant Syllabus pg 34- 35 Plus one pg 84 Activity 8.4	1: Tr demo addition using a calculator. 2: In groups of four lnrs add given numbers using a calculator. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Charts	
L 4 WED	Vertical addition	Demonstrate vertical addition using a calculator.	Visual skills Numeracy Critical thinking Finger dexterity	Mathematics ECD A – Grade 2 Infant Syllabus pg 34- 35 Plus one pg 85	Assumed knowledge: Lnrs can play ICT games. Intro: Tr introduces and explains on vertical addition. 1: Tr demo vertical addition using a calculator. 2: Lnrs work on given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of written work.	Charts Calculators	
L 5 THUR	REVISION NUMBER Fractions Proper fraction with two denominator e.g. $\frac{1}{2}$	Divide objects into halves.	Visual discrimination Refinement of vocabulary	Mathematics ECD A – Grade 2 Infant Syllabus pg 31- 33 Plus one pg	Assumed knowledge: Lnrs know whole numbers. Intro: Tr introduces fractions with two denominator. 1: Tr gives examples on fractions with denominator two. 2: Lnrs work on given task in pairs. 3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Shapes Charts	
L 6 FRID	Proper fraction with four denominator e.g. $\frac{1}{4}$	Divides objects into quarters.	Visual discrimination Problem solving	Mathematics ECD A – Grade 2 Infant Syllabus pg 31- 33 Plus one pg	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	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION

03/04/26	REVISION Concepts covered during the term.	By the end of the lesson lnrs shld be able to: Answer questions from the concept learnt.	Self-expression Numeracy Counting Visual skills Auditory skills	Mathematics ECD A – Grade 2 Infant Syllabus pg 31-33 Plus one pg	Assumed knowledge: Lnrs can count. Intro: Tr introduces a lesson. 1: Tr demo and gives examples. 2: Group work activities. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Number line	
WK 12							
L 1 & 2							
MON-WED							

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 2

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	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	MEDIA	EVALUATION
----------------	-------------------	------------	--------------	------------	-------------------------------	-------	------------

16/01/26 WK 1 L 1 & 2 TUE	HEALTH AND HYGIENE Personal hygiene Functions of human body parts	By the end of the lesson Inrs should be able to: Name and describe functions of body parts.	Visual discrimination Team work Refinement of vocabulary	Science & Tech ECD— Grade 2 Syllabus bullet 8.1 Plus one pg 1-3 Activity 1.1 pg 3	Assumed knowledge: Learners know body parts. Intro: Reciting “my body parts”. 1: Inrs list the body parts they know. 2: Learners describe functions of body parts in groups of three. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Pictures	
L3 & 4 WED	Importance of personal hygiene	State and discuss about the importance of personal hygiene.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 4 Activity 1.2 pg 5	Assumed knowledge: Inrs can wash their body. Intro: Recap on functions of the body parts. 1: Tr asks Inrs the importance of personal hygiene. 2: In pairs Inrs discuss about the importance of personal hygiene. 3: Groups present their work. 4: Inrs state one way of personal hygiene. 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 5-6 Activity 1.3 pg 6	Assumed knowledge: Inrs know personal hygiene. Intro: Tr explains on basic hygiene habits. 1: Inrs list basic hygiene habits. 2: In fours Inrs demo basic hygiene habits. 3: Groups present their work. 4: Learners state one basic habit individually. Conclusion: Class discussion.	Charts	
L 7 & 8 FRID	Role play - personal hygiene habits	Identify and role play personal hygiene habits	Visual discrimination Auditory skills Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 8	Assumed knowledge: Inrs know movies. Intro: Recap on basic personal hygiene habits. 1: Tr asks Inrs to role play basic personal hygiene habits. 2: In groups of four, Inrs role play assigned basic personal hygiene habit. 3: Groups present their work. 4: Individual written work	ICT tools Posters	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	Conclusion: Class discussion. TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
23/01/26 WK 2 L 1 MON	HEALTH AND HYGIENE Personal hygiene Sense of sight	By the end of the lesson learners should be able to: Identify and describe sense of sight.	Visual skills Refinement of vocabulary Turn taking	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 7 Activity 1.4 pg 8	Assumed knowledge: Lnrns can see. Intro: Lnrns list things they see. 1: Tr explains on sense of sight and takes lnrns for a nature walk. 2: In pairs lnrns close each other their eyes and open them. 3: Groups give feedback on what happened. 4: Individual written work. Conclusion: Game song “handioni ndiri mwana washe”.	Outdoor Charts	
L 2 & 3 TUE	Sense of hearing	State and describe sounds they hear in the immediate environment.	Auditory skills Team work Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 7 Activity 1.4 pg 8	Assumed knowledge: Lnrns can hear. Intro: Game “Chinese whisper”. 1: Tr explains on sense of hearing. 2: In groups of fours, lnrns discuss about sounds they hear from the environment. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Outdoor	
L 4 & 5 WED	Sense of touch	Identify and match energy to its source.	Visual discrimination Sensory skills	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 7 Activity 1.4 pg 8	Assumed knowledge: Lnrns can handle pencils. Intro: Tr explains on sense of touch. 1: Lnrns list the feeling games they know. 2: In pairs, lnrns play the game papati, papati . 3: Feedback from the groups. 4: Individual written work. Conclusion: questioning and answer.	Charts Diff objects	
L 6 & 7 THUR	Sense of taste	Identify and distinguish taste of	Visual discrimination	Science & Tech ECD – Grade 2 Syllabus bullet 8.1	Assumed knowledge: Lnrns know water. Intro: Lnrns list food and beverages they know. 1: Tr gives an explanation on sense of taste. 2: In groups of threes lnrns taste given substances by putting them in their mouth.	Sugar Water Beverages	

		different food and beverages.	Refinement of vocabulary	Plus one pg 7 Activity 1.4 pg 8	3: Groups present their work. 4: Individually lnrs answer given questions. Conclusion: Class discussion.		
L 8 & 9 FRID	Sense of smell	Identify and discuss about things they can smell.	Visual discrimination Refinement of vocabulary	Scie & Tech ECD – Grd 2 Syll bullet 8.1 Plus one pg 7 Activity 1.4 pg 8	Assumed knowledge: Lnrs can smell. Intro: Recap on sense of taste. 1: Tr explains on sense of smell. 2: In pairs, lnrs name things they can smell. 3: Groups present their work. 4: Individually lnrs write an assessment test. Conclusion: Revision of work done.	Locally available resources	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK3 L 1 MON	HEALTH AND HYGIENE Food hygiene Food handling	By the end of the lesson lnrs should be able to: State and describe at least two ways of handling food.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 10-11 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 clean and unclean food handling practices. 3: Groups give feedback. 4: Individually lnrs state one clean and unclean way of handling food. Conclusion: Revision of the lesson.	Food samples Charts Pictures	
L 2 & 3 TUE	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 13 Activity 2.2	Assumed knowledge: Lnrs know food. Intro: Recap on food handling. 1: Lnrs state 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.	ICT tools Charts Food samples	
L 4 & 5	Environmenta l hygiene	Identify and discuss about	Visual discrimination	Science & Technology ECD – Grade 2	Assumed knowledge: Lnrs know school premise. Intro: Tr explains on clean and unclean environment.	Solar panels Charts	

WED	Clean and unclean environment	clean and unclean environment.	Team work Refinement of vocabulary	Syllabus bullet 8.1 Plus one pg 17-18 Activity 3.1	1: Lnrs list clean and unclean environment. 2: In groups of three Lnrs describe ways of cleaning the environment. 3: Groups present their work. 4: Individually Lnrs state the effects of having an unclean environment. Conclusion: Class discussion.	Pictures	
L 6 & 7 THUR	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 20 Activity 3.2	Assumed knowledge: Lnrs can sweep. Intro: Recap on clean and unclean environment. 1: Lnrs list the importance of having a clean environment. 2: In groups of three, Lnrs discuss about the importance of having a clean environment. 3: Groups give feedback. 4: Individually Lnrs state the importance of having a clean environment. Conclusion: Class discussion.	ICT tools Pictures Charts	
L 8 & 9 FRID	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 21 Activity 3.3	Assumed knowledge: Lnrs know can sweep. Intro: Recap of the previous lesson. 1: Tr explains on basic cleaning of the environment. 2: In fours Lnrs demo basic cleaning of the school premise. 3: Groups give feedback. 4: Lnrs dispose and burn litter. Conclusion: Class discussion.	Cleaning tool Protective clothing	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4	HEALTH AND HYGIENE	By the end of the lesson learners	Visual discrimination	Science & Tech ECD – Grade 2	Assumed knowledge: Lnrs know healthy food. Intro: Tr explains on healthy habits. 1: Tr gives examples of healthy habits.	Charts Posters	

L 1 MON	Health and wellness Healthy habits	should be able to: Identify and name healthy habits.	Refinement of vocabulary	Syllabus bullet 8.1 Plus one pg 24-25 Activity 4.1 pg 25	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.	ICT tools	
L 2 & 3 TUE	Importance of healthy habits.	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 26 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.	Visual aids Videos ICT tools	
L 4 & 5 WED	Balanced meal	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 27 Activity 4.3 pg 28	Assumed knowledge: Lnrs know food. Intro: Lnrs list food they know. 1: Tr explains on balanced meal. 2: Lnrs in pairs describe a balanced meal. 3: Groups present their work. 4: Individually lnrs describe a balanced meal. Conclusion: Class discussion.	Pictures ICT tools Videos	
L 6 & 7 THUR	Disease prevention Common diseases	Identify and state at least two common diseases and their causes.	Auditory skills Team work Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 31-34 Activity 5.1 pg 33	Assumed knowledge: Lnrs know flue disease. Intro: Tr explains on common diseases. 1: Tr gives an example of a common disease. 2: In pairs lnrs state causes of common diseases and their causes. 3: Groups give feedback. 4: Lnrs state common disease in their community individually. Conclusion: Class discussion.	Pictures Charts ICT tools	
L 8 & 9 FRID	Ways of preventing	State and discuss about	Auditory skills Fluency	Science & Technology ECD – Grade 2	Assumed knowledge: Lnrs know diseases. Intro: Recap on common diseases.	Story pictures	

	common diseases	ways of preventing diseases.	Refinement of vocabulary	Syllabus bullet 8.1 Plus one pg 34 Activity 5.2	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.		
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 38-39 Activity 6.1 Pg 41	Assumed knowledge: Lnrs know healthy food. Intro: Tr introduces food groups. 1: Tr explains on carbohydrates. 2: In groups of fours, lnrs list and discuss about food that gives us carbohydrates. 3: Groups present their work. 4: Individually, lnrs state the importance of carbohydrates to human body. Conclusion: Class discussion.	Food samples Charts	
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 39	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 list food that gives us proteins. 3: Presentation of the groups. 4: Individually lnrs state the functions of proteins to our body. Conclusion: Class discussion.	Food samples Charts	
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	Assumed knowledge: Lnrs know oranges. Intro: Lnrs list the fruits they know. 1: Tr gives an explanation on vitamins. 2: In pairs lnrs list food that gives us vitamins. 3: Groups present their work.	Food samples Charts	

				Plus one pg 40	4: Individually lnrs state functions of vitamins to our body. Conclusion: Class discussion.		
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 Syll bullet 8.2	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.	Food samples Charts	
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 41 Activity 6.2	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.	Food pictures Sorting trays	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 L 1 MON	FOOD AND NUTRITION Food demonstrations Indigenous and modern food	By the end of the lesson lnrs should be able to: Identify and name modern and indigenous food.	Auditory skills Refinement of vocabulary Visual discrimination	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 44-45 Activity 7.1	Assumed knowledge: Lnrs know food. Intro: Tr explains on types of food. 1: Tr gives examples of modern and indigenous food. 2: In pairs lnrs play a sorting game grouping modern and indigenous food 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Food samples Kitchen utensils Chef set	
L 2 & 3	Modern food	Demonstrate and explain the	Auditory skills	Science & Tech ECD – Grade 2	Assumed knowledge: Learners know sadza. Intro: Recap on types of food.	Food samples	

TUE		process of cooking sadza and pancakes.	Refinement of vocabulary Visual skills Team work	Syllabus bullet 8.2 Plus one pg 45 Activity 7.2	1: Tr explains on how to cook sadza and pancakes. 2: In pairs, Lnrs role play making pancakes and cooking sadza. 3: Groups presentations. 4: Individual written work. Conclusion: Class discussion.	Kitchen utensils Chef set	
L 4 & 5 WED	Sources of food Plants	Identify and name food we get from plants.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syll bullet 8.2 Plus one pg 50-51 Activity 8.1 pg 53	Assumed knowledge: Lnrs know maize. Intro: Tr introduces sources of food. 1: Tr explains on food that we get from plants. 2: In pairs 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 Food samples	
L 6 & 7 THUR	Animal food	List at least two food that we get from animals.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 51 Exercise 8.2 pg 52 Activity 8.1 pg 53	Assumed knowledge: Lnrs know meat. Intro: Recap on food that we get from plants. 1: Tr explains on food we get from animals and gives an example. 2: In pairs, Lnrs name food that we get from animals. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Pictures Food samples Charts	
L 8 & 9 FRID	Importance of food	Identify and state the importance of food	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.2 Plus one pg 53 Activity 8.3	Assumed knowledge: Lnrs know food. Intro: Reciting “ food is very good ”. 1: Lnrs list food they know. 2: In groups of four, Lnrs discuss about the importance of food. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Food samples Charts	

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 Types of plants	By the end of the lesson Inrs should be able to: Identify and name at least two types of plants.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 57	Assumed knowledge: Learners know plants. Intro: Reciting a rhyme “ tinotsvaka maonde ” 1: Tr introduces the lesson about plants. 2: In groups of five, learners list types of plants they know. 3: Groups present their work. 4: Learner draw a tree in their books. Conclusion: Class discussion.	Pictures Charts Plan	
L 2 & 3 TUE	Plant families Trees	Identify and list at least three tree plants.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 58 Activity 9.1 pg 60	Assumed knowledge: Lnrns know trees. Intro: Tr explains on tree plants. 1: Lnrns list the tree plants they know. 2: In pairs Lnrns identify tree plants at school. 3: Groups present their work. 4: Lnrns read flash cards individually. Conclusion: Game song “ dudu muduri ” naming tree plants.	Pictures Charts Plants	
L 4 & 5 WED	Legumes	Identify and describe plants which are legumes.	Visual discrimination Team work Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 58 Activity 9.2 pg 61	Assumed knowledge: Lnrns know peas. Intro: Recap on tree plants. 1: Tr explains on legume plants. 2: In groups of three Lnrns describe legume plants. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Pictures Plants Charts	
L 6 & 7 THUR	Roots	State and discuss about root plants.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 59	Assumed knowledge: Lnrns know carrots. Intro: Tr introduces root plants. 1: Lnrns gives examples of root plants. 2: In groups of three Lnrns read flash cards of root plants. 3: Feedback from the groups.	Charts Plants Flash cards	

				Exercise 9.2 pg 61	4: Learners draw root plants individually. Conclusion: Class discussion.		
L 8 & 9 FRID	Grasses	Identify and list grass plants.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 59	Assumed knowledge: Lnrs know grass. Intro: Recap on root plants. 1: Tr explains on grass plants and Lnrs gives examples. 2: In groups of fours, Lnrs describe grass plants. 3: Groups presentation. 4: Individual written work. Conclusion: Class discussion.	Pictures Charts Plants	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 L 1 MON	CROP, PLANTS AND ANIMALS Classifying plants	By the end of the lesson Lnrs should be able to: List and classify plants according to their groups.	Auditory skills Team work Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 61 Activity 9.3	Assumed knowledge: Lnrs know plants. Intro: Lnrs list the plants they know. 1: Tr gives Lnrs pictures of different plants. 2: In fours Lnrs classify given pictures of plants according to their family. 3: Groups presentation. 4: Individual written work. Conclusion: Revision of the work.	ICT tools Pictures Charts	
L 2 & 3 TUE	Parts of a tree	Draw and label parts of a tree.	Visual discrimination Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.3	Assumed knowledge: Lnrs know a tree. Intro: Tr introduces parts of a tree. 1: Tr and Lnrs tour the school orchard. 2: In pairs, Lnrs state uses of each part of a tree. 3: Feedback from the groups. 4: Individually Lnrs draw and label a tree. Conclusion: Questioning and answer.	Trees Charts	
L 4 & 5 WED	Plant growth	State and describe growth of a plant.	Visual discrimination Team work	Science & Technology ECD – Grade 2 Syllabus bullet 8.3	Assumed knowledge: Lnrs know plants. Intro: Recap on parts of a tree. 1: Tr explains on growth of a plant. 2: In fours, Lnrs describe growth of a plant on a given picture. 3: Groups present their work.	ICT tools Charts	

			Refinement of vocabulary		4: Individually lnrs draw and label growth cycle of a plant. Conclusion: Class discussion.		
L 6 & 7 THUR	Vegetable gardening Garden tools	Identify and state uses of gardening tools.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 63-64 Activity 10.1 pg 65	Assumed knowledge: Lnrs know a hoe. Intro: Tr introduces and explains on gardening tools. 1: Lnrs list the gardening tools they know. 2: In fours, lnrs name and explain uses of gardening tools shown on given pictures. 3: Groups present their work. 4: Individual draw and label gardening tools. Conclusion: Revision of work.	Gardening tools Charts Pictures	
L 8 & 9 FRID	Ways of caring for garden tools	State and demonstrate ways of caring for garden tools.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 65 Activity 10.2	Assumed knowledge: Learners know a hoe. Intro: Recap on garden tools. 1: Lnrs list ways of caring for garden tools. 2: In fours lnrs role play how to clean and store garden tools. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Garden tools Pictures Chart ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 L1 MON	CROP, PLANTS AND ANIMALS Types of vegetables	By the end of the lesson lnrs should be able to: Identify and state at least two types of vegetables.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 66 Activity 10.3	Assumed knowledge: Lnrs know vegetables. Intro: Tr introduces and explains the lesson. 1: Lnrs list vegetables they know. 2: In groups of three lnrs classify vegetable pictures. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Plants Charts Pictures Vegetables	
L 2 & 3	Planting vegetables	Demonstrate land	Visual skills	Science & Tech ECD – Grade 2	Assumed knowledge: Learners know seeds. Intro: Recap on types of vegetables.	Pictures Plants	

TUE		preparation and plant vegetables	Refinement of vocabulary Gross motor skills	Syllabus bullet 8.3 Plus one pg 67 Activity 10.4	1: Tr explains on land preparation and planting of vegetables. 2: In pairs lnrns act out planting steps of vegetables. 3: Presentation of groups. 4: Individual written work. Conclusion: Class discussion.		
L 4 & 5 WED	Caring for vegetables	State and describe how to care for vegetables.	Auditory skills Refinement of vocabulary Visual skills	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 68 Activity 10.5 pg 69	Assumed knowledge: Lnrns know vegetable garden. Intro: Recap on planting of vegetables. 1: Tr explains on caring for the vegetables 2: Lnrns list ways of caring for the vegetables. 3: In pairs lnrns demo weeding. 3: Presentation of the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Pretend garden Paper cut out of weeds	
L 6 & 7 THUR	Matching tools to its use	Describe plants and places to grow different plants.	Auditory skills Turn taking Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 69 Unit exercise pg 69	Assumed knowledge: Lnrns can match colours. Intro: Tr explains on matching garden tools to their use. 1: Lnrns list garden tools. 2: In groups of three lnrns match garden tools to their use. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts Pictures	
L 8 & 9 FRID	Assessment test	Write and answer questions on plants and vegetables correctly.	Finger dexterity Visual skills	Science & Tech ECD -Grd 2 Syllabus bullet 8.3 Ventures pg 47 Plus one pg	Assumed knowledge: Lnrns can answer questions. Intro: Recap on plants and vegetables. 1: Tr gives lnrns an assessment test. 2: Lnrns write the assessment test. 3: Tr monitors. Conclusion: Revision of the work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

20/03/26 WK 10 L1 MON	CROP, PLANTS AND ANIMALS Animals Domestic animals	By the end of the lesson lnrs should be able to: Identify and name at least three domestic animals.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 71-72 Activity 11.1 pg 73	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.	Charts Animal pictures	
L 2 & 3 TUE	Wild animals	Name and describe at least two wild animals.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 71-72 Exercise 11.1 pg 73	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	Importance of domestic and wild animals	State uses of animals and their importance.	Auditory skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 74 Activity 11.2 pg 75	Assumed knowledge: Lnrs know meat. Intro: Lnrs name the animals they know. 1: Tr asks lnrs uses and importance of animals. 2: In pairs lnrs state uses and importance of animals. 3: Groups presentation. 4: Individual written work. Conclusion: Revision of the lesson.	Charts ICT tools	
L 6 & 7 THUR	Animal features	Identify and describe features of different animals. .	Visual discrimination Critical thinking Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.3	Assumed knowledge: Lnrs know human features. Intro: Tr explains on features of different animals. 1: Lnrs list features of different animals. 2: In fours lnrs group animals according to their features. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Animal pictures	

L 8 & 9 FRI	Animal habitats	Name and match animals to their habitats.	Visual skills Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 75-76 Activity 11.3	Assumed knowledge: Learners know a hut. Intro: Recap on animal features. 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.	Animal pictures Charts	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L1 MON	CROP, PLANTS AND ANIMALS Animals Matching animals to their habitats	By the end of the lesson lnrs should be able to: Match at least three animals to their habitats.	Left to right orientation Refinement of vocabulary Visual skills	Science & Tech ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 77 Unit exercise pg 77	Assumed knowledge: Lnrs know animals. Intro: Tr introduces matching of animals. 1: Tr asks lnrs to match animal to their habitats. 2: In pairs lnrs match animals shown on given pictures to their habitats. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts Pencils	
L2 & 3 TUE	Food chain Components of food chain- <i>producer</i>	Identify and describe producers on a food chain.	Visual skills Refinement of vocabulary Finger dexterity	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 78-79 Activity 12.1 pg 80	Assumed knowledge: Lnrs know food. Intro: Tr introduces a food chain. 1: Tr gives an example of a producer on a food chain. 2: In pairs lnrs identify and describe producer on a given food chain. 3: Presentation of the groups. 4: Individually lnrs state role of a producer on a food chain. Conclusion: Class discussion.	Charts Chalkboard illustration	
L4 & 5 WED	Consumer	Name and describe consumers on a food chain.	Auditory skills Refinement of vocabulary/	Science & Tech ECD – Grade 2 Syllabus bullet 8.3	Assumed knowledge: Lnrs know a food chain. Intro: Tr explains on consumers. 1: Tr gives an example of a consumer on a food chain.	Charts Chalkboard illustration	

			Visual skills	Plus one pg 79 Exercise 12.1 pg 80	2: In pairs Inrs identify and describe a consumer. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.		
L6 & 7 THUR	Constructing simple food chain	Construct simple food chain using pictures.	Critical thinking Refinement of vocabulary Visual skills	Science & Technology ECD – Grade 2 Syllabus bullet 8.3 Plus one pg 80-81 Activity 12.2 pg 81	Assumed knowledge: Lnrns know a food chain. Intro: Recap of the previous lesson. 1: Tr gives an example of a food chain. 2: In pairs Inrs create their own food chain using given pictures. 3: Groups present their work. 4: Individually Inrs create their own food chain using pictures. Conclusion: Class discussion.	Charts ICT tools	
L 8 & 9 FRID	Puzzles	Complete puzzles of a food chain.	Visual skills Critical thinking	Science & Technology ECDA – Grade 2 Syllabus bullet 8.3	Assumed knowledge: Lnrns know a food chain. Intro: Tr demo completing food puzzle. 1: Tr gives Inrs puzzles to complete. 2: In pairs Inrs complete given pictures of food puzzle. 3: Groups present their work. 4: Individually Inrs complete food puzzle using pictures. Conclusion: Class discussion.	Food chain puzzles	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 & 2 MON	REVISION HEALTH AND HYGIENE Food hygiene Food handling	By the end of the lesson Inrs should be able to: State and describe at least two ways of handling food.	Visual discrimination Refinement of vocabulary	Science & Tech ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 11	Assumed knowledge: Lnrns know food. Intro: Lnrns list the food they know. 1: Tr explains on food handling. 2: In groups of three Inrs identify clean and unclean food handling practices. 3: Groups give feedback. 4: Individually Inrs state one clean and unclean way of handling food. Conclusion: Revision of the lesson.	Food samples Charts Pictures	

L 2 & 3 TUE	Environmental hygiene Clean and unclean environment	Identify and discuss about clean and unclean environment.	Visual discrimination Team work Refinement of vocabulary	Science & Technology ECD – Grade 2 Syllabus bullet 8.1 Plus one pg 18	Assumed knowledge: Lnrns know school premise. Intro: Tr explains on clean and unclean environment. 1: Lnrns list clean and unclean environment. 2: In groups of three lnrns describe ways of cleaning the environment. 3: Groups present their work. 4: Individually lnrns state the effects of having an unclean environment. Conclusion: Class discussion.	Solar panels Charts Pictures	
L 4 & 5 WED	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 Plus one pg 32	Assumed knowledge: Lnrns know flue disease. Intro: Tr introduces the lesson on common diseases. 1: Tr gives an example of a common disease. 2: In pairs lnrns list causes of common diseases. 3: Groups give feedback. 4: Lnrns state common disease in their community individually. Conclusion: Class discussion.	Pictures Charts ICT tools	
L 6 & 7 THUR	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 34	Assumed knowledge: Lnrns know diseases. Intro: Recap on common diseases. 1. Tr asks lnrns ways of preventing assigned common diseases. 2. In pairs lnrns 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 FRID	Sources of food	Identify and name sources of food.	Auditory skills Visual skills	Science & Tech ECD – Grade 2 Syllabus bullet 8.2	Assumed knowledge: Lnrns know maize. Intro: Tr introduces sources of food. 1: Tr asks lnrns sources of food. 2: In groups of three lnrns list sources of food. 3: Groups give feedback.	Pictures Food samples	

			Refinement of vocabulary	Plus one pg 51-52	4: Individual written work. Conclusion: Class discussion.	Charts	
--	--	--	--------------------------	--------------------------	--	--------	--

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 2

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 rules- Safe and unsafe objects	By the end of lesson learners should be able to: Identify and name safe and unsafe objects.	Visual skills Refinement of vocabulary Auditory skills	Physical Edn ECD – Grade 2 infant Syllabus Page 48 Plus one pg 1-2 Activity 1.1 pg 3	Assumed knowledge: Lnrns know harmful things. Intro: Singing “Ndabaiwa moyo”. 1: Tr explains on safe and unsafe objects. 2: In threes Lnrns name objects which are safe and unsafe. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	PE & Art area ICT tools	
WED L 3 & 4	Storage and use of objects	Name and describe storage and uses of different objects.	Refinement of vocabulary Auditory skills Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg	Assumed knowledge: Lnrns know objects. Intro: Recap on safe and unsafe objects. 1: Tr explains on storage and uses of objects. 2: Lnrns describe the storage and uses of given objects in pairs. 3: Feedback from the groups. 4: Individually Lnrns name one object and state its use and storage. Conclusion: Class discussion.	PE & Art area	

THUR L 5 & 6	Handling and care of objects	Identify and demonstrate proper way of handling and caring for different objects.	Auditory skills Refinement of vocabulary Visual skills	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg 5 Activity 1.2 pg 4	Assumed knowledge: Lnrns can handle pencils. Intro: Recap on storage and use of objects. 1: Tr explains on handling and caring of objects. 2: In pairs Lnrns demo and explain how to handle 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	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 48 Plus one pg 7 Activity 1.4 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: Individually Lnrns state two formulated rules and regulations. 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 should be able to: Demonstrate various ways of caring for the apparatus in PE and arts.	Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg 7 Activity 1.3	Assumed knowledge: Lnrns can follow instructions. 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 and regulations. 3: Feedback from the groups. 4: Individually Lnrns demo on formulated rule. Conclusion: Class discussion.	PE & Art area	
TUE	Health	State and describe	Visual skills Auditory skills	Physical Edn ECD – Grade 2	Assumed knowledge: Lnrns can bath themselves. Intro: Recap on safety rules. 1: Tr explains on personal hygiene.	School environment	

L 3 & 4	Personal hygiene	personal hygiene.	Refinement of vocabulary	infant Syllabus Page 48 Plus one pg 4	2: in pairs Inrs describe ways that promotes personal hygiene. 3: Grps give back. 4: Individually Inrs state the importance of personal hygiene. Conclusion: Class discussion		
WED L 5 & 6	Environmental hygiene	Identify and discuss about environmental hygiene	Visual skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg 4	Assumed knowledge: Inrs can sweep. Intro: Recap on personal hygiene. 1: Tr explains on environmental hygiene. 2: In groups of four Inrs discuss about the importance of having a clean environment. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	School premise Charts	
THUR L 7 & 8	Health and fitness- <i>Loco motor e.g. running, jumping, skipping etc.</i>	Exercise regularly to maintain physical fitness and mental health through participating in loco motor activities.	Visual skills Weight transfer and bearing	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg 11 Activity 2.1	Assumed knowledge: Inrs know how to care for the environment. Intro: Singing “ chibata mabvi chanya ” 1: Tr explains on physical fitness and mental health. 2: In groups of four Inrs play games that promotes physical fitness and mental health. 3: Presentation of the groups. 4: Individually Inrs state activities that promote physical fitness. Conclusion: Cool down.	School premise Safety equipment	
FRID L 9 & 10	Axial movement e.g. twisting, stretching, lifting, bending etc.	Exercise regularly to enhance muscular development, strength and body coordination.	Weight transfer and bearing	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg 11 Activity 2.2	Assumed knowledge: Inrs can jump. Intro: Warm up activities. 1: Tr demo bending and stretching activities. 2: In groups of four Inrs demo bending and stretching. 3: Presentation of the groups. 4: Individually Inrs demo stretching activities. Conclusion: Cool down.	Outdoor	

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 Healthy eating habits	By the end of lesson Inrs shld be able to: Identify and state at least two good eating habits.	Auditory skills Refinement of vocabulary Visual skills	Physical Edn ECD – Grd 2 infant Syll Pg 48 Plus one pg 12 Activity 2.3 pg 14	Assumed knowledge: Learners can sit down. Intro: Tr introduces and explains on healthy eating habits. 1: Inrs list healthy eating habits they know. 2: In pairs Inrs demo healthy eating habits. 3: Groups present their work. 4: Individually Inrs demo on healthy eating habits. Conclusion: Revision of the lesson.	Pictures Charts	
TUE L 3 & 4	Healthy and unhealthy food	Identify and differentiate between healthy and unhealthy food.	Refinement of vocabulary Auditory skills	Physical Edn ECD – Grd 2 Syll Page 48 Plus one pg 13 Exercise 2.2 pg 15	Assumed knowledge: Inrs know food. Intro: Singing “ food is very good ”. 1: Tr explains on healthy and unhealthy food. 2: In groups of four Inrs list healthy and unhealthy food. 3: Feedback from the groups. 4: Individually Inrs name healthy food. Conclusion: Revision of the lesson.	Pictures samples Food pyramid	
WED L 5 & 6	Dangers of poor hygiene practices	State and explain the dangers of poor hygiene.	Refinement of vocabulary Auditory skills	Physical Edn ECD – Grade 2 infant Syllabus Page 48 Plus one pg 15	Assumed knowledge: Inrs know personal upkeep. Intro: Recap on healthy and unhealthy food. 1: Inrs list dangers of poor hygiene practices. 2: In fours Inrs role play the dangers of poor hygiene. 3: Groups give feedback. 4: Individually Inrs state one danger caused by poor hygiene. Conclusion: Singing “ manyoka nekurutsa zvinouraya ”	Pictures of health issues ICT tools	
THUR L 7 & 8	Aerobics	Demonstrate aerobics to develop health	Visual skills Coordination of muscles	Physical Edn ECD – Grade 2 infant Syllabus Page 48	Assumed knowledge: Inrs can dance. Intro: Tr explains on aerobics. 1: Tr plays a video on aerobics for Inrs to watch. 2: Inrs perform the aerobics in groups of five.	ICT tools Outdoor	

		related elements of fitness.	Self- expression	Plus one pg 16 Activity 2.4	3: Presentation of the groups. 4: Individual performance. Conclusion: Class discussion.		
FRID L 9 & 10	Health and wellness tests and measurements	Perform testing and measurements through different activities.	Weight transfer and bearing Visual skills Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 48 Plus one pg 17 Activity 2.5	Assumed knowledge: Lnrns play games. Intro: Tr explains on testing and measuring health and wellness. 1: Tr gives Lnrns 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.	Physical 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 Parts of the 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 49 Plus one pg 20-21 Activity 3.1 pg 21	Assumed knowledge: Lnrns can describe themselves. Intro: Singing “my body parts”. 1: Lnrns identify and name their body parts. 2: Reciting “head and shoulders” in groups of three. 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 Edn ECD – Grade 2 infant Syllabus Page 49	Assumed knowledge: Lnrns know a leg. Intro: Recap on human body parts. 1: Tr and Lnrns discuss about the functions of different body parts. 2: In pairs Lnrns demo how to use their body parts. 3: Feedback from groups.	Charts ICT tools	

				Plus one pg 22-23 Exercise 3.2 pg 25	4: Individual matching body parts to their function. Conclusion: Singing “bata musoro”		
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 Syll Page 49 Plus one pg 24	Assumed knowledge: Lnrs can bath themselves. Intro: Lnrs list ways of caring for their body parts. 1: Tr demo brushing teeth. 2: In pairs Lnrs demo how to care for the assigned body part. 3: Feedback from the grps. 4: Individually Lnrs 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 49 Plus one pg 26	Assumed knowledge: Lnrs know their gender. Intro: Recap on uses of body parts. 1: Tr and Lnrs discuss about the difference between girls and boys. 2: In grps of five learners play a game song “ dudu muduri ” naming of boys and girls. 3: Groups give feedback. 4: Lnrs draw themselves. Conclusion: Revision of work done.	Charts Pencils ICT tools	
FRID L 9 & 10	Modeling a human body	Model a human body showing creativity.	Refinement of vocabulary Visual skills Creativity	Physical Edn ECD – Grd 2 Syll Page 49	Assumed knowledge: Lnrs know human body parts. Intro: Lnrs list males and females in their class. 1: Tr demo modelling a human body. 2: Lnrs 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 in the past and present Folk songs	By the end of lesson learners should be able to: List folk songs in the past and present.	Visual skills Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 28	Assumed knowledge: Lnrns can sing rhymes. Intro: Lnrns listen to the played music. 1: Tr explains on folk songs in the past and present. 2: In groups of four Lnrns sing and dance folk music played. 3: Groups present their work. 4: Individually Lnrns identify one present folk music. Conclusion: Revision of work.	ICT tools Charts	
 TUE L 3 & 4	Roles of music and dance.	Identify and discuss about roles of music and dance in different ceremonies.	Auditory skills Visual skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 29-30	Assumed knowledge: Lnrns can sing and dance. Intro: Recap on folk songs. 1: Tr asks Lnrns to list roles of music and dance. 2: In pairs Lnrns discuss about roles of music and dance in different ceremonies. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools Pencils Charts	
 WED L 5 & 6	Musicians and composers	Identify and name local musicians and imitate their songs.	Auditory skills Cooperation Visual skills Creativity	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 31 Activity 4.1	Assumed knowledge: Lnrns can sing. Intro: Recap of the previous lesson on roles of music. 1: Lnrns name local musicians they know. 2: In pairs Lnrns imitate songs of local musician they know. 3: Groups present their work. 4: Individual miming of the local musicians. Conclusion: Dancing the song “ kana ndanyura ”	ICT tools Pictures of local musicians	
 THUR L 7 & 8	Props and costumes	Identify and name local dance props and costumes.	Auditory skills Visual skills	Physical Edn ECD – Grade 2 infant Syllabus Page 39 – 50	Assumed knowledge: Lnrns know wedding ceremony. Intro: Recap on local musicians. 1: Lnrns list the ceremonies they know.	ICT tools PE & Art area	

			Refinement of vocabulary	Plus one pg 35 Activity 4.3	2: In threes Inrs name and describe the ceremony of own choice. 3: Groups present their work. 4: Individually Inrs state the ceremonies they have attended. Conclusion: Class discussion.		
FRI L 9 & 10	Dance styles	Identify and demo at least one dancing styles.	Gross motor skills Auditory skills Creativity	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 34 Activity 4.4	Assumed knowledge: Learners can dance. Intro: Tr plays a video on traditional dance style for Inrs to watch. 1: Teacher explains on dance styles. 2: Inrs perform community dances style in groups of five. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Pencils Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 MON L 1 & 2	HISTORY OF ARTS Dancing to various forms of genre	By the end of lesson learners should be able to: Create dance movement to various forms of music.	Visual skills Creativity Gross motor skills	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 32 Activity 4.2	Assumed knowledge: Inrs can dance. Intro: Tr explains on movement to various forms of music. 1: Tr plays music for the Inrs. 2: In groups of four Inrs dance in response to the rhythm of the music. 3: Groups give feedback. 4: Individually Inrs dance to the rhythm of the music. Conclusion: Class discussion.	PE & Art area ICT tools	
TUE L 3 & 4	Cultural costumes from the community.	Identify and name cultural costumes from their community.	Visual skills Weight transfer & Bearing	Physical Education ECD – Grade 2 infant Syllabus Page 50	Assumed knowledge: Learners know clothes. Intro: Recap on dance styles. 1: Teacher explains on cultural costumes. 2: In pairs Inrs name cultural costumes in their community. 3: Groups give feedback.	ICT tools PE & Art area Pictures	

			Auditory skills		4: Individually lnrs name pictures of cultural costumes. Conclusion: Revision of the lesson.		
WED L 5 & 6	Visual Arts In the school	State and discuss about visual arts in the school.	Visual skills Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 39	Assumed knowledge: Lnrs know artworks. Intro: Tr explains on artworks. 1: Tr and lnrs tour the school premise. 2: In groups of four lnrs list the artworks found at school. 3: Feedback from the groups. 4: Individually lnrs draw artworks found at school. Conclusion: Class discussion.	School premise Pencils	
THUR L 7 & 8	Visual artists in the community and their works	Name visual artists in the community and their works.	Visual skills Refinement of vocabulary Auditory skills	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 39 Activity 5.1 pg 40	Assumed knowledge: Lnrs know visual arts. Intro: Lnrs list visual arts they know. 1: Tr explains on community visual artists. 2: In groups of four lnrs describe works of visual arts in the community and their works. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Posters Pencils	
FRID L 9 & 10	Visual art materials from different cultures.	Identify and describe visual art materials from different cultures.	Visual skills Team work Refinement of vocabulary	Physical Edn ECD – Grade 2 infant Syllabus Page 50 Plus one pg 41-42 Activity 5.2 pg 42	Assumed knowledge: Lnrs know artworks. Intro: Lnrs list the artworks they know. 1: Tr explains on visual art materials. 2: In pairs lnrs match materials used to the artefacts. 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	HISTORY OF ARTS	By the end of the lesson lnrs	Auditory skills	Physical Edn ECD – Grade 2	Assumed knowledge: Lnrs know local artists. Intro: Lnrs list visual arts and local artists.	ICT tools	

WK 7 MON L 1 & 2	Visual arts Roles of visual arts and artists	should be able to: List and describe roles of visual arts and artists.	Self – expression Visual skills	infant Syllabus Page 50 Plus one pg 43 Activity 5.3 pg 44	1: Tr explains on roles of visual arts and artists. 2: In fours lnrs discuss about roles of visual arts and artists. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Pictures	
TUE L 3 & 4	Uses of artworks	List and discuss about uses of artworks.	Refinement of vocabulary Auditory skills Team work	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 43	Assumed knowledge: Lnrs know local artists. Intro: Lnrs list visual arts and local artists. 1: Tr explains on roles of visual arts and artists. 2: In fours lnrs discuss about roles of visual arts and artists. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Charts	
WED L 5 & 6	Educational tour to historical sites	Execute a tour to local historical site.	Visual skills Auditory skills Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 44	Assumed knowledge: Lnrs know their local environment. Intro: Tr explains on historical sites. 1: Lnrs read a story about historical sites. 2: In fours lnrs identify and discuss about similar historical site in the community. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Pictures Charts	
THUR L 7 & 8	Drawing- Clay pot	Draw and colour a clay pot	Creativity Finger dexterity	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 45	Assumed knowledge: Lnrs can draw. Intro: Lnrs list the artworks they know. 1: Tr asks lnrs artworks in the classroom. 2: Lnrs list artworks in the classroom. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Pencils Crayons Pictures Artworks	
FRID	Revision exercise	Write and answer	Visual skills Auditory skills	Physical Edn ECD – Grade 2	Assumed knowledge: Lnrs can answer questions. Intro: recap on visual arts. 1: Tr gives lnrs a revision exercise on visual arts.	Pencils	

L 9 & 10		questions correctly.	Finger dexterity	infant Syllabus Page 50 Plus one pg 45	2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of the lesson.	Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 MON L 1 & 2	Theatre Roles of theatre	By the end of lesson learners should be able to: Identify and state roles of children's theatre.	Auditory skills Self – expression Team work	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 46-47	Assumed knowledge: Lnrs know movies. Intro: Lnrs list movies they know. 1: Tr explains on theatre performances. 2: In fours Lnrs discuss about roles of theatre. 3: Groups present their work. 4: Lnrs state roles of theatre individually. Conclusion: Revision of the lesson.	ICT tools Charts	
TUE L 3 & 4	Roles of animations	Create artworks using art materials from different cultures.	Visual skills Team work Creativity	Physical Edn ECD – Grade 2 infant Syllabus Page 50 Plus one pg 47 Activity 6.1 pg 48	Assumed knowledge: Lnrs know artworks. Intro: Recap on roles of theatre. 1: Tr explains on animations. 2: In pairs Lnrs discuss about roles of animations. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts	
WED L 5 & 6	Roles of film	Identify and describe roles of film.	Auditory skills Team work Refinement of vocabulary	Physical Education ECD – Grade 2 infant Syllabus Page 50 Plus one pg 48	Assumed knowledge: Lnrs play games. Intro: Lnrs list the films they know. 1: Tr explains on film and gives examples. 2: In pairs, Lnrs discuss about the roles of film. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts	
THUR L 7 & 8	Children's theatre performance	Respond and perform to a variety of	Gross motor skills Self – expression	Physical Edn ECD – Grade 2 infant Syllabus Page 50	Assumed knowledge: Lnrs know movies. Intro: Lnrs list movies they know. 1: Tr explains on theatre performances and gives examples.	ICT tools Charts	

		children's theatre.		Plus one pg 48-49 Activity 6.2 pg 49	2: In fours lnrs create their own story and role play it. 3: Groups present their work. 4: Lnrs state the benefits from children's theatre. Conclusion: Revision of the lesson.	Locally available materials	
FRID L 9 & 10	Roles of actors, actresses and the audience	Respond and perform to a variety of children's theatre.	Gross motor skills Self – expression	Physical Edn ECD – Grade 2 infant Syllabus Page 50 Plus one pg 50-51 Activity 6.3 pg 62	Assumed knowledge: Lnrs know visual artists. Intro: Recap of the previous lesson. 1: Tr explains on actors, actresses and audiences. 2: In pairs, Lnrs read and discuss about roles of actors, actresses and audiences. 3: Groups present their work. 4: Individually Lnrs state national actors and actresses they know. Conclusion: Class discussion.	ICT tools Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 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 Syllabus Page 51 Plus one pg53-54 Activity 7.1 pg 54	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 Pictures	
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 51 Plus one pg 55 Activity 7.2	Assumed knowledge: Lnrs can 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 balancing on two points of the body parts. Conclusion: Class discussion.	ICT tools Outdoor Pictures	

WED L 5 & 6	Three point balance	Demonstrate three point balance.	Visual skills Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 51 Plus one pg 55	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.	Outdoor ICT tools Pictures	
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 51 Plus one pg 56	Assumed knowledge: Learners can walk. Intro: Learners imitate how the dog walk. 1: Tr demo on balancing using four parts of the body. 2: In fours learners form a bridge balance. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor Pictures	
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 51 Plus one pg 56	Assumed knowledge: Learners can stand. Intro: Recap on four point balance. 1: Tr explains and demo on five point balance. 2: In groups learners balance on five points. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor Pictures	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 MON	GYMNASTICS Weight bearing/ balances Six point balance	By the end of lesson learners should be able to:	Visual skills Balancing Team work	Physical Education ECD – Grade 2 infant Syllabus Page 51	Assumed knowledge: Lnrns can balance on one leg. 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.	ICT tools Outdoor Pictures	

L 1 & 2		Demonstrate six point balance using apparatus.	Weight transfer	Plus one pg 56	4: Individually learners demo six point balance. Conclusion: Cool down.		
TUE L 3 & 4	GYMNASTICS Weight bearing/ balances Six point balance	By the end of lesson learners should be able to: Demonstrate six point balance using apparatus.	Visual skills Balancing Team work Weight transfer	Physical Education ECD – Grade 2 infant Syllabus Page 51 Plus one pg	Assumed knowledge: Lnrs can balance on one leg. Intro: Learners list the balances they know. 1: Tr plays a video on six point balance. 2: In fives Lnrs demo six point balance. 3: Groups present their work. 4: Individually learners demo six point balance. Conclusion: Cool down.	Outdoor ICT tools	
WED L 5 & 6	Shapes and formations	Create balances while forming shapes and formations.	Visual skills Eye hand coordination Team work	Physical Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 58 Activity 7.3 pg 59	Assumed knowledge: Lnrs know shapes. Intro: Tr explains on creating balances to form shapes and formations. 1: Tr demo with few Lnrs to form a pyramid. 2: In groups of seven Lnrs create a pyramid. 3: Groups present their work. Conclusion: Class discussion.	ICT tools Outdoor	
THUR L 7 & 8	Transferring and bearing weight	Create balances in pairs or groups.	Visual skills Team work Finger dexterity	Physical Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 57	Assumed knowledge: Lnrs can balance on two legs. 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 Lnrs state the combined balances. Conclusion: Cool down.	Outdoor ICT tools	
FRID L 9 & 10	Performing balance tests	Perform balance tests and measurements for 15 seconds	Gross motor skills Space awareness	Physical Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 60 Activity 7.4	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.	Outdoor Watch	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 & 2 MON	GYMNASTICS Locomotion/ Movement- Elementary movement One time motion in response to stimuli	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 Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 62-63 Activity 8.1 pg 64	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 demo as per instruction by the tr. Conclusion: Cool down.	ICT tools Outdoor Pictures	
L 3 & 4 TUE	Continuous motion	Move continuously from point A to B with speed, direction and rhythm.	Visual skills Weight transfer and Bearing Space awareness	Physical Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 64 Activity 8.2	Assumed knowledge: Lnrs can run. Intro: Recap of the previous lesson. 1: Tr explains and demo movement with speed towards a direction. 2: In pairs, lnrs move with speed in response to the rhythm. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor Cones	
L 5 & 6 WED	Movement with and without apparatus	Move from point A to B with and without apparatus to a given direction.	Visual skills Weight transfer and Bearing Space awareness	Physical Education ECD – Grade 2 infant Syllabus Page 51 Plus one pg 65	Assumed knowledge: Lnrs can walk freely. Intro: Tr explains on movement with and without apparatus. 1: Tr demo movement towards a direction. 2: In threes lnrs move towards a direction as per instruction. 3: Groups present their work. 4: Individual demo movement towards a given direction. Conclusion: Cool down activities.	ICT tools Outdoor Pictures	
L 7 & 8	Movement on different body parts	Demonstrate movement using different	Visual skills	Physical Edn ECD – Grade 2	Assumed knowledge: Lnrs can walk. Intro: Reciting “follow the leader”. 1: Tr demo movement using body parts.	Outdoor Pictures	

THUR		parts of the body.	Weight transfer and Bearing Space awareness	infant Syllabus Page 51 Plus one pg 66 Activity 8.3 pg 66	2: In pairs, make movement using their body parts. 3: Groups present their work. 4: Individually lnrs demo movement using their body parts. Conclusion: Game song “Kana ndikadai”.	ICT tools	
L 9 & 10 FRID	Revision exercise	Write and answer questions on gymnastics correctly.	Visual skills Auditory skills Finger dexterity	Physical Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 66-67	Assumed knowledge: Lnrs can answer questions. Intro: recap on visual arts. 1: Tr gives Lnrs a revision exercise on visual arts. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of the lesson.	Pencils Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 & 2 MON	REVISION Topics covered	Write and answer questions from the concept covered.	Visual skills Weight transfer and Bearing Space awareness	Physical Edn ECD – Grade 2 infant Syllabus Page 51 Plus one pg 1-67	Assumed knowledge: Lnrs can answer questions. Intro: Tr introduces the lesson. 1: Tr demonstrates activities. 2: Group work activities. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools Outdoor ICT tools	

Teacher’s Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 2

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	TOPIC/	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
------	--------	------------	-------------	------------	------------------------------	-------	------------

ENDING	CONTENT						
16/01/26 WK 1 TUE L1	READING It is a new year	By the end of lesson learners should be able to: Read and discuss about the new year.	Refinement of vocabulary Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 1	Assumed knowledge: Lnrns know their school. Intro: Tr explains on new year. 1: Tr asks Lnrns about their new year. 2: In pairs Lnrns describe their new year. 3: Feedback from the groups. 4: Individually Lnrns state what they see on the picture. Conclusion: Class discussion.	Chart ICT Tools Pictures	
L2	WRITING Nouns	Write letter of the alphabet in lower and upper case.	Refinement of vocabulary Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 5	Assumed knowledge: Lnrns know their names. Intro: Tr introduces and explains on nouns. 1: Tr gives an example of nouns. 2: Lnrns list nouns. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Chart ICT tools	
WED L3	SPEAKING Listen to instructions	Listen and follow given instructions.	Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 4	Assumed knowledge: Lnrns can respond to questions. Intro: Tr explains on following instructions. 1: Tr gives Lnrns pictures of a house to describe. 2: In pairs, Lnrns describe the room they like best taking turns. 3: Groups give feedback. 4: Individually learners describe room they like best. Conclusion: Revision of the lesson.	Charts Word cards	
THUR L4	LISTENING Consonant phonemes b bb	Imitate and list words with vowel phoneme b and bb .	Refinement of vocabulary Visual skills Auditory skills	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg 8	Assumed knowledge: Lnrns 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 a .	THRASS Chart	

	e.g. bird, bed, rabbit, rubbish etc.				2: In pairs lnrs list words with the introduced consonant phonemes. 3: Feedback from the groups. 4: Individually lnrs read words with the consonant phonemes b and bb. Conclusion: Class discussion.		
L5	READING For enjoyment	Read the story for enjoyment.	Refinement of vocabulary Visual skills Auditory skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 2	Assumed knowledge: Lnrs can recite poems. Intro: Tr read the story for lnrs. 1: Lnrs listen to the tr reading the story. 2: In pairs lnrs read the story. 3: Feedback from the groups. 4: Individually lnrs read the story. Conclusion: Class discussion.	Chalkboard illustration	
FRID L6	WRITING My teacher	Draw and write about their teacher.	Left to right orientation Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg	Assumed knowledge: Learners can write. Intro: Tr introduces the lesson 1: Lnrs describe their teacher. 2: Lnrs draw their teacher. 3: Lnrs fill in missing words to describe their teacher. Conclusion: Revision of work.	Chalkboard illustration	
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	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 – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrs 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 lnrs read the words on given cards. 3: Feedback from the groups. 4: Individually lnrs write spellings. Conclusion: Revision of work.	THRASS Chart Charts	
L2	SPEAKING	Demonstrate greetings at	Refinement of vocabulary	English ECD – Grade 2	Assumed knowledge: Lnrs can greet. Intro: Reciting “good morning a happy day”.	ICT tools	

	Greetings	different times of the day.	Turn taking Auditory skills	Syllabus pg 49-51 Plus one pg 6-7	1: Tr explains on greetings at different times of the day. 2: In pairs, Inrs role play greetings at different times of the day. 3: Feedback from the groups. 4: Individually Inrs demonstrate greetings at night. Conclusion: Class discussion.	Charts	
TUE L3	READING Consonant phonemes and spellings ch and q e.g. school, queen etc.	Make at least two words using consonant phonemes ch and q	Oral language development. Visual skills Auditory skills	English ECD – Grade 2 Syllabus pg 52-53	Assumed knowledge: Inrs can write. Intro: Tr introduces consonant phonemes ch and q . 1: Tr gives an example of building words using the introduced consonant phonemes. 2: In pairs Inrs build words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Remedial and extension.	THRASS Chart Charts Word cards	
L4	WRITING Lower case letters	Write lower case letters demonstrating left to right orientation.	Refinement of vocabulary Fine motor skills Visual skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 10 Activity 2.1 pg 10	Assumed knowledge: Inrs know letter sounds. Intro: Inrs say letters of the alphabet. 1: Tr demo writing letters using lower case. 2: Inrs practice writing small letters on the ground. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Revision of the work.	Charts Word cards	
WED L5	SPEAKING Myself	State and describe themselves.	Auditory skills Visual skills Refinement of vocabulary	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 8	Assumed knowledge: Inrs know their names. Intro: Reciting “do you know my name”. 1: Tr introduces and describe herself. 2: In pairs Inrs discuss about themselves. 3: Feedback from the groups. 4: Individually Inrs introduce themselves. Conclusion: Class discussion.	Charts	
THUR	LISTENING		Refinement of vocabulary	English ECD – Grade 2	Assumed knowledge: Inrs can greet. Intro: Reciting “good morning a happy day”.	ICT tools	

L6	Registers	Role play and demonstrate greeting different people appropriately.	Turn taking Auditory skills	Syllabus pg 47-48 Plus one pg 10	1: Tr explains on formal greeting. 2: In pairs lnrs role play greeting each other formally. 3: Feedback from the groups. 4: Individually lnrs demonstrate formal greeting. Conclusion: Class discussion.	Charts	
L7	READING Words and sentences	Read words and sentences fluently.	Visual skills Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 9	Assumed knowledge: Lnrs can read. Intro: Tr read words and sentences for the learners. 1: Tr gives lnrs words and sentences to read. 2: In pairs, lnrs read given words and sentences. 3: Feedback from the groups. 4: Individually lnrs read words and sentences fluently. Conclusion: Class discussion.	Charts	
FRID L8	WRITING My friend	Draw and describe their friends.	Left to right Creativity Visual skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 9	Assumed knowledge: Lnrs have friends. Intro: Reciting “come around my best friend”. 1: Tr explains on friendship. 2: In pairs, lnrs discuss about their friends. 3: Feedback from the groups 4: Individually lnrs write and describe their friends. Conclusion: Revision of work.	Pictures ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 MON L1	LISTENING Rhyme - Bingo	By the end of lesson lnrs shld be able to: Recite the rhyme Bingo pronouncing the words correctly.	Oral language development. Auditory skills	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg 14	Assumed knowledge: Lnrs can sing. Intro: Tr introduces the rhyme Bingo. 1: Tr sing the rhyme while lnrs are listening. 2: In pairs lnrs sing the introduced rhyme. 3: Groups give feedback. 4: Individually lnrs sing the rhyme. Conclusion: Class discussion.	ICT tools Chalkboard illustration	

L2	SPEAKING Describing objects	Name and describe pictures of different objects.	Visual skills Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 11	Assumed knowledge: Lnrs can describe themselves. Intro: Tr explains on describing pictures. 1: Tr gives an example of describing pictures. 2: Lnrs name and describe given pictures of different objects. 3: Feedback from the groups. 4: Individually Lnrs name and describe pictures of objects. Conclusion: Class discussion.	Pictures ICT tools Pictures Charts	
TUE L3	READING Phonics and spelling ch* e.g. chair	Say and read words of the consonant phoneme ch	Oral language development. Auditory skills Fluency	English ECD – Grd 2 Syll pg 52-53	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phonemes 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 Spellings	Read and write spellings correctly.	Visual skills Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 16	Assumed knowledge: Lnrs can write. Intro: Tr introduces the lesson on spellings. 1: Tr read words for the Lnrs. 2: Lnrs read words in pairs. 3: Feedback from the groups 4: Tr detects spellings. 5: Lnrs write detected spellings individually. Conclusion: Class discussion.	Pencils Chalkboard illustration	
WED L5	SPEAKING Pets	Read and answer questions from the story.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 12	Assumed knowledge: Lnrs can read. Intro: Tr introduces new words on the cards. 1: Tr read the story for learners. 2: In threes, Lnrs read the story. 3: Groups present their work. 4: Individually Lnrs read the story. Conclusion: Class discussion.	Word cards Pencils Chalkboard illustration	

THUR L6	LISTENING Phonics – tch * e.g. watch	Say and read words of the consonant phoneme tch	Oral language development. Auditory skills Visual discrimination	English ECD – Grade 2 Syllabus pg 47- 48 Plus one pg	Assumed knowledge: Lnrns know letter sounds. Intro: Tr introduces consonant phonemes ch *. 1: Tr gives an example of reading the words. 2: In pairs, Lnrns read given words. 3: Feedback from the groups. 4: Individually Lnrns read words of ch *. Conclusion: Questioning and answer.	THRASS Chart Charts Word cards	
L7	READING Preposition	Read and recite the poem about weather for pleasure.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52- 53 Plus one pg 15	Assumed knowledge: Lnrns can recite poems. Intro: Tr read the poem for Lnrns. 1: Lnrns listen to the tr reading the poem. 2: In pairs Lnrns read the poem. 3: Feedback from the groups. 4: Individually Lnrns read the poem. Conclusion: Class discussion.	Chalkboard illustration	
FRID L8	WRITING Composition – My favourite pet	Write and describe their favourite pet.	Left to right orientation Visual skills Fine motor skills	English ECD – Grade 2 Syllabus pg 54- 55 Plus one pg 14	Assumed knowledge: Lnrns can write. Intro: Tr explains on pets. 1: Lnrns tell their pets. 2: In pairs Lnrns discuss about their pets 3: Groups give feedback. 4: Individually Lnrns answer questions to describe their pets. Conclusion: Revision of work.	Pictures ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 MON L1	LISTENING Poem – Five in the family	By the end of lesson learners should be able to: Recite a rhyme and describe their family.	Oral language development. Auditory skills Team work	English ECD – Grade 2 Syllabus pg 47- 48 Plus one pg 17	Assumed knowledge: Lnrns can sing. Intro: Tr introduces a family rhyme. 1: Lnrns sing the rhyme. 2: Lnrns discuss about their families in pairs. 3: Feedback from groups. 4: Individually Lnrns recite the rhymes. Conclusion: Class discussion.	Charts ICT tools	
L2	SPEAKING		Auditory skills	English ECD – Grade 2	Assumed knowledge: Lnrns can read. Intro: Tr explains on making words.	Charts	

	Making words	Make and read words from the story	Visual skills Refinement of vocabulary	Syllabus pg 49-51 Plus one pg 19	1: Tr gives an example of making words. 2: In pairs lnrs look for words with given sounds. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Work cards	
TUE L3	READING For understanding	Read the story for understanding and answer questions.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 18	Assumed knowledge: Lnrs can read. Intro: Tr introduces new words on the cards. 1: Tr read the story for learners. 2: In threes, lnrs read the story. 3: Groups present their work. 4: Individually lnrs write and answer questions from the story. Conclusion: Class discussion.	Work cards Pencils Chalkboard illustration	
L4	WRITING Comprehension	Read and answer questions from the story read.	Auditory skills Visual skills Fine motor skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 19-20	Assumed knowledge: Lnrs can answer questions. Intro: Recap of the previous lesson. 1: Tr asks lnrs questions from the story read. 2: In pairs lnrs answer given questions. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration	
WED L5	SPEAKING Spellings – d e.g. dog, donkey etc.	Read and pronounce words of the consonant phonemes d correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 49-51	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme d *. 1: Tr gives an example of making words with the consonant phoneme. 2: In pairs lnrs make words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Charts Word cards	
THUR L6	LISTENING Phonics dd * e.g. ladder	Listen and imitate	Oral language development. Auditory skills	English ECD – Grade 2 Syllabus pg 47-48	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 Charts	

		consonant phoneme dd .	Visual skills		2: In pairs lnrs make words with the consonant phoneme. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Word cards	
L7	READING Describing words	Identify and complete sentences using describing words.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grd 2 Syll pg 52-53 Plus one pg 21	Assumed knowledge: Lnrs can describe pictures. Intro: Tr introduces and explains on describing words. 1: Tr gives an example of describing words. 2: In pairs lnrs list describing words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Flash cards	
FRID L8	WRITING Guided creative writing- My family	Draw and answer questions to describe their families.	Visual skills Fine motor skills Creativity	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 20	Assumed knowledge: Lnrs can recite poems. Intro: Tr explains on family. 1: Lnrs list their family members. 2: In pairs, lnrs discuss about their families. 3: Feedback from the groups 4: Individually lnrs draw and fill in sentences to describe their families. Conclusion: Revision of work.	Pictures Chalkboard illustration pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/02/26 WK 5 MON L1	LISTENING Where do you live	By the end of lesson lnrs shld be able to: State and discuss about where they live.	Oral language development. Auditory skills Turn taking	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg 22	Assumed knowledge: Lnrs know their home. Intro: Reciting “I am Mr. Kadeya”. 1: Tr asks lnrs where they live. 2: In pairs lnrs discuss about where they live. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	ICT tools Word cards	
L2	SPEAKING Phonics -		Auditory skills	English ECD – Grade 2	Assumed knowledge: Lnrs know a fish. Intro: Game song “fish, fish”.	THRASS Chart	

	F* e.g. fish	Read and write words using the consonant phoneme f .	Refinement of vocabulary Visual skills	Syllabus pg 49-51	1: Tr introduces the consonant phoneme f and make words with them. 2: In pairs learners read words with f . 3: Feedback from the groups. 4: Individually lnrs read given words. Conclusion: Class discussion.	Charts Word cards	
TUE L3	READING Consonant phoneme – ff * e.g. coffee	Read and pronounce at least three words with the consonant phoneme ff correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 52-53	Assumed knowledge: Lnrs know letters of the alphabet. Intro: Tr introduces the consonant phoneme ff . 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 Charts Word cards	
L4	WRITING Comprehension	Read and answer questions from the story.	Fine motor skills Refinement of vocabulary Visual skills Auditory skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 23	Assumed knowledge: Learners can answer questions. Intro: Tr introduces new words in the story. 1: Tr read the story for the lnrs. 2: In pairs lnrs read the story. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Word cards Pencils Chalkboard illustration	
WED L5	SPEAKING Registers - Formal or informal	Write and answer questions using the words formal and informal.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 25	Assumed knowledge: Lnrs can answer questions. Intro: Tr introduces and explains on formal and informal. 1: Tr gives an example on using the words to answer questions. 2: In pairs, lnrs answer given questions using formal and informal. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Pencils	

THUR L6	LISTENING Long vowels – ph * e.g. dolphin	Say and make at least two words using the consonant phoneme ph .	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 47-48	Assumed knowledge: Lnr's know letter sound f . Intro: Tr introduces and explains on long vowel ph . 1: Teacher gives Lnr's words to read in groups. 2: In pairs, Lnr's read given words. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Charts Word cards	
L7	READING Sentence construction	Read at least five words and use them to construct sentences.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52- 53 Plus one pg 26	Assumed knowledge: Learners can make words. Intro: Tr explains on sentence construction. 1: Tr gives an example constructing sentences. 2: In pairs Lnr's make sentences using given words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts Work cards	
FRID L8	WRITING Creative guided writing- My home	Draw and write describing their home using given words.	Left to right orientation Finger dexterity Critical thinking	English ECD – Grade 2 Syllabus pg 54- 55 Plus one pg 26	Assumed knowledge: Lnr's can write patterns. Intro: Tr explains on creative writing. 1: Tr asks Lnr's about their homes. 2: In pairs, Lnr's discuss and describe their homes. 3: Feedback from the groups 4: Individually Lnr's draw and describe their homes. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 MON L1	LISTENING Phonics - g e.g. gate	By the end of lesson Lnr's shld be able to: Identify and read words with consonant phoneme g correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47- 48	Assumed knowledge: Lnr's know letter sounds. Intro: Teacher introduces the phonic sound g . 1: Tr gives an example of the words with consonant phoneme. 2: Learners read given word cards in pairs. 3: Feedback from the groups. 4: Individually read flashed words. Conclusion: Class discussion.	THRASS Chart Charts Word cards	

L2	SPEAKING Diphthong i.e.*	Make at least two words using the diphthong i.e.*	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 28	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces and explains on diphthongs. 1: Tr gives an example of making words with the diphthong i.e.* 2: In pairs, Lnrs read given sentences. 3: Feedback from the groups. 4: Individually Lnrs make sentences using the introduced diphthong. Conclusion: Revision of the lesson.	Charts	
TUE L3	READING Opposites	Identify and state opposites of at least four words.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 31	Assumed knowledge: Lnrs can match objects. Intro: Tr introduces and explains on opposites. 1: Tr gives an example of opposite words. 2: In pairs, learners work on given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Work cards Pencils Chalkboard illustration	
L4	WRITING Comprehension	Read and answer at least three questions filling missing words.	Visual skills Refinement of vocabulary Fine motor skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 30-31	Assumed knowledge: Lnrs can answer questions. Intro: Tr read new words in the story. 1: Teacher read the story for Lnrs. 2: Lnrs read the story in threes. 3: Feedback from the groups. 4: Individual written work. 5: Remedial and extension. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WED L5	SPEAKING Phonics and spellings - gg	Read and write words using consonant phoneme gg .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 49-51	Assumed knowledge: Lnrs know letter sound g . Intro: Teacher introduces the consonant phoneme gg and gives an example. 1: Tr gives Lnrs word cards to read. 2: In pairs, Lnrs read given words. 3: Groups give feedback. 4: Individually Lnrs write spellings. Conclusion: Revision of work.	THRASS Chart Charts Word cards	

THUR L6	LISTENING True or false	Read a story and answer questions using true or false.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg	Assumed knowledge: Lnrns can answer questions. Intro: Tr introduces and explains the words true and false. 1: Tr gives an example of answering questions using true or false. 2: In pairs, Lnrns read a story. 3: Groups give feedback. 4: Individually Lnrns answer questions using true or false. Conclusion: Revision of the lesson.	Charts Word cards	
L7	READING Punctuation – capital letters	Identify and punctuate at least three sentences using capital letters on names.	Finger dexterity Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 24	Assumed knowledge: Lnrns know a full stop. Intro: Tr introduces and explains where to use capital letters. 1: Tr gives an example of using capital letters on names. 2: In pairs Lnrns work on given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts	
FRID L8	WRITING Composition – Myself	Draw and write describing themselves.	Left to right & Top to bottom Finger dexterity Visual skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 29	Assumed knowledge: Learners can draw. Intro: Reciting “do you know my name”. 1: Teacher asks Lnrns to draw themselves. 2: Lnrns draw and write describing themselves. 3: Tr monitors and assists the weak. Conclusion: Revision of work.	Pictures Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7 MON	LISTENING Picture reading	By the end of lesson learners should be able to:	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg 33	Assumed knowledge: Lnrns can read. Intro: Tr explains on describing pictures. 1: Tr gives an example of describing pictures. 2: In pairs Lnrns read and describe given picture. 3: Feedback from the groups.	ICT tools Pictures	

L1		Read and describe pictures.			4: Individually lnrs describe given picture. Conclusion: Class discussion.		
L2	SPEAKING Joining words	Join sentences using and correctly.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 36	Assumed knowledge: Lnrs can make short sentences. Intro: Tr introduces and explains the joining word and. 1: Tr gives an example of joining the sentences using the word and. 2: In pairs lnrs join given sentences using and. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Pictures Chart	
TUE L3	READING Phonics and spellings - h e.g. hand	Imitate and write spellings of the words with consonant phoneme h* .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 52-53	Assumed knowledge: Lnrs know letters of the alphabet. Intro: Tr introduces the consonant phoneme h* . 1: Tr read few words of the introduced consonant phoneme. 2: In pairs, lnrs read given words. 3: Feedback from the groups. 4: Learners read words individually. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L4	WRITING Comprehension-	Read and answer at least three questions from the story read.	Visual skills Refinement of vocabulary Fine motor skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 34-35	Assumed knowledge: Learners can answer questions. Intro: Tr read the story for the lnrs. 1: Teacher asks lnrs to read the story. 2: Lnrs read the story in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Word cards	
WED	SPEAKING		Oral language development.	English ECD – Grade 2	Assumed knowledge: Lnrs can play games. Intro: Tr introduces and explains on polite words. 1: Tr gives an example of polite words.	ICT tools Charts	

L5	Registers – polite words	Role play using polite words.	Auditory skills Turn taking	Syllabus pg 49-51 Plus one pg 37	2: In pairs Lnrs role play using polite words. 3: Groups give feedback. 4: Lnrs list polite words individually. Conclusion: Class discussion.		
THUR L6	LISTENING Phonics- h	Identify and name at least two words of the consonant phoneme h .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrs can hear sounds. Intro: Recap on the consonant phoneme h . 1: Tr gives examples of words with the introduced consonant phoneme. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs make words using the consonant phoneme. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L7	READING Terminal sound words	Read and write terminal short words.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 37	Assumed knowledge: Lnrs can read. Intro: Tr introduces and explains on terminal short words. 1: Tr demo reading terminal short words. 2: In pairs Lnrs read terminal short words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Pencils Work cards Charts	
FRID L8	WRITING Comprehension	Read and write answering questions from the story.	Fine motor skills Top to bottom orientation Visual memory Auditory skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 35-36	Assumed knowledge: Lnrs can read. Intro: Tr introduces the lesson on reading the story. 1: Tr read the story for the Lnrs. 2: Lnrs read the story in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

06/03/26 WK 8 MON L1	LISTENING Phonics J and g e.g. jam, giant etc.	By the end of lesson Inrs shld be able to: Imitate and make words with consonant phonemes j and g.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrns know letter sounds. Intro: Tr introduces consonant phonemes j and g. 1: Tr asks learners to make words with the introduced consonant phonemes. 2: Lnrns make words in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Charts Word cards	
L2	SPEAKING Our school	Read and retell the story.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 38-39	Assumed knowledge: Lnrns know their school. Intro: Reciting a poem about their school. 1: Tr read the story for Inrs. 2: In pairs, Inrs read the story. 3: Feedback from the groups 4: Individually Inrs retell the story. Conclusion: Revision of work.	Pictures ICT tools	
TUE L3	READING Comprehension	Read and understand the story as well as answering questions from the story.	Oral language development. Auditory skills Turn taking	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 39-40	Assumed knowledge: Lnrns can read and answer questions. Intro: Tr read the story for the Inrs. 1: Tr asks Inrs to read the story. 2: In pairs Inrs read the story. 3: Groups present their work. 4: Individual written work. Conclusion: Questioning and answer.	Chalkboard illustration Pencils	
L4	WRITING Handwriting – Fr Fr Fr Fr	Write and make letters from the pattern.	Visual skills Left to right orientation Finger dexterity	English ECD – Grade 2 Syllabus pg 54-55	Assumed knowledge: Lnrns can write. Intro: Tr demo writing the pattern. 1: Tr asks Inrs to identify letters from the introduced pattern. 2: Lnrns identify letters in the pattern. 3: Feedback from the groups. 4: Individually learners write words using letters from the letters. Conclusion: Revision of the lesson.	Charts Chalkboard illustration	

WED L5	SPEAKING Expressing opinions	State and express their opinions.	Oral language development. Auditory skills Fluency	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 43	Assumed knowledge: Lnrns can speak. Intro: Tr explains on opinions. 1: Tr gives lnrns about their school. 2: In pairs, lnrns express their opinions. 3: Feedback from the groups. 4: Individually lnrns highlight their opinions. Conclusion: Questioning and answer.	Chart ICT tools	
THUR L6	LISTENING Phonics- ge and dge e.g. cage, bridge etc.	Imitate and make at least two words using the consonant phonemes ge and dge .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrns can hear sounds. Intro: Tr introduces the consonant phonemes ge and dge . 1: Tr gives examples of words with the consonant phonemes. 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 Charts Word cards	
L7	READING Forming new words	Omit and add first letter to form new words.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 42-43	Assumed knowledge: Lnrns can make words. Intro: Tr explains on forming new words. 1: Tr gives an example of forming new words. 2: In pairs, lnrns work on the given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Work cards	
FRID L8	WRITING Composition – My school	Draw and write sentences using given words and phrases.	Left to right orientation Visual skills Finger dexterity Auditory skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 39	Assumed knowledge: Lnrns know their school. Intro: Lnrns state name of their school. 1: Tr asks lnrns to describe their school. 2: Lnrns describe their school. 3: Feedback from the groups. 4: Individually lnrns draw and describe their school. Conclusion: Revision of work.	Chalkboard illustration	
WEEK	TOPIC/	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

ENDING	CONTENT						
13/03/26 WK 9 MON L1	LISTENING Phonics- I and II	Imitate and make at least two words of the consonant phonemes I and II.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrns can hear sounds. Intro: Recap on the consonant phoneme I and II. 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 phoneme. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L2	SPEAKING Our needs	List and describe their needs.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 44	Assumed knowledge: Lnrns need food. Intro: Tr explains on needs. 1: Tr gives an example of a need 2: In groups of three, Lnrns list and describe their needs. 3: Feedback from the groups. 4: Individually Lnrns state their needs. Conclusion: Revision of work.	Chart Pictures ICT tools	
TUE L3	READING Comprehension	Read and answer questions from the story.	Oral language development. Auditory skills Visual skills	English ECD – Grd 2 Syllabus pg 52-53 Plus one pg 44-45 Activity pg 45	Assumed knowledge: Lnrns can read and answer questions. Intro: Tr read the story for the Lnrns. 1: Tr asks Lnrns to read the story. 2: In pairs Lnrns read the story. 3: Groups present their work. 4: Individual written work. Conclusion: Questioning and answer.	Chalkboard illustration Pencils	
L4	WRITING Plurals	Identify and state plurals of at least three words.	Visual skills Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 45-46	Assumed knowledge: Lnrns know nouns. Intro: Tr introduces and explains on plurals. 1: Tr gives examples of plurals. 2: In pairs Lnrns work on given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Work cards	

WED L5	SPEAKING Registers- Formal greetings	State and demonstrate formal greetings.	Oral language development. Auditory skills Turn taking	English ECD – Grade 2 Syllabus pg 49- 51 Plus one pg 48	Assumed knowledge: Lnrns can greet. Intro: Singing “good morning”. 1: Tr explains on formal greetings. 2: In pairs, Lnrns role play formal greetings taking turns. 3: Feedback from the groups. 4: Individually Lnrns demonstrate formal greetings. Conclusion: Revision of the lesson.	ICT tools Charts	
THUR L6	LISTENING Phonics-	Imitate and write at least four words of the consonant phonemes I and II e.g. leg, bell etc.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47- 48	Assumed knowledge: Lnrns can hear sounds. Intro: Recap on the consonant phoneme I and II. 1: Tr gives examples of words with the introduced consonant phoneme. 2: In pairs, Lnrns make words using the introduced consonant phonemes. 3: Feedback from the groups. 4: Individually Lnrns make words using the consonant phoneme. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L7	READING For understanding	Read fluently and answer questions from the passage.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52- 53 Plus one pg 46	Assumed knowledge: Lnrns can read. Intro: Tr introduces new words in the passage. 1: Tr read the passage for the learners. 2: In pairs Lnrns read the passage. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Word cards Chalkboard illustration	
FRID L8	WRITING Punctuation marks	Write and punctuate sentences.	Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 54- 55 Plus one pg 47	Assumed knowledge: Lnrns know a full stop. Intro: Tr introduces and explains on punctuation marks. 1: Tr gives an example of punctuation marks. 2: Lnrns punctuate given sentences in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Pencils Chalkboard illustration Chart Work cards	

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/03/26 WK 10 MON L1	LISTENING My body	By the end of lesson Lnrs shld be able to: Identify and name parts of the human body.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg 49	Assumed knowledge: Lnrs know a head. Intro: Reciting “my body parts”. 1: Tr asks Lnrs to name body parts. 2: Lnrs identify and name body parts in pairs. 3: Feedback from groups. 4: Individually Lnrs draw and label body parts. Conclusion: Class discussion.	Charts ICT tools Pictures	
L2	SPEAKING Phonics and spellings - m and mm	Read and write words using consonant phonemes m and mm.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 49-51	Assumed knowledge: Lnrs know a mouth. Intro: Teacher introduces the consonant phonemes m and mm and gives an example. 1: Tr gives Lnrs word cards to read. 2: In pairs, Lnrs read given words. 3: Groups give feedback. 4: Individually Lnrs write spellings. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
TUE L3	READING Dialogue	Read a dialogue and answer questions from the story.	Visual skills. Auditory skills Fluency	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 50-51	Assumed knowledge: Lnrs can role play. Intro: Tr explains on dialogue. 1: Tr read the dialogue for the Lnrs. 2: In pairs Lnrs role play the dialogue. 3: Presentation of the groups. 4: Individually Lnrs summerise the dialogue. Conclusion: Class discussion.	Word cards Chart ICT tools	
L4	WRITING Comprehension	Fill in missing words from the dialogue to complete sentences.	Visual skills Refinement of vocabulary Finger dexterity	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 51	Assumed knowledge: Lnrs can answer questions. Intro: Questioning and answer from the dialogue. 1: Tr gives instructions on answering questions. 2: Lnrs fill in missing words individually to complete sentences. 3: Remedial and extension. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WED	SPEAKING			English ECD – Grade 2	Assumed knowledge: Lnrs can make short sentences.	Work cards	

L5	Making sentences	Read and make sentences using river words.	Oral language development. Auditory skills Visual skills	Syllabus pg 49-51 Plus one pg 52	Intro: Tr explains on making sentences. 1: Tr gives an example of making a sentence. 2: In groups of four lnrs make sentences using given words. 3: Presentation of the groups. 4: Individual written work. Conclusion: Class discussion.	Charts	
WED L5	SPEAKING Following instructions	Listen and follow at least four given instructions.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 52	Assumed knowledge: Lnrs can answer questions. Intro: Tr explains on following instructions. 1: Tr gives lnrs instructions to follow. 2: In fours, lnrs follow given instructions. 3: Groups give feedback. 4: Individually learners follow given instructions. Conclusion: Reciting “ follow the leader ”.	Word cards Charts	
THUR L6	LISTENING Phonics- mb e.g. lamb	Imitate and make at least two words using the consonant phoneme mb correctly.	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrs can hear sound m . Intro: Tr introduces the consonant phonemes mb . 1: Tr gives examples of words with the introduced consonant phonemes. 2: In pairs, lnrs read given words. 3: Feedback from the groups. 4: Individually lnrs make words using the consonant phonemes. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L7	READING Prepositions	Identify and fill in sentences with the correct preposition.	Visual skills Refinement of vocabulary Auditory skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 43	Assumed knowledge: Lnrs know verbs. Intro: Tr introduces and explains on prepositions. 1: Tr gives an example of prepositions. 2: In pairs learners work on given task 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Word cards	
FRID	WRITING		Visual skills	English ECD – Grade 2	Assumed knowledge: Lnrs know prepositions. Intro: Tr introduces helper words on and off.	Charts	

L8	Helper words- <i>on and off</i>	Read and write at least three sentences using helper words on and off.	Finger dexterity Auditory skills	Syllabus pg 54-55	1: Tr gives an example on how to use the helper words on and off. 2: In groups of three Inrs make sentences using the helper words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Word cards	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 MON L1	LISTENING Phonics- n, nn and kn	Imitate and make at least four words of the consonant phonemes n, nn and kn .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrns can hear sounds. Intro: Tr introduces the consonant phoneme n, nn and kn . 1: Tr gives examples of words with the introduced consonant phoneme. 2: In pairs, Inrs read given words. 3: Feedback from the groups. 4: Individually Inrs make words using the consonant phoneme. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
TUE L2	SPEAKING Everyday	State and describe what they do every day.	Auditory skills Refinement of vocabulary Turn taking	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 53	Assumed knowledge: Lnrns eat every day. Intro: Tr explains on daily activities. 1: Tr gives an example of daily activity. 2: In pairs Inrs discuss about what they do every day. 3: Feedback from the groups. 4: Individually Inrs tell what they do every day. Conclusion: Class discussion.	Charts Word cards	
L3	READING Comprehension	Read and answer at least three questions	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 52-53	Assumed knowledge: Lnrns can read. Intro: Tr introduces new words and Inrs read them. 1: Tr read the story for the Inrs. 2: In fours, Inrs read the story. 3: Feedback from the groups.	Word cards	

		from the story read.		Plus one pg 53-54	4: Individual written work. Conclusion Class discussion.		
L4	WRITING Spellings	Write spellings of the words of the consonant phonemes n , nn , and kn correctly e.g. net , kennel and kneel .	Visual skills Auditory skills Finger dexterity	English ECD – Grade 2 Syllabus pg 54-55	Assumed knowledge: Lnrns can write. Intro: Recap of the consonant phonemes n , nn , and kn . 1: Tr gives Lnrns word cards to read. 2: In pairs, Lnrns read given words. 3: Feedback from the groups. 4: Lnrns write spellings individually. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
WED L5	SPEAKING Retelling story	Read and retell story.	Auditory skills Verbal skills Turn taking	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 55	Assumed knowledge: Lnrns can read. Intro: Tr read the story for Lnrns. 1: Lnrns read the story after the teacher. 2: In pairs Lnrns retell the story. 3: Feedback from the groups. 4: Individually Lnrns mime what they do every day. Conclusion: Class discussion.	Charts Word cards	
THUR L6	LISTENING Following instructions	Read and follow given simple instructions.	Oral language development Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48 Plus one pg 52	Assumed knowledge: Lnrns can draw. Intro: Singing “ Follow the leader ”. 1: Tr reads instructions in the textbook for Lnrns. 2: In pairs Lnrns follow given instructions. 3: Feedback from the groups. 4: Individually Lnrns draw a birthday cake following given instructions. Conclusion: Class discussion.	Pencils Crayons	
L7	READING Doing words	Identify and pick the action from given sentences.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 52-53 Plus one pg 56	Assumed knowledge: Lnrns can walk. Intro: Tr introduces and explains on doing words. 1: Tr gives an example of a doing word. 2: In pairs Lnrns read the given sentences and pick a doing word. 3: Feedback from the groups. 4: Individual written work.	Word cards	

					Conclusion: Class discussion.		
FRID L8	WRITING Composition	Write and complete sentences about their daily activities.	Left to right orientation Auditory memory Visual memory	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 56	Assumed knowledge: Lnrns can write. Intro: Recap on daily activities. 1: Tr gives Lnrns sentences to complete. 2: Lnrns fill in the missing words to complete given sentences. 3: Tr monitors. 4: Remedial and extension. Conclusion: Revision of work.	Charts Word cards	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 MON L1	LISTENING Phonics- ng	Imitate and make at least four words of the consonant phoneme ng .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrns can hear sounds. Intro: Tr introduces the consonant phoneme ng . 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 phoneme. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L2	SPEAKING Permission register	State and describe proper way of asking permission.	Auditory skills Refinement of vocabulary Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 61	Assumed knowledge: Lnrns can greet formally. Intro: Tr explains on asking permission register. 1: Tr gives an example of asking permission. 2: In pairs Lnrns role play proper way of asking permission. 3: Feedback from the groups. 4: Individually state the importance of asking politely. Conclusion: Revision of the lesson.	Pictures ICT tools	
TUE L3	READING Comprehension	Read the passage fluently and	Oral language development Auditory skills	English ECD – Grade 2 Syllabus pg 52-53	Assumed knowledge: Lnrns can read. Intro: Tr read the passage for the Lnrns. 1: Tr asks Lnrns to read the passage. 2: In pairs Lnrns read the passage.	Chalkboard illustration	

		answer questions from the story.	Visual skills	Plus one pg 59-60	3: Feedback from the groups. 4: Individual written work. Conclusion: Questioning and answer.	Pencils	
L4	WRITING Handwriting	Write patterns, words and shaping letters.	Visual skills Finger dexterity	English ECD – Grade 2 Syllabus pg 54-55	Assumed knowledge: Lnrs can write. Intro: Tr introduces a pattern. 1: Lnrs identify letters from the introduced pattern. 2: Lnrs make words with identified letters. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts Word cards	
WED L5	SPEAKING Punctuation – Capital letters and Full stop	Identify and punctuate sentences with capital letters and a full stop.	Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 49-51 Plus one pg 56	Assumed knowledge: Learners know a full stop. Intro: Tr introduces capital letters and a full stop. 1: Tr explains on using capital letters and a full stop. 2: In pairs learners punctuate given sentences. 3: Feedback from the groups. 4: Individual written work. Conclusion Class discussion.	Charts	
THUR L6	LISTENING Phonics- N	Imitate and make at least four words of the consonant phoneme n .	Oral language development. Auditory skills Visual skills	English ECD – Grade 2 Syllabus pg 47-48	Assumed knowledge: Lnrs can hear sounds. Intro: Tr introduces the consonant phoneme n . 1: Tr gives examples of words with the introduced consonant phoneme. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs make words using the consonant phoneme. Conclusion: Revision of work.	THRASS Chart Charts Word cards	
L7	READING Have or has	Identify and read at least five words.	Auditory skills Refinement of vocabulary	English ECD – Grade 2 Syllabus pg 52-53	Assumed knowledge: Lnrs know pronouns. Intro: Tr introduces and explains the words have and has. 1: Tr gives examples of using the words. 2: In pairs, learners work on given task.	Word cards Charts	

			Visual skills	Plus one pg 59	3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Chalkboard illustration Pencils	
FRID L8	WRITING Making sentences	Write and make at least three sentences using given words.	Visual skills Finger dexterity Auditory skills Finger dexterity	English ECD – Grade 2 Syllabus pg 54-55 Plus one pg 59	Assumed knowledge: Lnr's can make words. Intro: Tr explains on sentence construction. 1: Tr gives an example of making sentences. 2: In pairs Lnr's make sentences with given words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Pencils	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

Hwaro

Gwaro: Rechipiri

Chidzidzo: Indigenous Language

Misoro ichaitwa

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

Zvichaitwa

- ❖ Mitambo
- ❖ Ngano
- ❖ Hurukuro

Vavariro/ zvinangwa:

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

Madingindira anofanira kubuda mukudzidzisa:

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

Zita remudzidzisi: _____

VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
1 16/01/26	Maumbirwo emutauro Kutaura nekuteerera	Kuverenga nekuumba manzwi	Kutaura Kuteerera	Indigenous lang syllabus ECD - Grd 2 pg 62-64	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi nemitinhimira mw na gw .	Chati	

L1 CHIPIRI	Kuvaka manzwi mw- mwa mwe mwi mwo mwu gw- gwa gwe gwi gwo gwu	vachishandisa nzvanyira nenzvovera.	Kunyora	Plus one pg 1	2: Vana vanoumba manzwi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoumba nekunyora manzwi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L2 CHIPIRI	Nzwisiso Kuverenga - Dzidzo inhaka yedu	Kuverenga ndima nekupindura mivhunzo.	Kutaura Kuteerera Kunyora	Indigenous lang syll ECD- Grd 2 pg 56- 57 Plus one pg 2-3	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Vana vanoverenga ndima mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vana vanoverenga ndima sedungamunhu. Mhedziso: Kutaura ndima nepapfupi.	Mabhuku edzidzo Zvinyoreso	
L3 & L4 CHITATU	Nzwisiso - Kunyora Pateni	Kunyora mitsara ye pateni vachibva kuruboshwe kuenda kurudyi.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 4	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekunyora pateni. 2: Vana vanodzidzira kunyora pateni pamapepa. 3: Mudzidzisi anobatsira vana. 4: Vana vanonyora pateni mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Chati Zvinyoreso	
L6 CHINA	Nzwisiso – Kuvaka manzwi mw- mwa mwe mwi mwo mwu gw- gwa gwe gwi gwo gwu	Kuverenga nekuumba manzwi vachishandisa nzvanyira nenzvovera.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 1	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi nemutinhimira mw na gw . 2: Vana vanoumba manzwi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoumba nekunyora manzwi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso	
L7	Mutauro Zvizhinji	Kuverenga nekunyora	Kutaura Kuteerera	Indigenous lang syllabus ECD - Grd 2 pg 58-61	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pekuisa mashoko muuzhinji. 1: Mudzidzisi anopa muenzaniso wekuisa shoko muuzhinji.	Chati Mabhuku ekunyorera	

		manzwi vachiisa kuhuzhinji.	Kunyora	Plus one pg 1	2: Vadzidzi vanozadzisa zvirevo nemashoko avapiwa muuzhinji mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi	
L8 CHISHANU	Rondedzero Zvandakaita pazororo	Kunyora vachitsanangura zvavakaita pazororo zvinonakidza nekusuwisa.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 62-64 Plus one pg 1	Nhanganyaya: Mudzidzisi anotsanangura nekupa muenzaniso pamusoro pezvaakaita pazororo rechikoro. 1: Vana vanotaurirana zvavakaita pazororo zvinofadza nezvinosuwisa mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vana vanonyora vachitsanangura zvavakaita pazororo. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
2 23/01/26 L1 MUVHURO	Tsika nemagariro Nhaurirano-Mbeswa dzinorimwa pachikoro	Pakupera kwechidzidzo vadzidzi vanotarisirwa kunge vakugona: Kudoma mazita embeswa dzinorimwa pachikoro chavo.	Kutaura Kuteerera	Indigenous language syllabus ECD – Grade 2 pg 66-68 Plus one pg 5	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pembeswa. 1: Vadzidzi vanodoma mazita embeswa dzavanoziva. 2: Mumapoka vana vanodoma mazita embeswa dzinorimwa mubindu rechikoro. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotaura mbeswa dzavanorima mubindu rekumba wavo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Manzwi pamakadhi	
L2	Maumbirwo emutauro Mitinhimira – nz- nza nze nzi nzo nzu	Kuteerera nekutevedzera mudzidzisi achiverenga mavara emitinhimira.	Kutaura Kuteerera	Indigenous language syllabus ECD – Grade 2 pg 62-64 Plus one pg 5	Nhanganyaya: Mudzidzisi anopa mitinhimira yemavara. 1: Vana vanotaura mitinhimira mushure memudzidzisi. 2: Mudzidzisi anopa vana mavara emitinhimira mumapoka.	Basa pachidziro Makadhi emavara	

	sh- sha she shi sho shu				3: Vana vanoverenga nekuumba manzwi nemitinhimira yavapiwa mumapoka. 4: Kupakurirana zvaitwa mumapoka. 5: Vana vanonyora vachivaka manzwi nemitinhimira yadzidzwa sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Kuverenga zvekududumisa- mabasa emaoko	Kuverenga ndima vachidudumisa.	Kutaura Kuteerera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 5- 6	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Vana vanoverenga ndima mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vana vanoverenga ndima vachidudumisa sedungamunhu. Mhedziso: Kutaura ndima nepapfupi.	Mabhuku edzidzo	
L4	Nzwisiso Kuzadzisa zvirevo	Kuverenga ndima nekuzadzisa zvirevo nemanzwi kubva mundima.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 7- 8	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverenga ndima vana vakateerera. 2: Vana vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora vachizadzisa zvirevo nemanzwi kubva mundima mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Makadhi emavara Basa pachidziro	
L5 CHITATU	Nzwisiso Kuverenga mitinhimira ts- tsa tse tsi tso tsu ch- cha che chi cho chu	Kuverenga nekuumba manzwi nemitinhimira.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 7	Nhanganyaya: Mudzidzisi anoverenga mitinhimira vana vakateerera. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi nemitinhimira. 2: Vana vanoverenga nekuumba manzwi nemitinhimira yadzidzwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoumba nekunyora manzwi mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Mabhuku ekunyorera Chati Zvinyoreso	

L6	Nzwisiso Manzwi anoreva zvakananana	Kuverenga nekunanganisa manzwi anoreva zvakananana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 9	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pamanzwi anoreva zvakananana. 1: Mudzidzisi anopa muenzaniso wemanzwi anoreva zvakananana. 2: Vadzidzi vanonanganisa manzwi anoreva zvakananana mumapoka. 3: Kupakurirana zvaitwa mu mapoka. 4: Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Chati	
L7 & 8 CHINA	Mutauro Kuzadzisa zvirevo	Kuverenga nekusarudza inzwi rakakodzera kupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 8	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanoverenga manzwi pamakadhi. 2: Vadzidzi vanopindura mivhunzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso Basa pachidziro	
L 9 CHISHANU	Rondedzero Kunyora nekombiyuta Musha wedu	Kunyora vachishandisa kombiyuta kutsanangura misha yavo.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD - Grd 2 pg 65 Plus one pg 9	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pekunyora nekombiyuta. 1: Vadzidzi vanotsanangura misha yavo mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Mudzidzisi anopa muenzaniso wekushandisa kombiyuta vana vakatarisa 4: Vana vanonyora zvirevo zviviri pakombiyuta pamusoro pemusha wavo. Mhedziso: Dzokororo yebasa ranyorwa.	Zvombo zve ICT	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
3 30/01/26	Maumbirwo emutauro Mutinhimira-	Pakupera kwechidzidzo vana	Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anopa mitinhimira yemavara. 1: Vana vanoverenga mitinhimira pamakadhi.	Makadhi emavara	

L 1 & 2 MUVHURO	nj- nja nje nji njo nju ngw- ngwa ngwe ngwi ngwo ngwu mbw- mbwa mbwe mbwi mbwo mbwu	vanotarisirwa kunge vakugona: Kutevedzera mudzidzisi kuverenga nekuumba manzwi nemavara emitinhimira.	Kuterera	ECD – Grade 2 pg 62-64 Plus one pg 10	2: Mudzidzisi anopa muenzaniso wekuumba manzwi. 3: Vana vanoumba manzwi nemitinhimira yadzidzwa mumapoka. 4: Kupakurirana zvaitwa mumapoka. 5: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati	
L 3 CHIPIRI	Nzwisiso Kutaura nekuteerera– Musha wedu	Kutsanangura zvivakwa, dunhu ravo nezvipfuyo zvavanochenget a.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 10	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wezvinhu zviri mudunhu rake. 2: Vana vanotaurirana pamusoro pemusha wavo nezvipfuyo zvavanochengeta mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanotsanangura musha wavo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku edzidzo	
L 4	Nzwisiso Mazita emhuka	Kudoma mazita emhuka dziri pamifananidzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 11	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mhuka dzavanoziva. 2: Vana vanodoma mazita emhuka dziri pa mifananidzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku avo. Mhedziso: Dzokororo yebasa.	Chati Zvinyoreso	
L 5 CHITATU	Nzwisiso Kuverenga- musha wedu	Kuverenga ndima nekupindura mivhunzo.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga vana vakateerera. 2: Vana vanoverenga ndima mumapoka.	Basa pachidziri Zvinyoreso	

			Kunyora	Plus one pg 12	3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.		
L6	Mutauro Kunyora- vana vemhuka.	Kuverenga nekudoma mazita evana vemhuka dzinokwana kuita nhatu.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 15	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pevana vemhuka. 1: Mudzidzisi anopa muenzaniso wemhuka nemwana wayo. 2: Vana vanodoma vana vemhuka dzavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mabhuku e kunyorera Zvinyoreso	
L7 CHINA	Nzwisiso Kuverenga ndima	Kuverenga ndima nekupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 13-14	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverenga ndima vana vakateerera. 2: Vana vanodzokorora kuverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Basa pachidziro Zvinyoreso	
L8	Tsika nemagariro Midziyo yepamusha	Kudoma nekutsanangura midziyo yapamusha.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 15-16	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo pamusoro pemidziyo yepamba. 1: Mudzidzisi anopa muenzaniso wemudziyo wepamusha. 2: Vana vanodoma midziyo yepamusha mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso	
L9	Rondedzero		Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Mabhuku ekunyorera	

CHISHANU	Musha wedu	Kutara nekunyora vachitsanangura chimiro chemusha wavo	Kuterera Kunyora	ECD - Grd 2 pg 65 Plus one pg 17	1: Mudzidzisi anopa muenzaniso wekutsanangura musha wake. 2: Vana vanotara mufananidzo wemisha yavo. 3: Vana vanonyora mitsara mishanu vachitsanangura misha yavo. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
4 06/02/26 L1 & 2 MUVHURO	Maumbirwo emutauro Mutinhimira kw - kwa kwe kwi kwo kwu ndw - ndwa ndwe ndwi ndwo ndwu	Pakupera kwechidzidzo vana vanotarisirwa kunge vakugona: Kuverenga manzwi anokwana mana emitinhimira kw na ndw .	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 62-64 Plus one pg 18	Nhanganyaya: Mudzidzisi anopa muenzaniso wekusheedza mitinhimira vana vanotevedzera mushure memudzidzisi. 1: Mudzidzisi anopa muenzaniso vekuverenga manzwi emitinhimira kw na ndw . 2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga zvirevo zvemitinhimira vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo	Chati Mavara pamakadhi	
L 3 CHIPIRI	Nzwisiso Mutambo- Kukwazisa kwakanaka	Kudoma nekuedzesera nzira yekwaziso yakanaka.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 19	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. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo	
L 4 & 5 CHITATU	Nzwisiso Hurukuro – kukwazisana kwakanaka	Kuverenga nekupindura mivhunzo kubva muhurukuro.	Kutaura Kuterera	Indigenous lang syll ECD- Grd 2 pg 56-57	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pehurukuro. 1: Mudzidzisi anopa muenzaniso wekuverenga hurukuro. 2: Vana vanoverenga hurukuro mumapoka.	Zvombo zve ICT Manzwi pamakadhi	

			Kunyora	Plus one pg 21-22	3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.		
L6 CHINA	Mutauro Nguva dzezuvu	Kudoma nekutsanangura nguva dzezuvu.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 22	Nhanganyaya: Kuimba “zuva kudai ndina jesu”. 1: Mudzidzisi anotsanangura chidzidzo pamusoro penguva dzezuvu. 2: Vanodoma nguva dzezuvu mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati	
L7 CHINA	Tsika namagariro Kuverenga mifananidzo	Kuverenga nekudoma mifananidzo inoratidza kwaziso yakanaka	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 19-20	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma nzira dzakanaka dzekwaziso. 2: Vadzidzi vanoverenga mifananidzo yekwaziso mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodoma mifananidzo inoratidza kwaziso yakanaka sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo yekwaziso	
L 8 & 9 CHISHANU	RONDEDZERO Vara guru	Kunyora vachitsanangura pakakodzera kushandisa vara guru.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 22	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pevara guru. 1: Mudzidzisi anopa muenzaniso wekushandisa vara guru. 2: Vana vanoisa vara guru pamitsara yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
5 13/02/26	Maumbiro emutauro Mutinhimira	Pakupera kwechidzidzo vana	Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotaura mitinhimira vana vakateerera. 1: Vana vanoverenga mitinhimira pamakadhi.	Chati	

L 1 & 2 MUVHURO	bh- bha bhe bhi bho bhu dzv- dzva dzve dzvi dzvo dzvu tsv- tsva tsve tsvi tsvo tsvu	vanotarisirwa kunge vakugona: Kuedzesera nekuverenga manzwi emitinhimira.	Kuterera	ECD – Grade 2 pg 62-64 Plus one pg 23	2: Mumapoka vana vanoverenga manzwi emitinhimira. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga ndima vachidudza sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Kuzadzisa zvirevo nemifananidzo	Kuverenga nekuzadzisa zvirevo nemifananidzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 24	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Vana vanozadzisa zvirevo nemifananidzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Mifananidzo Zvinyoreso	
L4 CHITATU	Nzwisiso Kuverenga- chikoro chedu.	Kuverenga nekupindura mibvunzo inokwana mina kubva mundima.	Kutaura Kuterera	Indigenous lang syll ECD- Grd 2 pg 56-57 Plus one pg 25-26	Nhanganyaya: Kuimba “hande kuchikoro”. 1: Mudzidzisi anoverenga ndima vadzidzi vakateerera. 2: Vadzidzi vanoverenga ndima mumapoka nekupindura mivhunzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Manzwi ari pamakadhi	
L5 CHITATU	Nzwisiso Zvimiso	Kunyora vachiisa zvimiso pakupera kwemutsara.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 26-27	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pezvimo. 1: Mudzidzisi anopa muenzaniso wekushandisa zvimiso. 2: Vadzidzi vanoisa zvimiso pazvirevo zvavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Manzwi pamakadhi	

L6 CHINA	Mutauro Kuzadzisa zvirevo	Kunyora vachizadzisa zvirevo nemanzwi akakodzera.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 26	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa zvirevo. 2: Vana vanozadzisa zvirevo zvavapiwa neinzwi rakakodzera mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo.	Chati	
L7 CHINA	Tsika namagariro Kunyora pateni	Kunyora pateni nerunyoro rwakanaka vachibva kuruboshwe kuenda kurudyi.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 27	Nhanganyaya: Mudzidzisi anoparura chidzidzo chepateni. 1: Mudzidzisi anopa muenzaniso wekunyora pateni. 2: Vadzidzi vanodzidzira kunyora pateni pamapepa. 3: Mudzidzisi anobatsira vana vasina ruzivo. 4: Vana vanonyora pateni mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mapepa Basa pachidziro Zvinyoreso	
L 8 & 9 CHISHANU	Rondedzero Chikoro chedu	Kunyora zvirevo zvinokwana kuita zvishanu pamusoro pechikoro chavo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 27	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vana vanodoma zita rechikoro chavo. 2: Vana vanotaurirana pamusoro pechimiro chechikoro chavo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora zvirevo zvatarwa pamusoro pechikoro chavo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
6 20/02/26 L1 & 2	DZOKORORO YOKUTANGA Maumbirwo emutauro Kuvaka manzwi	Pakupera kwechidzidzo vadzidzi vanotarisiwa kunge vogona:	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 62-64	Nhanganyaya: Mudzidzisi anotaura mitinhimira vana vakateerera. 1: Vadzidzi vanotaura manzwi emitinhimira yavakadzidza.	Chati	

MUVHURO		Kuvaka nekuverenga manzwi emitinhimira yakasiyana siyana.		Plus one pg 30	2: Mumapoka vana vanovaka nekuverenga manzwi emitinhimira yavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanovaka nekuverenga manzwi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Kuverenga mifananidzo	Kudoma mazita ezvinhu zviri pamufananidzo.	Kutaura Kuterera	Indigenous lang syll ECD- Grd 2 pg 56-57 Plus one pg 29	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo 1: Vadzidzi vanodoma zviri pamifananidzo yavapiwa mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vana vanoverenga mifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo yemiti	
L4 CHITATU	Nzwisiso Kuverenga ndima nekupindura mibvunzo	Kuverenga ndima nekupindura mibvunzo zvakazara.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD- Grd 2 pg 56-57 Ventures pg 21-22 Plus one pg 30-31	Nhanganyaya: Mudzidzisi anoverenga ndima vana vakateerera. 1: Vadzidzi vanoverenga ndima nekupindura mivhunzo mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanoverenga nekupindura mibvunzo. 4: Vana vanonyora mumabhuku. Mhedziso: Dzokororo yebasa ranyorwa.	Manzwi pamakadhi Basa pachidziro Zvinyoreso	
L5 CHITATU	Nzwisiso Kuzadzisa zvirevo	Kunyora vachizadzisa zvirevo neinzwi rakakodzera.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 31	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa chirevo. 2: Vadzidzi vanozadzisa zvirevo mumapoka. 3: Mudzidzisi anobatsira vana vasina ruzivo. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Basa pachidziro Zvinyoreso	

L6 CHINA	Mutauro Kupindura mivhunzo.	Kunyora vachipindura mivhunzo ne manzwi akakodzera.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 31	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekupindura mivhunzo. 2: Vana vanopindura mivhunzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mabhuku edzidzo Zvinyoreso	
L7 CHINA	Tsika nemagariro Kunyora mitsara zvakanaka	Kuverenga nekunyora mitsara zvakanaka.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 32	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vana mitsara. 2: Vana vanoongorora nekudoma zvakaposheka pamitsara yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mitsara zvakanaka sedungamunhu. Mhedziso: Dzokororo yechidzidzo	Chati Mabhuku ekunyorera Zvinyoreso	
L8 & 9 CHISHANU	Rondedzero Mudzidzisi wangu	Kunyora vachitsanangura mudzidzisi wavo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 32	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vana vanodoma zita remudzidzisi. 2: Vadzidzi vanotaurirana pamusoro pemudzidzisi wavo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora mitsara mishanu pamusoro pemudzidzisi wavo. Mhedziso: Dzokororo rebasa ranyorwa.	Mabhuku ekunyorera Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
7 27/02/26 L1 & 2	Maumbiro emutauro Mutinhimira	Pakupera kwechidzidzo vana vanotarisirwa	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 62-64	Nhanganyaya: Mudzidzisi anotaura mitinhimira vana vakateerera. 1: Vadzidzi vanoverenga mitinhimira vachitevedzera mudzidzisi.	Chati Mavara pamakadhi	

MUVHURO	nh- nha nhe nhi nho nhu bv- bva bve bvi bvo bvu ngw- ngwa ngwe ngwi ngwo ngwu	kunge vakugona: Kutevedzera mitinhimira nekuumba manzwi.		Plus one pg 33	2: Vadzidzi vanoverenga nekuumba manzwi nemitinhimira yadzidzwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoumba manzwi nemitinhimira yadzidzwa sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Kuverenga – Mutambo wenhabvu	Kuverenga nekupindura mivhunzo kubva mundima nemhinduro dzakazara.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 34-35	Nhanganyaya: Vana vanoimba rwiyo rwemakorokoto. 1: Mudzidzisi anoverenga ndima vana vakateerera. 2: Vana vanoverenga ndima mumapoka. 3: Vadzidzi vanoverenga ndima sedungamunhu. 4: Vana vanopindura mivhunzo kubva mundima yaverengwa sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	
L4 CHITATU	Nzwisiso Tsoro	Kutamba nekuumba manzwi kubva patsoro yemanzwi.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 36	Nhanganyaya: Mudzidzisi anotsanangura pamusoro petsoro yemanzwi. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi ehukama kubva patsoro yemanzwi. 2: Vadzidzi vanotamba nekuumba manzwi kubva patsoro yemanzwi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoumba manzwi sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Tsoro yemanzwi Chati Manzwi pamakadhi	
L5 CHITATU	Nzwisiso Kunyora- zviperengo	Kunyora nekuverenga zviperengo.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD- Grd 2 pg 56-57	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana manzwi pamakadhi. 2: Vana vanoverenga manzwi pamakadhi avapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora zviperengo mumabhuku. Mhedziso: Dzokororo yebasa ranyorwa.	Basa pachidziro Mabhuku ekunyorera	

L6 CHINA	Mutauro Kuzadzisa mitsara	Kunyora nekuzadzisa zvirevo neinzwi rakakodzera.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 35	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa zvirevo. 2: Vadzidzi vanozadzisa zvirevo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 5: Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati Zvinyoreso	
L7 CHINA	Tsika nemagariro Ukama	Kudoma nekutsanangura ukama pakati pevanhu.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 35	Nhanganyaya: Kuimba “ ndiani anoenda Buhera ”. 1: Mudzidzisi anotsanangura pamusoro pehukama. 2: Mudzidzisi anopa muenzaniso wehukama 2: Vadzidzi vanotsanangura ukama hwavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Zvombo zve ICT Chati Zvinyoreso Basa pachidziro	
L 8 &9 CHISHANU	Rondedzero Mutambo wandofarira	Kunyora vachitsanangura mutambo wavanofarira.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 33	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pemitambo. 1: Vadzidzi vanodoma mitambo yavanoziva. 2: Vana vanotaurirana pamusoro pemutambo wavanofarira 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora nekutsanangura mutambo wavanofarira. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
8 06/03/26	Maumbirwo emutauro Mutinhimira	Pakupera kwechidzidzo vana vanotarisirwa	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 62-64	Nhanganyaya: Mudzidzisi anotaura mitinhimira vana vakateerera. 1: Vadzidzi vanotevedzera mumashure memudzidzisi.	Manzwi pamakadhi Chati	

L1 & 2 MUVHURO	tsw- tswa tswe tswi tswu tswu dzv- dzva dzve dzvi dzvo dzvu	kunge vakugona: Kuedzesera nekuumba manzwi vachishandisa mitinhimira.		Plus one pg 37-38	2: Vadzidzi vanoumba manzwi nemitinhimira yadzidzwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi pamakadhi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Kuverenga- nyika yedu inoyevedza	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 38-39	Nhanganyaya: Mudzidzisi anoverengera vadzidzi ndima vakateerera. 1: Vadzidzi vanoverenga ndima mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanopindura mivhunzo kubva mundima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	
L4 CHITATU	Nzwisiso Kuvaka manzwi	Kuvaka nekuverenga manzwi emitinhimira yakasiyana siyana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 38	Nhanganyaya: Dzokororo yemitinhimira. 1: Mudzidzisi anopa vana makadhi emitinhimira. 2: Vadzidzi vanoverenga mitinhimira. 3: Vadzidzi vanovaka nekuverenga manzwi mumapoka 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanovaka nekunyora manzwi mumabhuku. Mhedziso: Dzokororo yebasa ranyorwa.	Chati Manzwi pamakadhi Zvinyoreso	
L5 CHITATU	Nzwisiso Manzwi anoreva zvakananana	Kudoma inzwi rakafanana nezvakatarwa.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 41	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso weinzwi rakafanana nezvakatarwa. 2: Vadzidzi vanopa manzwi akafanana nezvakatarwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yebasa raitwa.	Chati Basa pachidziro Zvinyoreso	

L6 CHINA	Mutauro Kuvaka manzwi	Kuzadzisa nekuvaka manzwi.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 41	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa kuvaka inzwi. 2: Vana vanozadzisa manzwi avapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	
L7 CHINA	Tsika nemagariro Nyika dzakatikombered za	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 40-41	Nhanganyaya: Vadzidzi vanodoma nyika dzakatikomberedza. 1: mudzidzisi anoverenga ndima vana vakateerera. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora nekupindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mepu yeAfrica	
L 8 & 9 CHISHANU	RONDEDZERO Nyika dzekushanyira muZimbabwe	Kunyora nekutsanangura nzvimbo dzekushanyira muZimbabwe.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 42	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma nzvimbo dzekushanyira dziri muZimbabwe. 2: Vadzidzi vanotaurirana nezve nzvimbo dzekushanyira dzavakamboenda mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora nzvimbo shanu dzekushanyira dziri muZimbabwe. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Mepu ye Zimbabwe	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
9 13/03/26 L 1 & 2	Maumbirwo emutauro Mutinhimira ng- nga nge ngi ngo ngu	Pakupera kwechidzidzo vana vanotarisirwa	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 62-64	Nhanganyaya: Mudzidzisi anoverenga mitinhimira vadzidzi vakateerera. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi ane mitinhimira waparurwa.	Manzwi pamakadhi Chati	

MUVHURO	ngw- ngwa ngwe ngwi ngwo ngwu nzv- nzva nzve nzvi nzvo nzvu	kunge vakugona: Kutaura nekuverenga manzwi emitinhimira.		Plus one pg 43	2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emitinhimira pamakadhi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L3 CHIPIRI	Nzwisiso Kuverenga mifananidzo	Kuverenga zvinyorwa zviri pamifananidzo nemazvo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 44	Nhanganyaya: Mudzidzisi anotsanangura mufananidzo. 1: Mudzidzisi anopa vana mifananidzo yekuverenga 2: Vadzidzi vanoverenga zvinyorwa zvemufananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga zvinyorwa zvemifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Chati	
L4 CHITATU	Nzwisiso Zvokushanya	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverenga ndima vana vakateerera. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora nekupindura mivhunzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Basa pachidziro Zvinyoreso	
L5 CHITATU	Nzwisiso Kuvaka manzwi	Kuverenga nekuvaka manzwi nemitinhimira yakasiyana siyana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga nekuvaka manzwi nemitinhimira. 2: Vana vanovaka manzwi memitinhimira yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku.	Mabhuku ekunyorera Zvinyoreso	

					Mhedziso: Dzokororo yechidzidzo.		
L6 CHINA	Mutauro Manzwi anoreva zvakananana.	Kuongorora nekunanganisa manzwi anoreva zvakananana.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD- Grd 2 pg 58- 61 Plus one pg 48	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekunanganisa manzwi akafanana vana vakatarisa. 2: Vana vanonanganisa manzwi anoreva zvakananana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo chaitwa.	Chati Mabhuku ekunyorera Zvinyoreso	
L7 CHINA	Tsika nemagariro Kuverenga ndima	Kuverenga ndima vachidudza nekupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 47-48	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverenga ndima achidudza vana vakateerera. 2: Vadzidzi vanodzokorora kuverenga ndima vachidudza mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanopindura mivhunzo kubva mundima sedungamunhu. Mhedziso: Dzokororo yezvaitwa.	Mabhuku ekunyorera Zvinyoreso	
L 8 & 9 CHISHANU	RONDEDZERO Zvizhinji	Kuverenga nekunyorera manzwi muuzhinji.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 48	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pekuisa mashoko muuzhinji. 1: Mudzidzisi anopa muenzaniso wekuisa shoko muuzhinji. 2: Vadzidzi vanozadzisa zvirevo nemashoko avapiwa muuzhinji mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mabhuku ekunyorera Manzwi pamakadhi	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
10 20/03/26	Maumbirwo emutauro Mutinhimira	Pakupera kwechidzidzo vana	Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anoverenga mitinhimira vadzidzi vakateerera.	Chati	

L 1 &2 MUVHURO	pf- pfa pfe pfi pfo pfu nh- nha nhe nhi nho nhu shw- shwa shwe shwi shwo shwu	vanotarisirwa kunge vakugona: Kuverenga nekuumba manzwi vachishandisa mitinhimira.	Kuterera	ECD – Grade 2 pg 62-64 Plus one pg 49	1: Mudzidzisi anopa muenzaniso wekuumba manzwi ane mitinhimira waparurwa. 2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi pamakadhi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi	
L3 CHIPIRI	Nzwisiso Kuverenga – Mamiriro ekunze	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 50-51	Nhanganyaya: Kuimba “ mvura naya tidye mapudzi ”. 1: Mudzidzisi anoverenga ndima vana vakateerera. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanopindura mivhunzo kubva mundima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Chati Zvinyoreso	
L4 CHITATU	Nzwisiso Kunanganisa zvipfeko nemamiriro ekunze	Kudoma nekunanganisa mifananidzo yezvipfeko kuzvinyorwa zvemamiriro ekunze.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 52	Nhanganyaya: Vana vanodoma mamiriro ekunze zuva ranhasi. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vadzidzi vanonanganisa mifananidzo yezvipfeko kumamiriro ekunze mumapoka. 3: Kupakurirana zvaitwa muzvikwata. 4: Vadzidzi vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati Mifananidzo yezvipfeko Zvinyoreso	
L5 CHITATU	Nzwisiso Kuvaka manzwi	Kuumba nekunyora manzwi anokwana kuita mashanu nemitinhimira	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 51	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mitinhimira yavanoziva. 2: Vana vanoumba manzwi nemitinhimira yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku.	Mavara pamakadhi Chati Zvinyoreso	

		yakasiyana siyana.			Mhedziso: Dzokororo yechidzidzo.		
L6 CHINA	Mutauro Manzwi anopikisana	Kudoma nekunyora manzwi anopikisana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 51	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pemanzwi anopikisana. 1: Mudzidzisi anopa muenzaniso wemanzwi anopikisana. 2: Vana vanonyora manzwi anopikisana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Manzwi pamakadhi	
L7 CHINA	Tsika nemagariro Zvipfeko zvepasichigare	Kudoma nekunanganisa zvepasichigare kunhengo yemuviri nepazvinopfekwa.	Kutaura Kuterera	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 53	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso vana vakateerera. 2: Vadzidzi vanodoma mifananidzo yezvipfeko zvechinyakare nekunanganisa panhengo dzemuviri padzinopfekwa mumapoka. 4: Kupakurirana zvabva mumapoka. 5: Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso Zvipfeko zvechinyakare	
L 8 & 9 CHISHANU	RONDEDZERO Nzvimbo dzekushanya dzandoziva	Kudoma nekutsanangura nzvimbo dzekushanyira dzavanoziva.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 49	Nhanganyaya: Kuimba “ndiani akaraura hove kuKariba”. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vadzidzi vanotaurirana pamusoro penzvimbo dzekushanyira muZimbabwe mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanodoma nekutsanangura nzvimbo yokushanyira yavanoziva sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati Mifananidzo yenzvimbo dzekushanyira	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
11	DZOKORORO YECHIPIRI	Pakupera kwechidzidzo	Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Chati	

27/03/26 MUVHURO L1 & 2	Maumbirwo emutauro Kuvaka manzwi .	vana vanotarisirwa kunge vakugona: Kuverenga mifananidzo nekuvaka manzwi nemitinhimira yakasiyana siyana.	Kuterera Kunyora	ECD – Grade 2 pg 62-64 Plus one pg 54	1: Vana vanodoma nekutsanangura mifananidzo. 2: Mumapoka vana vanoverenga mitinhimira nekuumba manzwi. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Zvinyoreso Mifananidzo	
L3 CHIPIRI	Nzwisiso Zvizhinji	Kuverenga nekuisa manzwi muuzhinji.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 56	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pekuisa mashoko muuzhinji. 1: Mudzidzisi anopa muenzaniso wekuisa shoko muuzhinji. 2: Vadzidzi vanoza dzisa zvirevo nemashoko avapiwa muuzhinji mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mabhuku ekunyorera Manzwi pamakadhi	
L4 CHITATU	Nzwisiso Kuverenga manzwi	Kuverenga manzwi emitinhimira yakasiyana siyana vachitsetsenura.	Kutaura Kuteerera	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 57	Nhanganyaya: Vana vanodoma mitinhimira yavanoziva. 1: Mudzidzisi anotsanangura nekupa muenzaniso wekuverenga manzwi achitsetsenura. 2: Vana vanoverenga manzwi avapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga manzwi sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Manzwi pamakadhi	
L5 CHITATU	Nzwisiso Kuverenga ndima.	Kuverenga nekupindura mivhunzo inobva	Kuteerera Kutaura	Indigenous lang syllabus ECD - Grd 2 pg 56-57	Nhanganyaya: Mudzidzisi anoverenga ndima vadzidzi vakateerera. 1: Vadzidzi vanoverenga ndima mumapoka. 2: Kupakurirana zvaitwa mumapoka.	Mabhuku ekunyorera	

		mundima nemhinduro yakazara.	Kunyora	Plus one pg 54-55	3: Vadzidzi vanopindura mivhunzo kubva mundima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.		
L6 CHINA	Nzwisiso Manzwi anopikisana	Kudoma nekunyora manzwi anopikisana.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 57	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pemanzwi anopikisana. 1: Mudzidzisi anopa muenzaniso wemanzwi anopikisana. 2: Vana vanonyora manzwi anopikisana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Manzwi pamakadhi Zvinyoreso	
L7 CHINA	Tsika nemagariro Manzwi anoreva zvakafanana	Kudoma nekunyora manzwi anoreva zvakafanana.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 66-68 Plus one pg 56	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekunanganisa manzwi akafanana vana vakatarisa. 2: Vana vanonanganisa manzwi anoreva zvakafanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo chaitwa.	Chati Mabhuku ekunyorera Zvinyoreso	
L8 & 9 CHISHANU	Rondedzero Kuzadzisa pakashama	Kunyora vachizadzisa pakashama zvirevo zveukama.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 65 Plus one pg 56	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma hukama hwavanoziva. 2: Vadzidzi vanotaurirana vachitsanangura hukama hwavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora vachizadzisa zvirevo zvehukama mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mabhuku ekunyorera	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	DURA	ONGORORO
12	Maumbirwo emutauro	Pakupera kwechidzidzo		Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Chati	

03/04/26 MUVHURO L1 & 2	Kuumba manzwi- zh- zha zhe zhi zho zhu mw- mwa mwe mwi mwo mwu nzw- nzwa nzwe nzwi nzwo nzwu	vana vanotarisirwa kunge vakugona: Kuumba nekuverenga manzwi emitinhimira yakasiyana siyana.	Kutaura Kuterera	ECD– Grade 2 pg 62-64 Plus one pg 58	1: Vadzidzi vanodoma mitinhimira yavanoziva. 2: Vana vanoumba manzwi nemitinhimira yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga manzwi emitinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi	
L3 CHIPIRI	Mutauro Zvimiso- Chindaguma (.) Vara hombe (A) etc. Chibvunza (?)	Kudoma nekushandisa zvimiso zvakasiyana siyana pakakodzera.	Kutaura Kuteerera Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 58-61 Plus one pg 61	Nhanganyaya: Mudzidzisi anotsanangura pamusoro pezvimiso. 1: Vadzidzi vanodoma nekutsanangura panoshandiswa zvimiso. 2: Mumapoka vana vanoisa zvimiso pazvirevo zvavapiwa. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora zvirevo vachiisa zvimiso. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	
L4 CHITATU	Nzwisiso Kuverenga – Mwaka yegore	Kuverenga nekupindura mivhunzo kubva mundima.	Kuteerera Kutaura Kunyora	Indigenous lang syllabus ECD - Grd 2 pg 56-57 Plus one pg 59-60	Nhanganyaya: Vadzidzi vanodoma mwaka yegore. 1: Mudzidzisi anotsanangura nekupa muenzaniso wekuverenga chinyararire. 2: Vana vanoverenga ndima chinyararire. 3: Mumapoka vana vanotaura ndima nepapfupi. 4: Kupakurirana zvaitwa mumapoka. 5: Vana vanonyora vachipindura mivhunzo mumabhuku sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Chati	
L5 CHITATU	Nzwisiso Dzimba dzinogara kana	Kudoma nekutsanangura dzimba dzino	Kutaura Kuteerera	Indigenous language syllabus ECD- Grd 2 pg	Nhanganyaya: Mudzidzisi anotsanangura pamusoro penzvimbo dzinochengeterwa zvinhu. 1: Mudzidzisi anopa muenzaniso wenzvimbo inochengeterwa mombe.	Chati Mabhuku ekunyorera	

	kuchengeterwa zvinhu	chengeterwa zvinhu.	Kunyora	Plus one pg 62	2: Vana vanodoma nzvimbo dzinochengeterwa zvinhu zvavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso	
--	----------------------	---------------------	---------	-----------------------	--	------------	--

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 2

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 Relatives, family norms and values Relationship with family members	By the end of the lesson learners should be able to : Explain and discuss the relationship between family members.	Self -expression Visual skills Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 1 Activity 1.2 pg 3	Assumed knowledge: Lnr's know themselves. Intro: Reciting “five in the family” 1: Tr explains and gives examples on family relationship. 2: In grps of five Lnr's discuss about relationship with their family members. 3: Groups present their work. 4: Individually Lnr's read and describe family pictures. Conclusion: Class discussion.	Pencils Family pictures Pencils	
L2	Relatives		Self -expression	Social Sciences ECD – Grade 2 Syllabus pg 77	Assumed knowledge: Learners know their home location. Intro: Recap on family members.	ICT tools Charts	

WED		Identify and list their family members.	Creativity Auditory skills	Plus one pg 2 Activity 1.1 pg 3	1: Tr explains and gives an example of a relative. 2: In pairs learners discuss about their relatives. 3: Groups give feedback. 4: Individually learners draw and label their relatives. Conclusion: Revision of the lesson.	Pencils	
L3 THUR	Relative rhymes	Sing rhymes on relatives.	Refinement of vocabulary Auditory skills Visual skills	Social Scie ECD– Grd 2 Syllabus pg 77	Assumed knowledge: Lnrns know their family members. Intro: Recap on relatives. 1: Tr introduces a rhyme on relatives. 2: In groups of three lnrns sing the introduced rhyme. 3: Groups present their work. 4: Lnrns sing the rhyme individually. Conclusion: Revision of the lesson.	Pictures ICT tools	
L4 FRI	Norms and values	State and demonstrate family norms and values.	Auditory skills visual skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 5-6 Activity 1.3 pg 7	Assumed knowledge: Learners greet politely. Intro: Tr introduces and explains on norms and values. 1: Lnrns read about norms and values. 2: In groups of five lnrns role play importance of their relatives 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
23/01/26 WK 2 L1 TUE	IDENTITY Relationship between the family and the community	By the end of the lesson learners should be able to: Explain the relationship	Self -expression Auditory skills Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 8-10	Assumed knowledge: Lnrns have relatives. Intro: Tr explains on relationship with community. 1: Tr gives an example of relationship with community. 2: In pairs, lnrns discuss about situations where family and community work together.	Pictures ICT tools	

		between their family and the community.		Exercise 2.2 pg 12	3: Groups give feedback. 4: Individually learners solve a puzzle. Conclusion: Class discussion.		
L2 WED	Events	List and discuss ways family members participate in community events.	Auditory skills Team work Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 11 Activity 2.1	Assumed knowledge: Learners know wedding ceremony. Intro: Tr explains on community events. 1: Teacher asks lnr's ways their family members participate in community events. 2: Learners discuss about ways members participate in community events in threes. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	ICT tools	
L3 THUR	Role play- Mock wedding	Role play wedding event.	Auditory skills Refinement of vocabulary Turn taking	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 13 Activity 2.2 pg 12	Assumed knowledge: Learners had attended a wedding before. Intro: Recap on community events. 1: Tr plays a wedding event. 2: In groups of six learners role play wedding. 3: Groups present their work. 4: Individually learners name and describe the community event they attended. Conclusion: Questioning and answer.	Dramatic play area ICT tools	
FRID L4	Research- ways family members participate in community events	Conduct a research on events done in their community.	Self -expression Observation Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 77	Assumed knowledge: Learners know community events. Intro: Tr explains and gives guidelines on carrying out a research. 1: Tr gives a lay out of a research. 2: In groups of four, learners conduct a research. 3: Groups present their work. 4: Individually learners state their observation. Conclusion: Class discussion.	Specialised materials ICT tools	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
30/01/26 WK 3 L1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE National Anthem Importance of the National Anthem	By the end of the lesson learners should be able to : Sing and explain the importance of the national anthem.	Self-expression Refinement of vocabulary Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 15	Assumed knowledge: Lnrns can sing rhymes. Intro: Tr explains on the National Anthem. 1: Teacher narrate the history of our country. 2: In groups of three learners discuss about the importance of National Anthem. 3: Groups present their work. 4: Individually Lnrns state the importance of the National Anthem. Conclusion: Revision of work.	ICT tools Charts Audio of the National Anthem	
L 2 WED	Occasions to sing the National Anthem	Identify and state where the National Anthem is sung.	Auditory skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 16	Assumed knowledge: Lnrns can sing the National Anthem. Intro: Tr and Lnrns sing the National Anthem. 1: Tr asks Lnrns where the National Anthem is sung. 2: In groups four, Lnrns name the events where the National Anthem is sung. 3: Presentation of groups. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Specialised materials	
L3 THUR	Proper posture when singing the National Anthem	Describe and demonstrate proper posture when singing the National Anthem.	Self-expression Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 16 Activity 3.1 pg 16	Assumed knowledge: Lnrns can stand upright. Intro: Recap of the National Anthem. 1: Tr explains and demo proper posture when singing the National Anthem. 2: In groups of four Lnrns 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	

L4 FRID	National Anthem	Sing the national Anthem.	Auditory skills Self- expression Team work	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 14	Assumed knowledge: Lnrns know the name of their country. Intro: Recap on the origin of Zimbabwe. 1: Tr demo singing the National Anthem. 2: In groups of four Lnrns sing the National Anthem. 3: Groups present their work. 4: Individually Lnrns sing the National Anthem. Conclusion: Revision of work done.	ICT tools Assembly point	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/02/26 WK 4 L1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE National symbols	By the end of the lesson Lnrns should be able to: Identify and name the national symbols.	Self -expression Visual skills Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 18-19	Assumed knowledge: Learners know a flag. Intro: Reciting “beautiful Zimbabwe”. 1: Teacher explains on National symbols. 2: In pairs learners name National symbols. 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	Picture collection	Collect pictures of the national symbols for display.	Team work Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 20 Activity 4.1 pg 20	Assumed knowledge: Lnrns know National symbols. Intro: Recap on National symbols. 1: Tr asks Lnrns to collect pictures of National symbols. 2: In groups of four learners make a collection of pictures of National symbols. 3: Groups present their work. 4: Individually Lnrns paste pictures of National symbols. Conclusion: Revision of work.	Magazines Locally available materials	
L 3			Visual skills	Social Sciences ECD – Grade 2	Assumed knowledge: Lnrns know a flag. Intro: Recap on the National symbols.	National flag	

THUR	Significance of the National symbols	Explain and discuss about the significance of the National symbols.	Auditory skills	Syllabus pg 78-79 Plus one pg 20-21	1: Tr asks Inrs the significance of the National symbols. 2: In groups of three Inrs discuss about the significance of National symbols. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Pencils Crayons	
L4 FRID	Drawing and colouring	Draw and colour the National symbols.	Creativity Visual skills Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 21 Revision exercise pg 21	Assumed knowledge: Learners can write. Intro: Tr and Inrs visit the National flag. 1: Inrs name colours on the National flag. 2: In groups learners discuss about the national symbols. 3: Groups give feedback. 4: Individually Inrs draw and colour National symbols. Conclusion: Class discussion.	ICT tools National flag Colour wheel	
13/02/26 WK 5 L 1 TUE	NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE Drawing National School Pledge	By the end of the week Inrs should be able to: Recite the National School Pledge and demonstrate proper posture.	Auditory skills Self- expression Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 22-23 Activity 5.1 pg 23	Assumed knowledge: Learners can sing the National Anthem. Intro: Tr introduces the National School Pledge. 1: Tr recites the National School Pledge while Inrs listen. 2: In fives Inrs recite the National School Pledge. 3: Groups present their work. 4: Individually Inrs recite of the National School Pledge. Conclusion: Class discussion.	ICT tools Resource person	
L2 WED	National events and celebrations	Identify and list at least two National Events.	Auditory skills Self- expression Team work	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 25-26	Assumed knowledge: Inrs know community events. Intro: Tr explains on National events. 1: Inrs list the national events. 2: In groups of five learners discuss about National events. 3: Groups present their work.	ICT tools Resource person	

				Activity 6.1 pg 27	4: Individually lnrs state date of the National event of own choice. Conclusion: Class discussion.		
L 3 THUR	Research - Heroes and heroines	Name local heroes and heroines.	Auditory skills Self- expression Team work	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 27-28 Activity 6.2 pg 28	Assumed knowledge: Lnrs know their relatives. Intro: Reciting “ Mbuya nehanda ”. 1: Tr explains and gives examples of heroes and heroines. 2: In groups of four lnrs list local heroes and heroines. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work done.	ICT tools Resource person	
L4 FRID	Ethnic groups and languages	Identify ethnic groups and state languages in their community.	Self- expression Auditory skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 30-33 Activity 7.1 pg 33	Assumed knowledge: Lnrs know their mother language. Intro: Tr explains on ethnic groups and gives an example. 1: Lnrs list ethnic groups they know. 2: In groups of four lnrs discuss about languages in their community. 3: Groups give feedback. 4: Individually lnrs state ethnic group they belong to. Conclusion: class discussion.	Resource person ICT tools Charts	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
20/02/26 WK 6 L 1 TUE	HERITAGE Tangible heritage	By the end of the lesson lnrs should be able to: Define and list at least three tangible heritage.	Auditory skills Team work Self- expression Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 34-35 Activity 8.2	Assumed knowledge: Learners know a tree. Intro: Teacher explains on tangible heritage. 1: Teacher gives an example of tangible heritage. 2: In groups of four lnrs collect material and create tangible heritage. 3: Feedback from the groups. 4: Individually lnrs draw their favourite wild animal.	ICT tools Pictures Resource person	

					Conclusion: Revision of work.		
L 2 WED	Intangible heritage	Identify and name at least two intangible heritage.	Auditory skills Refinement of vocabulary Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 37-38 Activity 8.3 pg 37	Assumed knowledge: Lnrns know tangible heritage. Intro: Tr explains on intangible heritage. 1: Tr gives an example of intangible heritage. 2: In pairs, Lnrns list other intangible heritage. 3: Feedback from the groups. 4: Individually Lnrns tell a story they have heard from their elders. Conclusion: Class discussion.	ICT tools Pictures Resource person	
L 3 THUR	Ways of preserving tangible and intangible heritage	Identify and demonstrate ways of preserving tangible and intangible heritage.	Auditory skills Team work Self- expression Language development	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 39-40 Activity 8.4 pg 40	Assumed knowledge: Lnrns know tangible heritage. Intro: Singing “Noah zarura makomo”. 1: Tr explains on ways of preserving tangible and intangible heritage. 2: In groups Lnrns demonstrate ways of preserving tangible and intangible heritage. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	ICT tools Charts Resource person	
L 4 FRID	Research – modelling tangible heritage	Model at least one tangible heritage.	Visual skills Creativity Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 42 Project 8.1 pg 42	Assumed knowledge: Learners know animals. Intro: Lnrns list tangible heritage. 1: Lnrns model tangible heritage of own choice. 2: Tr monitors learner’s work. 3: Individually Lnrns describe their work. 4: Displaying of work. Conclusion: Class Discussion.	Locally available materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/02/26 WK 7	HERITAGE Ubuntu/Unhu / Vumuntu	By the end of the lesson learners	Auditory skills Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 80-81	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.	ICT tools Resource person	

L 1 TUE		should be able to: State and describe attributes of Ubuntu/ Unhu/ Vumuntu.	Team work Self- expression	Plus one pg 44-47 Activity 9.1 pg 45	2: In pairs learners state the attributes of Ubuntu/ Unhu/ Vumuntu. 3: Groups presentation. 4: Individually lnrs state two attributes of Ubuntu/ Unhu/ Vumuntu. Conclusion: Class discussion.		
L 2 WED	Role play- Ubuntu/Unhu / Vumuntu	Role play demonstrating Ubuntu/Unhu/ Vumuntu.	Auditory skills Visual skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 9.2 pg 47	Assumed knowledge: Lnrs can respect elders. Intro: Recap on Ubuntu/Unhu/Vumuntu. 1: Tr asks lnrs to role play Ubuntu/ Unhu/ Vumuntu. 2: In groups of four lnrs demo attributes of Ubuntu/ Unhu/ Vumuntu. 3: Presentation of groups. 4: Individual written work. Conclusion: Revision of work.	ICT tools Resource person	
L 3 THUR	School as an agent of socialisation.	Identify and state key people in the school.	Auditory skills Oral language development Team work	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 49-50	Assumed knowledge: Lnrs know their parents. Intro: Tr explains on key people in the school. 1: Lnrs list key people in the school. 2: In threes lnrs state roles of key people at school. 3: Groups present their work. 4: Individually learners state the importance of key people at school. Conclusion: Revision of the lesson.	ICT tools Resource person Charts	
L4 FRID	Importance of school rules	Create school rules and explain its importance.	Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 52-53	Assumed knowledge: Lnrs know rules at school. Intro: Tr explains on rules at school. 1: Lnrs list school rules. 2: Lnrs formulate class rules in groups of four. 3: Groups present their work. 4: Individually lnrs read and recite poem on rules. Conclusion: Class discussion.	ICT tools Resource person	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	Activity 10.1 pg 53 REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
06/03/26 WK 8 L 1 TUE	WORK AND LEISURE Work in the community Work done in the community	By the end of the lesson Inrs should be able to: Identify and state at least two types of work done in the community.	Auditory skills Visual skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one pg 56-58 Activity 11.1 pg 58	Assumed knowledge: Inrs know their neighbours. Intro: Tr explains on community work. 1: Tr plays a video on work done in community. 2: In groups of four Inrs discuss about work done in the played video. 3: Groups present their work. 4: Individually learners state work done in their community. Conclusion: Revision of the lesson.	ICT tools Pictures Specialised materials	
L 2 WED	Role play	Dramatise work done by the community members.	Auditory skills Team work Refinement of vocabulary Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one pg 56	Assumed knowledge: Learners can craft. Intro: Recap on work done in the community. 1: Tr engages Inrs in role play. 2: In groups of three, role play assigned work done in their community. 3: Groups present their work. 4: Individually learners state dominant work in their community. Conclusion: Class discussion.	ICT tools Pictures Specialised materials	
L 3 THUR	Production of goods and services in the community	Identify goods produced in their community.	Auditory skills Vocabulary refinement Team work	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one pg 60-62 Exercise 12.1 pg 62	Assumed knowledge: Learners know vegetables. Intro: Teacher explains on goods production. 1: Teacher gives examples of good production. 2: In groups of five learners list goods produced in their community. 3: Presentation of the groups. 4: Individual written work. Conclusion: Questioning and answer.	ICT tools Pictures Specialised materials	

L 4 FRID	Research – services provided in the community	Conduct a research on services provided in their community.	Auditory skills Vocabulary refinement Team work	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one pg 63 Activity 12.2 pg 64	Assumed knowledge: Learners know clinics. Intro: Teacher explains on service providers. 1: Teacher gives example of a service provider. 2: In groups of five learners discuss about services provided in their community. 3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Pictures Specialised materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
13/03/26 WK 9 L 1 TUE	WORK AND LEISURE Producing goods	By the end of the lesson Inrs shld be able to: Produce at least two goods using locally available materials.	Visual skills Vocabulary refinement Creativity	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one revision ex pg 64-65	Assumed knowledge: Lnrns know produced goods. Intro: Tr introduces and explain on producing goods. 1: Teacher demonstrates while Inrs observe. 2: Lnrns produce goods using locally available materials. 3: Tr monitors and assists the weak. 4: Lnrns describe and display their work. Conclusion: Class discussion.	ICT tools Locally available materials	
L 2 WED	Leisure activities in the community	Identify and state some leisure activities in the community.	Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one pg 66-68 Activity 13.1 pg 68	Assumed knowledge: Learners play games. Intro: Tr explains on leisure time. 1: Tr gives an example of an activity done during free time. 2: In fives, Inrs role play leisure activities in their community. 3: Feedback from the groups. 4: Individually Inrs describe activities shown on given pictures. Conclusion: Class discussion.	Pictures Specialised materials	
L 3	Leisure activities	Conduct a research on leisure	Auditory skills Turn taking	Social Sciences ECD – Grade 2 Syllabus pg 82	Assumed knowledge: Learners can tell stories. Intro: Recap on leisure activities. 1: Tr gives guidelines on conducting a research.	ICT tools Specialised materials	

THUR		activities in their community.	Self- expression Visual skills		2: In groups of five, Inrs research on leisure activities in their community. 3: Groups present their work. 4: Individually Inrs state what they do during leisure time. Conclusion: Questioning and answer.	Pictures	
L 4 FRID	Educational tour	Visit local recreational centers.	Auditory skills Visual skills Observation	Social Sciences ECD – Grade 2 Syllabus pg 82	Assumed knowledge: Lnrns know healthy food. Intro: Learners list healthy food they know. 1: Teacher explains on nutritious garden. 2: In fives, learners 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 Indigenous games	By the end of the lesson Inrs 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 82 Plus one pg 69-70	Assumed knowledge: Lnrns know indigenous songs. Intro: Tr explains on indigenous games. 1: Teacher asks Inrs indigenous games they know. 2: In pairs, learners list indigenous games. 3: Feedback from the groups. 4: Individually Inrs state indigenous games. Conclusion: Class discussion.	ICT tools Specialised materials	
L 2 WED	Games- Zai rakaora	Demonstrate at least one indigenous games.	Visual skills Team work Gross motor skills	Social Sciences ECD – Grade 2 Syllabus pg 82 Plus one pg 70	Assumed knowledge: Learners play games. Intro: Recap on indigenous games. 1: Tr demo how to play the game “Zai rakaora”. 2: In groups of six, Inrs play the introduced game. 3: Tr monitors and assists the weak. 4: Learners state what they learnt from the game. Conclusion: Revision of the lesson.	ICT tools Outdoor	
L 3	Modern games	Identify and name at least	Auditory skills Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 82	Assumed knowledge: Learners can play pada. Intro: Tr explains on modern games. 1: Teacher gives an example of modern games.	ICT tools	

THUR		two modern games.	Team work	Plus one pg 71 Activity 14.1 pg 71	2: In pairs, Inrs list modern games they know. 3: Feedback from the groups. 4: Individually learners state modern game. Conclusion: Class discussion.	Specialised materials	
L 4 FRID	Snake and ladder	Develop their cognitive through playing modern games.	Auditory skills Visual skills Critical thinking	Social Sciences ECD – Grade 2 Syllabus pg 82	Assumed knowledge: Inrs know computer games. Intro: Recap on modern games. 1: Tr introduces snake and ladder game. 2: Tr gives instructions on playing the game. 3: In pairs Inrs play the game. 4: Presentation of the groups. 5: Individually Inrs state the skills they acquired from the game. Conclusion: Revision of the lesson.	ICT tools Game boards	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 TUE	REVISION Norms and values	State and demonstrate family norms and values.	Auditory skills visual skills Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 4-6	Assumed knowledge: Learners greet politely. Intro: Tr explains on norms and values. 1: Inrs list norms and values. 2: In groups of five Inrs role play norms and values. 3: Groups present their work. 4: individual written work. Conclusion: Class discussion.	Charts ICT tools	
L 2 WED	Relationship between the family and the community	Explain the relationship between their family and the community.	Self -expression Auditory skills Refinement of vocabulary	Social Sciences ECD – Grade 2 Syllabus pg 77 Plus one pg 9-10	Assumed knowledge: Inrs have relatives. Intro: Tr explains on relationship with community. 1: Tr gives an example of relationship with community. 2: In pairs, Inrs discuss about situations where family and community work together. 3: Groups give feedback.	Pictures ICT tools	

					4: Individually lnrs state two ways where family work together with the community. Conclusion: Class discussion.		
L 3 THUR	Importance of the National Anthem	Sing and explain the importance of the national anthem.	Self -expression Refinement of vocabulary Auditory skills	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 15	Assumed knowledge: Lnrs can sing rhymes. Intro: Tr explains on the National Anthem. 1: Teacher narrate the history of our country. 2: In pairs learners discuss about the importance of National Anthem. 3: Groups present their work. 4: Individually, lnrs state the importance of the National Anthem. Conclusion: Revision of work.	Charts Audio of the National Anthem	
L 4 FRID	Ethnic groups and languages	Identify ethnic groups and state languages in their community.	Self- expression Auditory skills Team work	Social Sciences ECD – Grade 2 Syllabus pg 78-79 Plus one pg 30-33	Assumed knowledge: Lnrs know their L1 language. Intro: Tr explains on ethnic groups and gives an example. 1: Lnrs list ethnic groups they know. 2: In fours lnrs discuss about languages in their community. 3: Groups give feedback. 4: Individually lnrs state languages spoken in their community. Conclusion: class discussion.	Resource person ICT tools Charts	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
03/04/26 WK 12 L 1 TUE	Tangible heritage	Define and name tangible heritage.	Auditory skills Team work Visual skills	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 34-36	Assumed knowledge: Learners know a tree. Intro: Tr explains on tangible and intangible heritage. 1: Lnrs group tangible and intangible heritage. 2: Feedback from the groups. 3: Individual written work. Conclusion: Revision of work.	ICT tools Pictures	

L 2 WED	Ubuntu/Unhu / Vumuntu	Identify and demonstrate attributes of Ubuntu/Unhu/ Vumuntu.	Auditory skills Visual skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 80-81 Plus one pg 45-47	Assumed knowledge: Lnr's can greet formally. Intro: Tr explains on Ubuntu/Unhu/Vumuntu. 1: Tr asks learners to list ways which shows Ubuntu/Unhu/Vumuntu. 2: In groups of four Lnr's demonstrate attributes of Ubuntu/ Unhu/Vumuntu. 3: Groups presentation. 4: Individually Lnr's state two attributes of Ubuntu/Unhu/Vumuntu. Conclusion: Class discussion.	ICT tools Resource person	
--------------------------	-----------------------	--	---	--	--	----------------------------------	--

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____