

GRADE 6 PLUSONE SCHEME CUM TERM 2 2026
SUBJECTS SCHEMED

1 CHISHONA

2 ENGLISH

3 SOCIAL SCIENCE

4 PE AND ARTS

5 MATHENATICS

6 SCIENCE AND TECHNOLOGY

CHISHONA

Pakupera kwekotoro yechipiri vana vanotarisirwa kunge vokwanisa kuva neutesve uye unyanzvi muzviga zvina zvemutauo zvinota kutauro ,kutererera ,kunyora ,kuverenga zvakare kuchengetedza zviwanikwa ,tsika nemagaririro uye kukoshesa mutauo wedu pamwechete nekugona kugadzirisa matambudziko munharaunda uye kushandisa michina yechizvino,Kuti vana vazive tsika nemagariro echinyakareKuti vana vavandudze dura ravo reruzivo kubudikidza nekuita mutauo wakafuma Kuti vana vagone kutauro. Kunyora, kuverenga nokuteerera

MISORO

- 1 Kunyora
- 2 Kutura
- 3 Kuverenga
- 4 Kuterera

WK END	L	UNIT /TOPIC /CONTENT	OBJECTIVES	METHODS AND ACTIVITIES	COMPETENCES	REFERENCE /SOM	MEDIA	EVALUATION
		Mau emutauro - mazita/manzwi mumitsara nemapoka	Vana vanotarisirwa kunge vogona ku: - nyora mazita mumapoka awo - kutsanangura mashandisirwo anoitwa mazita	Danho 1: Kuverenga manzwi pachati. Danho 2: Kutsanangura mapoka awo Danho 3: Kunyora manzwi nemapoka muzvikwata zvawo(mumapoka) Danho 4: kuzadzfisa mitsara neinzwi rakakodzera Mhedziso: vana vanodoma manzwi avadzidza senyaya pamberi pavose,	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 71 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 80	Bhuku revana Bepa Manzwi pabhambir i	
	2	Kunyora/ kutaura Zvipauro zvemazita Murefu mukobvu	- kukurukura zvinoreva manzwi ezvipauro - kuzadzisa mitsara zvakanaka	Danho 1:Vana vanokurukura nezvamapoka emanzwi. Danho 2: Kuverenga manzwi ezvipauro nekuatsanangura. Danho 3: kunyora vari mumapoka vachitsanangura Danho 4: kunyora basa remapoka vachizadzisa mitsara yapihwa Mhedziso: kutsanangura pfungwa huru dzavadzidza.	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 71 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu	Mifananid zo inojekesa Manzwi pabhambir i	

						peji 80		
	3 4	Kuverenga kunyora Nzwisiso nepfupiso - nzwisiso yenyaya Upfumi hwezimbabwe	-kuverenga ndima yakapihwa - kududzira pfungwa dziri mundima -kupindura mibvunzo yenzwisiso	Danho 1: vana vanoverenga uye kupa tsananguro yemanzwi matsva. Danho 2: Kuverenga ndima vachitevedzana Danho 3: kuverenga mumapoka pamwe nokududzira pfungwa huru. Danho 4: kupindura mibvunzo mumapoka Danho5: kunyora basa mumabhuku avo Mhedziso: kuverenga mwana umwe noumwe.	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 65 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 77	Bhuku revana Bepa Manzwi pabhambir i	
	5	Kunyora Mashandisirwo emutau Zvirungamutau ro - tsumo	- kuzadzisa tsumo gumi nemutau wakanaka - kutaura mitsara inoreva dudziro yetsumo	Danho 1: Vana vanotaura zvirungamutau zvavanziva uye zvazvinoshanda. Danho 2: kutaura tsumo dzinosvika shanu Danho 3: kuzadzisa tsumo zvakanaka uye kutaura zvakanakira tsumo Danho 4: Kunyora basa mumabhuku avo Mhedziso: vana vanotaura tsumo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 68 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro	Bhuku revana Bepa Manzwi pabhambir i	

				dzavabata		Rechitanhatu peji 80		
6 7	Kunyora Rondedzero Tsananguro Rwendo rwandakafamb a	- kunyora vachitsanangura rwendo rwavakambofamba nemutauro wakanaka une zvirungamutauro.	Danho 1:vana vanotaura zvavakaita pazororo. Danho 2: kutaura manyorerwo enhanganyaya, mutumbi nemhedziso. Danho 3: kunyora pfungwa vana vari vaviri vaviri pashure ndokupakura Danho 4: kunyora nyaya mumabhuku avo. Mhedziso: kutaura pfungwa huru.	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 75 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 81	Bhuku revana Bepa Manzwi pabhambir i		
8	Kutaura/ Kunyora Tsika nemagariro Mitupo nezvidawo	- kudoma mitupo minomwe nezvidawo zvawo - kutaura madzinza uye kwavakabva	Danho 1: Vana vanopindura mibvunzo pamusoro pemitupo yavo. Danho 2: kutaurirana pamusoro pezvidawo, mitupo uye kwazvakatangira. Danho 3: Vana vanoita basa vari mumapoka vachizadzisa mitupo nezvidawo. Danho 4: Kunyora basa mumabhuku avo. Mhedziso: Dzokororo yezvavadzidza senyaya.	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu	Bhuku revana Mifananid zo yemhuka Manzwi pabhambir i		

						peji 143		
	1	Kutaurirana Maumbirwo emutauro -kushandisa nyora kuvaka manzwi	Vana vanotarisirwa kunge vogona ku: -kudoma mhando shanu dzenyora - kunyora mitsara vachiisa nyora	Danho 1: Vana vanodoma nyora nekudziratidza. Danho 2: Vana vanotaurirana mashandisiro etunyora akafanira. Danho 3: vana vanoita basa mumapoka vachiisa nyora padzinokodzera. Danho 4: vana vanonyora mumabhuku avo Mhedziso: vana vanodzokorora basa ravo rose ravadzidza musu uyu.	Kutaura Kuverenga Kunyora Kuteerera	2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 84	Bhuku revana Bepa Manzwi pabhambiri	
	2	Manzwi ezviito -aenda – akaenda - achaenda	- kutaura manzwi ezviito uye kutsanangura mashandisirwo awo nemutauro wakanaka	Danho 1: vana vanoita zviitwa vachitaura manzwi ezviito nhasi nezuro uye mangwana. Danho 2: basa remapoka vachizadzisa nemanzwi echiito Danho 3: kupakura zvavawana mumapoka pamberi pevamwe. Danho 4: kupa manzwi ezviito akawanda sevadzidzi vose Mhedziso: Kudzokorora basa ravakadzidza.	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 72 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 84	Bhuku revana Bepa Manzwi pabhambiri	
	3 4	Kuverenga Nzwisiso	-kushandisa manzwi matsva mumitsara	Danho 1: Vana vanoverenga nokududzira manzwi matsva	Kutaura Kuverenga	Indigenous Language syll		

		nepfupiso - Pfupiso	- kunyurura pfungwa huru -kunyora pfupiso	Danho 2: kuverenga nyaya vana vachiita majanha pashure voverenga mumapoka Danho 3: kutaura manzwi anokodzera papfupiso Danho 4: Vana vanonyora pfupiso umwe neumwe. Mhedziso: kuverenga zvanyorwa nevana	Kunyora Kuteerera	Gr3-7 2024- 2030 Peji 66 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 88		
	5	Kutaura/Kuny ora Mashandisirwo emutau Zvirungamutau ro -Zvirahwe	-Kutaura zvirahwe zvinodarika zvisere - kupa dudziro dzezvirahwe nechishona chakanaka	Danho 1: Vana vanotaura zvaitwa pakutandara vapedza chirariro Danho 2: Vana vanodoma zvirahwe zvakananira Danho 3: Kupa dudziro dzezvirahwe vana vari mumapoka Danho 4: Kupakura zvawanikwa mumapoka Mhedziso: Kunyora basa mumabhuku umwe neumwe oga	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 68 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 88		
	6 7	Kunyora Rondedzero - Tsamba	-kuita mamisiro akafanira pakunyora tsamba yebasa	Danho 1: Vana vanotaura nzira dzekufambisa mashoko dzavanoziva Danho 2: Vana vanotaurirana	Kutaura Kuverenga Kunyora	Indigenous Language syll Gr3-7 2024-		

		yebasa	-kunyora tsamba yebasa	nekunyora mamisirwo anodiwa pakunyora tsamba yebasa Danho 3: Vana vanoita basa ravo remumapoka Danho 4: Kupakura zvawanikwa mumapoka Mhedziso: Kunyora tsamba umwe neumwe oga	Kuteerera	2030 Peji 76 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89		
	8	Kutaura/ Kunyora Tsika nemagarriro Dzokororo neproject Stage 3	-kupindura mibvunzo yedzokororo yapihwa -kunyora puroject	Danho 1: Mudzidzisi anopa vana mirairo Danho 2: Vana vanoverenga nekunyora mibvunzo nemhinduro zvedzokororo Danho 3: Kutaura zvanga zvakatarisirwa Mhedziso:Kunyora basa reproject	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 78		
3	1	Kutaura Maumbirwo emutauro - Sungawirirano zvisazitasingwi	vanotarisirwa kunge vogona ku: -kushandisa zvisazitasingwi mumitsara -kuumba mitsara nemanzwi akapihwa	Danho 1: Vana vanotaurirana zvinodiwa pamitsara yakazara Danho 2: Kuverenga nekusahandisa manzwi akapihwa mumitsara Danho 3: Vana vanoita basa ravapihwa mumapoka vachitaurirana vopakurirana Mhedziso: Kunyora basa	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 73 2 Plusone Rodza Pfungwa		

				mumabhuku avo		Bhuku Revadzidzi Gwaro Rechitanhatu peji 89		
	2	Kunyora Mapoka emanzwi -manzwi muuzhinji	-kunyora mitsara vachiisa manzwi akapihwa muuzhinji.	Danho 1: Vana vanoverenga manzwi akapiwa Danho 2: Kutura uzhinji hwamanzwi Danho 3: Mumapoka vanonyora mitsara Danho 4: Kuverenga mitsara yanyorwa mumapoka Mhedziso: Kunyora basa mumabhuku	Kutura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 72 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 85		
	3 4	Kuverenga Nzwisiso nepfupiso - Shevedzo nezviperego	-kupindura mibvunzo yenzwisiso -kunyora sheevedzo nezviperego zvakanaka	Danho 1: Vana vanoverenga nekududzira zvinoreva manzwi matsva Danho 2: Kuverenga vana vachiteerera Danho 3: Kuverenga mumapoka Danho 4: Kupakura zvawanikwa mumapoka Mhedziso: Kunyora basa	Kutura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 67 2 Plusone Rodza Pfungwa Bhuku		

				mumabhuku avo		Revadzidzi Gwaro Rechitanhatu peji 88		
	5	Kutaura/ Kunyora Mashandisirwo emutauro - kunyora manhamba	-kuverenga manhamba kusvika pamazana maviri -kunyora mitsara ine manhamba	Danho 1: Vana vanoverenga manhamba emakumi Danho 2: Kutsanangura mazwi emanhamba Danho 3: Kunyora mitsara vachiisa manhamba varimumapoka nedzokororo Danho 4: Vanopakura zvavawana mumapoka Mhedziso: Kunyora basa mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 69 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 91		
	6 7	Kunyora Rondedzero Humhare hwemwana -nhaurirano	- kuita nhaurirano vari vaviri -kunyora nhaurirano yemusoro wakapihwa	Danho 1: Vana vanotaura zvinonyorwa kana pachinyorwa nhaurirano kana hurukuro Danho 2: Kutaura manyorerwo ehurukuro akanaka Danho 3: Kuita basa rekunyora hurukuro vana vari mumapoka Danho 4:Kupakura zvawanikwa mumapoka Mhedziso: Kunyora basa	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 67 2 Plusone Rodza Pfungwa Bhuku Revadzidzi		

				renhaurirano mumabhuku nekuverengera vamwe		Gwaro Rechitanhatu peji 89		
	8	Tsika nemagariro Zviwanikwa zvepasichigare nezvanhasi Project stage3	-kudoma zviwanikwa zvekare zviri munharaunda -kutsvakurudza pfungwa dzepuroject Kutaura zvaishandiswa neukoshwa hwazvo	Danho 1: Vana vanotaura pamusoro penhaka yemadziteteguru edu Danho 2: Kudoma zviwanikwa zviri muShamva Mash Central zvemadziteteguru nezvenyika zvepasichigare Danho 3: Hurukuro nemabasa ezviwanikwa uye vakazvivaka vari mumapoka Danho 4: Kunyora basa rapiwa Mhedziso: Kutaura basa reproject	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78		
4	1	Kutaura / Kunyora Maumbiorwo emutauro -mapoka emanzwi -zvipauro zvezviito	vanotarisirwa kunge vogona ku: -kudoma zvipauro zvezviito zvinodarika zvitahatu -kunyora mitsara ine zvipauro zvezviito	Danho 1: Kutaura manyorerwo emitsara akafanira Danho 2: Kuidoma mazwi anotsanagura zviitwa nemaitiro Danho 3: Kunyora mitsara nemanzwi mumapoka Mhedziso: Vana vava kunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 72 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu	Zvipauro pachati	

						peji 89		
	2	Kunyora Kushandisa nyora -chitura mitsara -chitura mibvunzo	-kunyora mitsara vachiisa nyora/ zvimiso zvakafanira	Danho 1: Vana vanotaura manyorerwo emitsara akanaka Danho 2: Kutaura mashandisirwo anodiwa enyora/chimiso zvakanaka Danho 3: kunyora basa mumapoka nekupakura Mhedziso: Kunyora basa mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 73 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 96	Mitsara pabhambir i	
	3 4	Kuverenga Nzwisiso Yenyaya - kuverenga -kupindura mibvunzo Kombiyuta	-kuverenga ndima dzapihwa nemutauro wakafanira - kupindura mibvunzo yenzwisiso	Danho 1: Kudoma manzwi angangova matsva nekutsanangura zvaanoreva Danho 2: Kuverenga vana vachiteverera Danho 3: Kuverenga vana vari mumapoka Danho 4: Kupindura mibvunzo vari mumapoka Danho 5: Kupakura zvawanikwa mumapoka	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 65 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro	Manzwi pachati	

				Mhedziso: Kunyora basa mumabhuku avo		Rechitanhatu peji 93		
	5	Kunyora Mashandisirwo emutauro Nguva dzezuvu Ruvhunzavaeni -chikurura mabhachi	-kutura nhambo dzenguva dzavanoziva -kunyora mitsara vachipedzisa nenhambo	Danho 1: Vana vanotaura nhambo dzenguva dzavanoziva Danho 2: Hurukuro yenguva dzapihwa Danho 3: Mumapoka vana vanonyora basa rapihwa Danho 4: Vana vanopakura zvawanikwa mumapoka Mhedziso: Kunyora basa mumabhuku avo	Kutura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 69 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 103	Zviringazuva Zvitaitai	
	6 7	Kunyora Rondedzero -Mhan'arwa	-kutsanangura mamsirwo emhan'arwa -kunyora mhan'arwa nemutauro wakanaka	Danho 1: Kutura nezvemhando dzerondedzero Danho 2: Hurukuro maererano nemasirwo emhan'arwa Danho 3: Kunyora mhan'arwa vana vari vaviri Danho 4: Kuverenga mhan'arwa dzavanyora Mhedziso: Kunyora basa mumabhuku avo	Kutura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 76 2 Plusone Rodza Pfungwa Bhuku Revadzidzi	Mifananidzo yemuenza niso yemhan'arwa	

						Gwaro Rechitanhatu peji 89		
	8	Kutaura Kunyora Dzokororo Purojekiti stage 3	-kupindura mibvunzo yakapihwa yedzokororo -kuenderera mberi netsvakurudzo yepurojekiti	Danho 1:Kupa vana manyorerwo anodiwa Danho 2: Vana vanonyora bvunzo vachipindura mibvunzo nenzira yakafanira Danho 3: Kudzokorora basa raitwa nevana Mhedziso: Kuita basa reproject	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 65-73 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89	Basa revana pachidziro	
5	1	Kutaura/ Kunyora Maumbirwo emutauro -mitsara nesungawiriran o	vanotarisirwa kunge vogona ku: -kuumba mitsara ine sunga wirirano yakanaka - kunyora vachibatanidza mitsara zvakanaka	Danho 1: Vana vanoita hurukuro pamusosro pmanyorerwo anodiwa pakunyora Danho 2: Vana vanoverenga mitsara mumapoka Danho 3: Vana vanobatanidza mitsara nemanzwi akapihwa Mhedziso: Vana vanonyora mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku		

						Revadzidzi Gwaro Rechitanhatu peji 97		
	2	Kunyora -kushandisa zvikomberedzo	-kunyora zvirevo vachiisa zvikomberedzo pamanzwi anyakutaura	Danho 1: Kudoma nyora dzinodiwa pakunyora basa eg pfekedzo- chindaguma, chibvunza etc Danho 2: Kutaura mashandisirwo ezvikomberedza zvemanzwi anyakutaura Danho 3: Vana vakuita basa mumapoka Danho 4: Vanopakura zvaitwa mumapoka Mhedziso: Vana vanonyora mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 116		
	3 4	Kuverenga / Kunyora Nzwisiso nepfupiso - pfupiso yendima	-kuvernnga ndima nemutauro wakanaka -kudoma pfungwa dzemubvunzo	Danho 1: Mudzidzisi anopa tsananguro yemanzwi matsva Danho 2: Vana vanoverenga ndima nekutaura pfungwa dzinodiwa mupfupiso Danho 3: Mumapoka vana vanonyora pfupiso Mhedziso: Kunyora basa	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa	Manzwi matsva pabhambir i	

				mumabhuku avo vachipundura zvinodiwa nepfupiso		Bhuku Revadzidzi Gwaro Rechitanhatu peji 101		
5	Kutaura/ Kunyora Mashandisirwo emutauro -manzwi anoreva zvakananana	-kudoma manzwi anoreva zvakananana - kunyora mitsara vachishandisa inzwi rinoreva zvimwechete.	Danho 1: Kutaura pamusoro pemanzwi nekuatsanangura Danho 2: Kudoma manzwi anoreva zvimwe Danho 3: Basa remitsara pazvikwata mumapoka Danho 4: Basa rekunyora mumabhuku Mhedziso: Dzokororo yezvaitwa nevana	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 71 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 120	Mitsara pachidziro		
6 7	Kunyora/ Kutaura Rondedzero -Tsamba yeushamwari	-kutaura misiyano uripo pakati pemhando mbiri dzetsamba - kunyora tsamba yeushamwari	Danho 1: Kutaura pamusoro pemhando dzetsamba Danho 2: Kutsanangura chimiro chetsamba yeushamwari Danho 3: Kutaura pfungwa huru mutsamba Danho 4: Vana vanonyora tsamba	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 76 2 Plusone Rodza	Mienzanis o yetsamba pamachati		

				mumapoka Danho 5: Vana vanopakura zvavawana mumapoka Mhedziso: Kunyora basa mumabhuku avo		Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 117		
	8	Kutaura / Kunyora Tsika Nemagariro -Zviitwa mumamana	-kutaura zviera era -kupindura mibvunzo yezvinoitika kana ukasatevedzera zviera era	Danho 1: Kubvunza vana pazviitwa mumamisha zvisingakurudzirwi Danho 2: Kudoma zvieraera zvemunzvimbo kana dunhu nenyika yedu Danho 3: Vana vanoita basa vari mumapoka Danho 4: Kuoakura zvawanikwa mumapoka Mhedziso: Kunyora basa mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 71 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 118	Mifananid zo yezvinoera Mhuka zviwanikw a	
6	1	Kutaura Maumbirwo emutauro Mhando dzemanzwi -kutaura	vanotarisirwa kunge vogona ku: -kutaura manzwi anotaura pane zvinhu/ chinhu - kunyora mitsara	Danho 1: Vana vanoverenga manzwi Danho 2: Kutsanangura panenge pane zvinhu/chinhu nemanzwi Danho 3: Kunyora mitsara mumapoka vachishandisa manzwi adzidzwa	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 72 2 Plusone	Manzwi pazvitaitai	

		nzvimbo dzezvinhu	nemanzwi nemutauro wakanaka	Danho 4: Vana vanopakura zvavanyora Mhedziso: Kuzadzisa mitsara yapihwa		Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 101		
	2	Kunyora Pfekedzo -kushandisa Nyora (diacritic apostrophe)	- kududza manzwi ane nyora idzi nemutauro wakanaka -kunyora mitsara ine nyora iyi/idzi	Danho 1: Hurukuro nezvekushandisa nyora dzakaitwa (apostro phe) Danho 2: Kutaura mashandirwo anoitwa nyora dzanhasi(apostro phe) Danho 3: Vana vanonyora mitsara varimumapoka Danho 4: Vanopakura zvavaita mumapoka Mhedziso: Vanonyora mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 73-4 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 116	Bambiri rine mitsara	
	3 4	Kuverenga Nzwisiso nepfupiso -Nzwisiso yetafura	-kuverenga pfungwa huru kubva patafura -kupindura vachinyora mitsara nemutauro wakanaka	Danho 1: Vana vanotaura mhando dzendima dzenzwisiso Danho 2: Vava kuverenga pfungwa patafura Danho 3: Kupindura mibvunzo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 65	Chati rine tafura graph Mibvunzo pabhambir	

				kubva patafura mumapoka Danho 4: Kupakura zvawanikwa mumapoka Mhedziso: Kunyora basa mumabhuku		2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 99 -100	i	
	5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau ro - nyaudzosingwi	- kudoma nyaudzosingwi dzemhando yapihwa - kuzadzisa mitsara nenyaudzosingwi dzakafanira	Danho 1: Kubvunza vana nezvenyaudzosingwi sokuti Danho 2: Kutaura mhando dzenyaudzosingwi Danho 3: Kunyora basa mumapoka Danho 4: Kupakura zvawanikwa mumapoka Mhedziso: Vana vanonyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 68 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 101	Manzwi enyaudzosingwi pazvitaitai	
	6 7	Kunyora Rondedzero Nhaurwa	-kutaura nhaurwa kune vamwe vavo - kunyora nhaurwa yemusoro	Danho 1: Vana vanotaura nzira dzekutaura nevanhu vazhinji Danho 2: Hurukuro nezvinoitwa kunyora nhaurwa	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030	Manzwi pachati	

			wakapihwa nechishona chaicho	Danho 3: Vana vanonyora nhaurwa vaviri vaviri Danho 4: Kupakura basa revana Mhedziso: Kunyora nhaurwa mumabhuku		Peji 76 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 110		
	8	Kunyora Dzokororo	-kunyora basa nemutauro wakanaka	Danho 1: Hurukuro pamusoro pemanyorero anokurudzirwa Danho 2: Vavakunyora bvunzo mumabhuku Mhedziso: Kudzokorora mibvunzo yebvunzo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 68-76 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 104 -105	Basa rebvunzo pachidziro	
7	1	Kutaura / Kunyora Maumbirwo	vanotarisirwa kunge vogona ku: - kutsanangura	Danho 1: Kutaura zvamabasa eumhizha Danho 2: Kudoma mazita omabasa	Kutaura Kuverenga Kunyora	Indigenous Language syll Gr3-7 2024-	Mifananid zo	

		emutauro.	mazita emabasa - kupedzisa mitsara zvakanodzera	Danho 3: Kunyora mitsara ine mazita aya mumapoka Mhedziso: Kupakura zvabva mumapoka	Kuteerera	2030 Peji 72 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 112		
	2	Kunyora Duramazita (pronouns)	-kunyora mitsara vachiisa zvidura mazita (pronouns) zvakananira	Danho 1: Vana vanotaura mazita uye nedurazita ringashandiswa Danho 2: Basa ravana mumapoka Danho 3: Kupakura zvabuda mumapoka Mhedziso: Vavakunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 124	Manzwi ezvidura mazita pamakadhi	
	3 4	Kuverenga Nzwisiso nepfupiso -Zviperego neshevedzo	-kuverenga nyaya nemutauro wakanaka -kupindura mibvunzo vachitaura nekunyora	Danho 1: Vana vanotsanangura manzwi matsva Danho 2: Kuverenga vachitevedzana Danho 3: Kuverenga mumapoka Danho 4: Vanotaurirana vari vaviri	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 67		

		Njodzi mumugwagwa	-kunyora zviperengo nesheedzo	vaviri Danho 5: Kupindura mibvunzo yenzwisiso Mhedziso: Vana vanonyora zviperengo zvashevedzwa		2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 108		
	5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau ro -madimikira	-kutsanangura madimikira akapihwa -kunyora mitsara ine madimikira nechishona chaicho	Danho 1: Kutaura pamjusoro penhengo dzemuviri Danho 2: Vana vanotaura madimikira anotaura nhengo dzemuviri Danho 3: Kutsanangura madimikira Mhedziso: Kunyora basa mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 68 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 109	Mifananid zo yevanhu nemhuka	
	6 7	Kunyora Rondedzero Donongodzo	-kudonongodza nyaya ine musoro wakapiwa	Danho 1: Vava vanotaura nyaya dzavakambonzwa kana dzavakamboita	Kutaura Kuverenga Kunyora	Indigenous Language syll Gr3-7 2024-	Muenzanis o werondedz	

			- kunyora rondedzero ine musoro wakapihwa	Danho 2: Hurukuro pamusoro pemanyorerwo anoitwa anodiwa padonongodzo Danho 3: Vana vanotauriana mumapoka Danho 4: Vana vanopakura zvabva mumapoka Mhedziso: Kunyora basa mumabhuku	Kuteerera	2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 117	ero yedonongedzo	
	8	Kutaura Tsika nemagariro Kuita mitambo yayitwa kare Project stage 4	-kutaura mhando dzemitambo yepasichigare - kutsanangura zvakakoshera mitambo yekuvaraidza	Danho 1: Kutaura mitambo yemazuva ano Danho 2: Kutsanangura mitambo yaivaraidza makarekare Danho 3: Vava kuedzesera kuita mitambo Danho 4: Kupindura mibvunzo Mhedziso: Kunyora basa reproject	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 116	Mifananidzo yevanhu vanoita mitambo yechinyakare	
8	1	Kutaura/ Kunyora	vanotarisirwa kunge vogona ku:	Danho 1: Vana vanotaura mazita uye zvipauro zvakakodzera	Kutaura Kuverenga	Indigenous Language syll	Manzwi akanyorwa	

		Maumbirwo emutauo Mhando dzemanzwi -kutsanangura mazita dzezvinhu	-kutaura zvipauro zvemazita -kunyora mitsara vachishandisa zvipauro	Danho 2: Kutsanangura chimiro chezita Danho 3: Basa remumapoka kudzokorora Mhedziso: Vana vavakushandisa manzwi mumitsara	Kunyora Kuteerera	Gr3-7 2024- 2030 Peji 71 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 118	pachati	
	2	Kunyora/ Kutaura - wirirano yemitsara	-kugadzira manzwi kuti mitsara uite chirevo chakanaka -kunyora mitsara nemutauo wakanaka	Danho 1: Vana vanotaura nezvekumisa manzwi zvakafanira Danho 2: Kuita hurukuro nemanyorerwo kubatanidza nemhedziso yemanzwi Danho 3: Kugadzira mitsara mumapoka Danho 4: Kupakura zvavawana Mhedziso: Kunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 73 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89 119	Mienzanis o yemitsara pachati	
	3	Kuverenga	-kuverenga ndima	Danho 1: Vana vanoverenga	Kutaura	2 Plusone	Mibvunzo	

4	Nzwisiso nepfupiso -kuverenga nzwisiso yenhourwa	yapihwa -kunyora mhinduro dzemibvunzo yendima yaverengwa zvakanaka	nekududzira manzwi angangova matsva Danho 2: Vavakushandisa manzwi mumitsara/zvirevo Danho 3: Kuverenga nyaya/nhourwa vachitevedzana Danho 4: Vana kupindura mibvunzo mumapoka nedzokororo Danho 5 Vana kuverenga mwana oga oga Mhedziso: Kunyora mhinduro mumitsara	Kuverenga Kunyora Kuteerera	Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89	pachati	
5	Kutaura / Kunyora Mashandisirwo emutau Zvirungamutau ro -fananidzo	-kushandisa fananidzo mumitsara	Danho 1: Vanodoma mhuka pachati Danho 2: Kutsanangura zvinoitwa nemhuka Danho 3: Basa remitsara yefananidzo mumapoka nekudzokorora Mhedziso: Kunyora mitsara mumabhuiku mwana oga oga	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 68	Mufananid zo yemhuka pachati	
6 7	Kunyora Rondedzero Detembo -Kutenda mutupo	-kudetemba nemutau wakanaka -kunyora detemboremutupo umwechete	Danho 1: Vana vanodoma mitupo yavanhu yavanziva(vatema) Danho 2: Kutsanangura matenderwo aitwa chinyakare Danho 3: Vana vavakudetemba mitupo yavo Danho 4: Vana kunyora detembo varimumapoka nekuverenga	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 76 2 Plusone Rodza Pfungwa	Mifananid zo yemitupo nezviwani kwa	

				Mhedziso: Kunyora basa mumabhuku		Bhuku Revadzidzi Gwaro Rechitanhatu peji 121		
	8	Kunyora Dzokororo -basa rakaitwa - Project stage 4	-kupindura mibvunzo yebasa rakaitwa -kutevedzera murairo yebvunzo nomazvo	Danho 1: Vana vanoverenga mirairo Danho 2: Kuverenga mibvunzo uye kuindura mumabhuku avo Danho 3: Kudzokorodza basa nevana Mhedziso: Kushanda project stage 4	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 76 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 104	Basa rebvunzo pachidziro	
9	1	Kutaura Maumbirwo emutauro Mhando dzemanzwi - mazita anoreva	vanotarisirwa kunge vogona ku: -kutaura mazita emanzwi anoreva zvakafanana	Danho 1: Vana vanoverenga manzwi Danho 2: Kutsanangura zvinoreva manzwi emazita Danho 3: Kushandisa mazita mumitsara Danho 4: Vana kunyora mitsara nemazita anoreva zvakafanana	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 70 2 Plusone Rodza	Manzwi pazvitaitai	

		zvakananana		mumapoka Mhedziso: Kudzokorora basa revana		Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 103		
	2	Kunyora Maumbirwe omutauro Manzwi ezviitwa -kutanga nanyakuitirwa	Kushandisa manzwi ezviito nemutauro wakafanira	Danho 1: Vana vanoita zvavanzwi vaite nomurairidzi Danho 2: Kunyora mitsara vachichinja mapiwirwe avaita zvirevo Danho 3: Kutanga nanyakuitirwa varimumapoka uye kupakurira vamwe Mhedziso: Kunyora basa mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 72 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 123	Manzwi ezviitwa pachati	
	3 4	Kuverenga Nzwisiso nepfupiso -Nzwisiso yetafura	Kuverenga ndima nemutauro wakanaka Kudoma pfungwa dzinodiwa mupfupiso Kunyora pfupiso ine	Danho 1: Vana vanodudzira manzwi matsva kuverenga tsamba yapihwa nemutauro wakanaka Danho 2: Kutsvaga mhinduro/pfungwa dzepfupiso mumapoka	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone		

		Hope	manzwi akatarwa	Danho 3: Kupakura zvawanikwa nevana mumapoka Mhedziso: Kunyora pfupiso mumabhuku avo		Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 121 -122		
	5	Kutaura / Kunyora Mashandisirwo emutau Zvirungamutau ro - nyaudzosingwi	Kudoma mwaka yegore Kutaura mabasa emumwaka yegore Kunyora basa rakapiwa nezvemwaka yegore	Danho 1: Vana kudoma mwaka yegore yavanoziva Danho 2: Kutsanangura mwaka, mabasa nemamiriro ekunze acho Danho 3: Basa remibvunzo mumapoka Danho 4: Kupakura zvawanikwa mumapoka Mhedziso: Vana kunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 123		
	6 7	Kunyora Rondedzero Nhaurwa	vanotarisirwa kunge vogona ku: kutsanangura musoro,tsumo,zvak aitika nemutau	Danho 1: Kutsanangurira vana mhando dzerondedzero Danho 2: vana kutsanangura zvinodiwa nemusoro wapihwa Danho 3: Kunyora basa ramapoka	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 78		

			wakanaka	Danho 4: Kunyora basa mumabhuku Mhedziso: Vana kuverenga zvavanyora		2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 130		
	8	Kunyora Dzokororo	Kushandisa mutauro unotaridza ruremekedzo -kunyora mapindurirwo anoitwa panguva dzakapiwa -kushandira maprojects stage 5	Danho 1: Kupa vana mibvunzo yetsika dzinoemurika Danho 2: Vana kutaura maratidziro eruremekedzo Danho 3: Kuita mitambo yekupindura zvakapiwa Danho 4: Kunyora basa mumabhuku Mhedziso: Kushanda nemaprojects avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 105		
10	1	Kutaura/ Kunyora Maumbirwo emutauro	vanotarisirwa kunge vogona ku: kugadzira mitsara yakapiwa vachiisa	Danho 1: Vana vanotaura nyora nemashandisirwo adzo Danho 2: Kutsanangura kushandisa nyora	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030		

		Mhando dzemanzwi -kutsanangura mazita dzezvinhu	nyora dzakapiwa -kunyora mitsara nemutauro wakanaka	Danho 3: Basa remapoka kugadzirisa mitsara Mhedziso: kudzokorodza zvaewanikwa mumapoka pamwe chete nevana		Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 131		
	2	Kunyora/ Kutaura - wirirano yemitsara	Kunyora mitsara vachiisa manzwi ese muuzhinji	Danho 1: Vana vanotaura manzwi muuzhinji Danho 2: Kutsanangura mitsara uye kuisa muuzhinji Danho 3: Basa remapoka kunyora mitsara kuuzhinji uye kupakurira vamwe Mhedziso: Basa mwana oga oga mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024-2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 129		
	3 4	Kuverenga Nzwisiso nepfupiso	Kuverenga nyaya zvakatsetseka nemutauro wakanaka	Danho 1: Kuverenga nekutsanangura manzwi matsva Danho 2: kuverenga ndima vachiita	Kutaura Kuverenga Kunyora	Indigenous Language syll Gr3-7 2024-		

		-kuverenga nzwisiso yenhaurwa	-kupindura mibvunzo yenzwisiso zvakanaka -kunyora shevedzo nezviperego zvakanaka	majana kupindura mibvunzo yenzwisiso Danho 3: Kunyora basa mumapoka Danho 4: kupakura zvavaita mumapoka Mhedziso: Kunyora mumabhuku avo	Kuteerera	2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 128		
	5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau ro -fananidzo	-kuvenga manhamba kusvika pamazana mana -kushandisa nhamba mumitsara -kunyora basa rekutara nhamba dzapiwa	Danho 1: vana kuumba karwiyo (mhotsiro dendere) Danho 2: Vana kurava manhamba muchishona chakanaka Danho 3: Kunyora mitsara ine manhamba mumapoka uye dzokororo Mhedziso: Basa remwana umwe neumwe mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89 2 Plusone Rodza Pfungwa		

						Bhuku Revadzidzi Gwaro Rechitanhatu peji 128		
6 7	Kunyora Rondedzero Detembo -Kutenda mutupo	Kuita basa renhaurirano vaviri vaviri -kunyora nhauriranoine musoro wapiwa	Danho 1: Vana vanodoma mitupo yavanhu yavanoziva(vatema) Danho 2: Kutsanangura matenderwo aiitwa chinyakare Danho 3: Vana vavakudetemba mitupo yavo Danho 4: Vana kunyora detembo varimumapoka nekuverenga Mhedziso: Kunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 130			
8	Kunyora Dzokororo -basa rakaitwa - Project stage 4	Kunyora mhinduro dzemibvunzo yedzokororo zvakanaka	Danho 1: Vana vanoverenga mirairo Danho 2: Kuverenga mibvunzo uye kuoindura mumabhuku avo Danho 3: Kudzokorodza basa nevana Mhedziso: Kushanda project stage 4	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza			

						Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 129		
11	1	Kutaura/ Kunyora Maumbirwo emutauro Mhando dzemanzwi -kutsanangura mazita dzezvinhu	vanotarisirwa kunge vogona ku: -kutaura manzwi anotaura pane zvinhu/ chinhu - kunyora mitsara nemanzwi nemutauro wakanaka	Danho 1: Vana vanotaura nyora nemashandisirwo adzo Danho 2: Kutsanangura kushandisa nyora Danho 3: Basa remapoka kugadzirisa mitsara Mhedziso: kudzokorodza zvaewanikwa mumapoka pamwe chete nevana	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 129		
	2	Kunyora/ Kutaura - wirirano yemitsara	-kugadzira manzwi kuti mitsara uite chirevo chakanaka -kunyora mitsara nemutauro wakanaka	Danho 1: Vana vanotaura manzwi muuzhinji Danho 2: Kutsanangura mitsara uye kuisa muuzhinji Danho 3: Basa remapoka kunyora mitsara kuuzhinji uye kupakurira	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone		

				vamwe Mhedziso: Basa mwana oga oga mumabhuku avo		Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 142		
	3 4	Kuverenga Nzwisiso nepfupiso -kuverenga nzwisiso yenhaurwa	-kuverenga ndima yapihwa -kunyora mhinduro dzemibvunzo yendima yaverengwa zvakanaka	Danho 1: Kuverenga nekutsanangura manzwi matsva Danho 2: kuverenga ndima vachiita majana kupindura mibvunzo yenzwisiso Danho 3: Kunyora basa mumapoka Danho 4: kupakura zvavaita mumapoka Mhedziso: Kunyora mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 139 -140		
	5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau	-kushandisa fananidzo mumitsara	Danho 1: vana kuumba karwiyo (mhotsiro dendere) Danho 2: Vana kurava manhamba muchishona chakanaka Danho 3: Kunyora mitsara ine	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78		

		ro -fananidzo		manhamba mumapoka uye dzokororo Mhedziso: Basa remwana umwe neumwe mumabhuku avo				
	6 7	Kunyora Rondedzero Detembo -Kutenda mutupo	-kudetemba nemutauro wakanaka -kunyora detemboremutupo umwechete	Danho 1: Vana vanodoma mitupo yavanhu yavanoziva(vatema) Danho 2: Kutsanangura matenderwo aiitwa chinyakare Danho 3: Vana vavakudetemba mitupo yavo Danho 4: Vana kunyora detembo varimumapoka nekuverenga Mhedziso: Kunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 140		
	8	Kunyora Dzokororo -basa rakaitwa - Project stage 4	-kupindura mibvunzo yebasa rakaitwa -kutevedzera murairo yebvunzo nomazvo	Danho 1: Vana vanoverenga mirairo Danho 2: Kuverenga mibvunzo uye kuoindura mumabhuku avo Danho 3: Kudzokorodza basa nevana Mhedziso: Kushanda project stage 4	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78		
12	1	Kutaura/ Kunyora Maumbirwo	vanotarisirwa kunge vogona ku: -kutaura manzwi	Danho 1: Vana vanotaura nyora nemashandisirwo adzo Danho 2: Kutsanangura kushandisa	Kutaura Kuverenga Kunyora	Indigenous Language syll Gr3-7 2024-		

		emutauro Mhando dzemanzwi -kutsanangura mazita dzezvinhu	anotaura pane zvinhu/ chinhu - kunyora mitsara nemanzwi nemutauro wakanaka	nyora Danho 3: Basa remapoka kugadzirisa mitsara Mhedziso: kudzokorodza zvaewanikwa mumapoka pamwe chete nevana	Kuteerera	2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 143		
	2	Kunyora/ Kutaura - wirirano yemitsara	-kugadzira manzwi kuti mitsara uite chirevo chakanaka -kunyora mitsara nemutauro wakanaka	Danho 1: Vana vanotaura manzwi muuzhinji Danho 2: Kutsanangura mitsara uye kuisa muuzhinji Danho 3: Basa remapoka kunyora mitsara kuuzhinji uye kupakurira vamwe Mhedziso: Basa mwana oga oga mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89		
	3 4	Kuverenga Nzwisiso nepfupiso	-kuverenga ndima yapihwa -kunyora mhinduro	Danho 1: Kuverenga nekutsanangura manzwi matsva Danho 2: kuverenga ndima vachiita	Kutaura Kuverenga Kunyora	Indigenous Language syll Gr3-7 2024-		

		-kuverenga nzwisiso Dutumupengo	dzemibvunzo yendima yaverengwa zvakanaka	majana kupindura mibvunzo yenzwisiso Danho 3: Kunyora basa mumapoka Danho 4: kupakura zvavaita mumapoka Mhedziso: Kunyora mumabhuku avo	Kuteerera	2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 146-147		
	5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau ro -fananidzo	-kushandisa fananidzo mumitsara	Danho 1: vana kuumba karwiyo (mhotsiro dendere) Danho 2: Vana kurava manhamba muchishona chakanaka Danho 3: Kunyora mitsara ine manhamba mumapoka uye dzokororo Mhedziso: Basa remwana umwe neumwe mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 149		
	6 7	Kunyora Rondedzero	-kudetemba nemutauro wakanaka	Danho 1: Vana vanodoma mitupo yavanhu yavanoziva(vatema)	Kutaura Kuverenga	Indigenous Language syll		

		Detembo -Kutenda mutupo	-kunyora detemboremutupo umwechete	Danho 2: Kutsanangura matenderwo aiitwa chinyakare Danho 3: Vana vavakudetemba mitupo yavo Danho 4: Vana kunyora detembo varimumapoka nekuverenga Mhedziso: Kunyora basa mumabhuku	Kunyora Kuteerera	Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 89		
	8	Kunyora Dzokororo -basa rakaitwa - Project stage 4	-kupindura mibvunzo yebasa rakaitwa -kutevedzera murairo yebvunzo nomazvo	Danho 1: Vana vanoverenga mirairo Danho 2: Kuverenga mibvunzo uye kuoindura mumabhuku avo Danho 3: Kudzokorodza basa nevana Mhedziso: Kushanda project stage 4	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 108		
13	1	Kutaura/	vanotarisirwa	Danho 1: Vana vanotaura nyora	Kutaura	Indigenous		

		Kunyora Maumbirwo emutauro Mhando dzemanzwi -kutsanangura mazita dzezvinhu	kunge vogona ku: -kutura manzwi anotaura pane zvinhu/ chinhu - kunyora mitsara nemanzwi nemutauro wakanaka	nemashandisirwo adzo Danho 2: Kutsanangura kushandisa nyora Danho 3: Basa remapoka kugadzirisa mitsara Mhedziso: kudzorodza zvaewanikwa mumapoka pamwe chete nevana	Kuverenga Kunyora Kuteerera	Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 149		
	2	Kunyora/ Kutura - wirirano yemitsara	-kugadzira manzwi kuti mitsara uite chirevo chakanaka -kunyora mitsara nemutauro wakanaka	Danho 1: Vana vanotaura manzwi muuzhinji Danho 2: Kutsanangura mitsara uye kuisa muuzhinji Danho 3: Basa remapoka kunyora mitsara kuuzhinji uye kupakurira vamwe Mhedziso: Basa mwana oga oga mumabhuku avo	Kutura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 151		

	3 4	Kuverenga Nzwisiso nepfupiso -kuverenga nzwisiso	-kuverenga ndima yapihwa -kunyora mhinduro dzemibvunzo yendima yaverengwa zvakanaka	Danho 1: Kuverenga nekutsanangura manzwi matsva Danho 2: kuverenga ndima vachiita majana kupindura mibvunzo yenzwisiso Danho 3: Kunyora basa mumapoka Danho 4: kupakura zvavaita mumapoka Mhedziso: Kunyora mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 154-155		
	5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau ro -fananidzo	-kushandisa fananidzo mumitsara	Danho 1: vana kuumba karwiyo (mhotsiro dendere) Danho 2: Vana kurava manhamba muchishona chakanaka Danho 3: Kunyora mitsara ine manhamba mumapoka uye dzokororo Mhedziso: Basa remwana umwe neumwe mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78		
	6 7	Kunyora Rondedzero	-kudetemba nemutauro wakanaka	Danho 1: Vana vanodoma mitupo yavanhu yavanoziva(vatema)	Kutaura Kuverenga	Indigenous Language syll		

		Detembo -Kutenda mutupo	-kunyora detemboremutupo umwechete	Danho 2: Kutsanangura matenderwo aiitwa chinyakare Danho 3: Vana vavakudetemba mitupo yavo Danho 4: Vana kunyora detembo varimumapoka nekuverenga Mhedziso: Kunyora basa mumabhuku	Kunyora Kuteerera	Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 155		
	8	Kunyora Dzokororo -basa rakaitwa - Project stage 4	-kupindura mibvunzo yebasa rakaitwa -kutevedzera murairo yebvunzo nomazvo	Danho 1: Vana vanoverenga mirairo Danho 2: Kuverenga mibvunzo uye kuoindura mumabhuku avo Danho 3: Kudzokorodza basa nevana Mhedziso: Kushanda project stage 4	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 154		
14	1	Kutaura/	vanotarisirwa	Danho 1: Vana vanotaura nyora	Kutaura	Indigenous		

		Kunyora Maumbirwo emutauro Mhando dzemanzwi -kutsanangura mazita dzezvinhu	kunge vogona ku: -kutura manzwi anotaura pane zvinhu/ chinhu - kunyora mitsara nemanzwi nemutauro wakanaka	nemashandisirwo adzo Danho 2: Kutsanangura kushandisa nyora Danho 3: Basa remapoka kugadzirisa mitsara Mhedziso: kudzorodza zvaewanikwa mumapoka pamwe chete nevana	Kuverenga Kunyora Kuteerera	Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 155		
	2	Kunyora/ Kutura - wirirano yemitsara	-kugadzira manzwi kuti mitsara uite chirevo chakanaka -kunyora mitsara nemutauro wakanaka	Danho 1: Vana vanotaura manzwi muuzhinji Danho 2: Kutsanangura mitsara uye kuisa muuzhinji Danho 3: Basa remapoka kunyora mitsara kuuzhinji uye kupakurira vamwe Mhedziso: Basa mwana oga oga mumabhuku avo	Kutura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 157		
	3	Kuverenga	-kuverenga ndima	Danho 1: Kuverenga nekutsanangura	Kutura	Indigenous		

4	Nzwisiso nepfupiso -kuverenga nzwisiso yenhaurwa Muenzi haapedzi dura	yapihwa -kunyora mhinduro dzemibvunzo yendima yaverengwa zvakanaka	manzwi matsva Danho 2: kuverenga ndima vachiita majana kupindura mibvunzo yenzwisiso Danho 3: Kunyora basa mumapoka Danho 4: kupakura zvavaita mumapoka Mhedziso: Kunyora mumabhuku avo	Kuverenga Kunyora Kuteerera	Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 159 -160		
5	Kutaura / Kunyora Mashandisirwo emutauro Zvirungamutau ro -fananidzo	-kushandisa fananidzo mumitsara	Danho 1: vana kumba karwiyo (mhotsiro dendere) Danho 2: Vana kurava manhamba muchishona chakanaka Danho 3: Kunyora mitsara ine manhamba mumapoka uye dzokororo Mhedziso: Basa remwana umwe neumwe mumabhuku avo	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 162		

6 7	Kunyora Rondedzero	-kudetemba nemutauro wakanaka -kunyora detemboremuto umwechete	Danho 1: Vana vanodoma mitupo yavanhu yavanoziva(vatema) Danho 2: Kutsanangura matenderwo aiitwa chinyakare Danho 3: Vana vavakudetemba mitupo yavo Danho 4: Vana kunyora detembo varimumapoka nekuverenga Mhedziso: Kunyora basa mumabhuku	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78 2 Plusone Rodza Pfungwa Bhuku Revadzidzi Gwaro Rechitanhatu peji 164		
8	Kunyora Dzokororo -basa rakaitwa - Project stage 4	-kupindura mibvunzo yebasa rakaitwa -kutevedzera murairo yebvunzo nomazvo	Danho 1: Vana vanoverenga mirairo Danho 2: Kuverenga mibvunzo uye kuoindura mumabhuku avo Danho 3: Kudzokorodza basa nevana Mhedziso: Kushanda project stage 4	Kutaura Kuverenga Kunyora Kuteerera	Indigenous Language syll Gr3-7 2024- 2030 Peji 78		

ENGLISH

TOPICS TO BE COVERED

- 1 Listening /observing
- 2,Speaking /signing
- 3.Reading
- 4.Writing /brailling

GENERAL AIM

By the end of the term the teacher should have instilled knowledge and nurture attitude and disposition that commensurate with the heritage based curriculum. Nurture and appreciate English as a means of communication. Develop the macro language skills namely Listening, observing, speaking, reading and writing together with sub skills such as fluency, pronunciation, editing and summarizing.

1	1	Listening/observing Phonics Words that have same terminal sound such as -sink/ think -dress/chess	Learners should be able to: - identify words with the same terminal sound	Intro: facilitator explains words with the same terminal sounds Step 1: Learners identify words with the same terminal sounds Step 2: In groups learners identify words Step 3: Group discussion and report back Step 4: Individual written work Conclu: Facilitator gives oral review of the lesson	Identifying	English language syllabus Grade 3-7 Page 44 2 HBC Plusone English Grade 6 Learners Book page 105	Various texts Phonic programme	
	2	Observing/intensive listening Poems, rhymes, utterances and instructions	Learners should be able to: -recite heard poems, rhymes and lyrics	Intro: Teacher sing rhymes and learners imitate Step 1: Teachers recite poems and rhymes Step 2: Learners recite poems and rhymes Step 3: In groups recite poems and rhymes Conclu: Best learner recite poems and	reciting	English language syllabus Grade 3-7 Page 45 2 HBC Plusone English Grade 6 Learners	Poems and rhymes	

				rhymes		Book page 105		
	3 4	Listening/observing Listening comprehension The gardening Club	Learners should be able to: - answer comprehension questions	Intro:Facilitator reads the passage Step 1: Learners read the text Step 2:In groups learner answer questions Step 3:Learners give feedback Step 4:Individual written work Conclu:Oral review of the lesson	listening	English language syllabus Grade 3-7 Page 46 2 HBC Plusone English Grade 6 Learners Book page 83 - 86	Variety of texts Question strips	
	5	Reading Reading for fluency A variety of texts	Learners should be able to: -read text fluently within a specified time	Intro:Facilitator gives learners a new audio Step 1:Learners listen to the radio Step 2:Facilitatordemonstrates reading for fluency Step 3:Pair reading Step 4:Best reader reads to the class Conclu:Learners identify vocabulary from the text	identifying	English language syllabus Grade 3-7 Page 50 2 HBC Plusone English Grade 6 Learners Book page 83 - 86	Variety of texts Radio	
	6 7	Writing Comprehension Variety of text	Learners should be able to: Read a variety of text for	Intro:Facilitator flashes new words Step 1Learners read new words Step 2: Learners explain new words Step 3:Facilitator reads the text and	reading	English language syllabus Grade 3-7	Variety of texts	

			comprehension	learners imitate Step 4: In groups learners answer questions Step : Individual written work Conclu: Oral review of the lesson		Page 53 2 HBC Plusone English Grade 6 Learners Book page 83 - 86		
	8	Writing composition	Learners should be able to: - write controlled, guided and free compositions using correct language structures	Intro: Facilitator outlines composition framework Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3: In groups learners write composition and give a report back Step 4: Individual written work Conclu: Oral review of the lesson	creating	English language syllabus Grade 3-7 Page 53 2 HBC Plusone English Grade 6 Learners Book page 86	Sample compositions	
	9	Writing projects Problem identification	Learners should be able to: Research their problems using internet	Intro: Facilitator explains topics of projects Step 1 :Learners identify problems in a learning area Step 2: Learners research the projects using internet Step 3: In groups learners identify problems Step 4: Individual written work Conclu: Recap of the lesson learnt	researching	English language syllabus Grade 3-7 Page 70-71	ICT tools	

2	1	Listening/Obse rving Phonics Long and short vowel sounds such as 'fill/feel; sit /sea; bit/beat	Learners should be able to: Classify words according to initial sounds	Intro:Facilitator differentiate different phonic sounds Step 1: Facilitator explains the concept Step 2:Learners listen to different text Step 3:Learners list words with long and short vowel sound Step 4:Individual written work Conclu:Oral review of the lesson learnt	classifying	English language syllabus Grade 3-7 Page 44-47 2 HBC Plusone English Grade 6 Learners Book page 83 - 17	Phonic programm es	
	2	Speaking/Signi ng Articulation	Learners should be able to: Pronounce or sing words correctly	Intro:Class discuss topical issues Step 1:Facilitator discuss the concept Step 2:Learners pronounce or sign words correctly Step 3:Groupwork and report back Step 4:Individual written work Conclu:Oral review of the lesson	Discussing	English language syllabus Grade 3-7 Page 47 2 HBC Plusone English Grade 6 Learners Book page 83 86	Discussing	
	3 4	Reading Skimming and scanning	Learners should be able to: Answer comprehension questions	Intro:Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2:Class discuss the text Step 3:In groups learners answer the	Reading	English language syllabus Grade 3-7 Page 50-51	Variety of texts Talking books	

		The accident	Skim through a text	questions Step 4:Learners gives report back Step 5:Individual written exercise Conclu:Facilitator gives learners homework		2 HBC Plusone English Grade 6 Learners Book page91		
	5	Writing [handwriting]	Learners should be able to: Write legibly following the Grade 3-7 nelson script/relevant Braille contractions	Intro: Facilitator demonstrates writing letters of alphabet Step 1: Learners imitate shaping letters of alphabet. Step 2: Learners write legibly following the grade 3-7 Nelson Script. Step 3: In groups learners write the Nelson Script. Step 4:Learners show their work and facilitator assists Conclu: Individual written work	Writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 86	Letters of alphabet	
	6 7	Writing comprehension	Learners should be able to: Read a variety of texts for comprehension	Intro:Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2:Class discuss the text Step 3:In groups learners answer the questions Step 4:Learners gives report back Step 5:Individual written exercise Conclu:Facilitator gives learners	Reading Writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners	A variety of texts Work cards	

				homework		Book page 91 - 94		
	8	Writing Structure of a composition The accident I witnessed	Learners should be able to: Write controlled; guided and free composition using correct language structures	A.K:learners can write a composition Intro:Facilitator outline a composition framework Step 1: Facilitator explains demands of the lesson Step 2: Learners answer oral questions about the topic Step 3: In groups learners write a composition Step 4: Learners give a report back Step5: Individual written work Conclu: Learners discuss on the main points	creating	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 95	Sample composition	
	9	Writing Summary writing	Learners should be able to: Identify main points Summarise a variety of text	A.K: Learners can summarise a sentence Intro: Facilitator reads a passage Step 1: Learners read the passage Step 2: learners identify main points Step 3: In groups learners make notes using the main ideas from texts Step 4: Learners write summaries of short stories Conclu: Oral review of the lesson	Identifying	English language syllabus Grade 3-7 Page 54 2 HBC Plusone English Grade 6 Learners Book page 94	A variety of texts	
3	1	Listening/Observe	Learners should be able to:	A.K: Learners can read words Intro: Learners sing rhyming songs	Identifying	English language	Rhyming games	

		Phonics	Identify rhyming words	Step 1: Facilitator explains rhyming words Step 2: Learners read rhyming words Step 3: Learners play rhyming games Step 4: Individual written work Conclu: Facilitator gives learners homework		syllabus Grade 3-7 Page 44-45 2 HBC Plusone English Grade 6 Learners Book page 17		
	2	Speaking/signing Register Appropriate registers for communicative situations	Learners should be able to: -use appropriate register to express themselves in different situations	A.K: Learners can express themselves Intro: Class act out situations involving appropriate registers Step 1: Facilitator demonstrates the appropriate ways of expressing ideas Step 2: Learners express themselves using appropriate registers Step 3: Groupwork and feedback Step 4: Individual written work Conclu:Learners speak appropriate registers	Determining	English language syllabus Grade 3-7 Page 47 2 HBC Plusone English Grade 6 Learners Book page 144	Pictures Comic books	
	3 & 4	Writing Comprehension	Learners should be able to: -give contextual meaning of unfamiliar words	A.K: Learners can read words Intro:Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2:Class discuss the text Step 3:In groups learners answer the questions	reading	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone	A variety of texts Word cards	

				Step 4:Learners gives report back Step 5:Individual written exercise Conclu:Facilitator gives learners homework		English Grade 6 Learners Book page 100 -102		
	5	Reading Intensive reading Aspect of a story such as theme(s) main idea(s)	Learners should be able to: - increase their sight vocabulary for information and knowledge	A.K:Learners can read words Intro: Facilitator tells a story while learners listens Step 1: Facilitator reads a story Step 2:Learners read the story Step 3: Class discuss the story and answer oral questions Step 4:Learners identify the setting, main theme, plot, minor and main characters from texts Conclu: facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 49-50 2 HBC Plusone English Grade 6 Learners Book page 100 -102	A variety of texts	
	6 7	Reading Scheming and scamming	Learners should be able to: - scan through a text - answer comprehension questions	A.K: Learners can read words Intro:Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2:Class discuss the text Step 3:In groups learners answer the questions Step 4:Learners gives report back Step 5:Individual written exercise Conclu:Facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 50-51 2 HBC Plusone English Grade 6 Learners Book page 100 -102	A variety of texts	

	8	Writing Composition letter writing	Learners should be able to: -write/brail formal letter of the required length	A.K: Learners know types of letters Intro: Learners sing a song about letters Step 1: Facilitator explains about letter writing. Step 2: Learners respond to letters demands explained by the facilitator. Step 3: In groups learners write letters following the correct format Step 4: learners give report back Step 5: Individual written work Conclu: Oral review of the lesson	Writing Responding	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 100 -102	Sample letters Letter format charts	
	9	Writing Project Investigation of related ideas	Learners should be able to: -investigate related ideas to the problem	A.K: Learners can investigate Intro: Facilitator recap the previous lesson on projects Step 1: Learners research the project using internet Step 2:In groups learners gather the required information Step 3:Learners give report back on what they have done Step 4:Individual written work Conclu:Oral review of the lesson learnt	Investigating writing	English language syllabus Grade 3-7 Page 70-71	Resource people ICT tools Books	
4	1	Listening/ observing Ask questions	Learners should be able to: - ask questions for	A.K: Learners can read poems Intro: Learners sing a song Step 1: Facilitator reads poems,	Reading Clarifying Observing	English language syllabus	songs	

		for clarity Poems, rhymes, utterances and instructions	clarity -read appropriately to an utterance	rhymes, utterances and instructions Step 2: Learners listen to utterances/ observing signs and responding appropriately Step 3: Learners retell stories heard Step 4: learners recite poems and rhymes Conclu: Learners ask questions seeking clarification		Grade 3-7 Page 44-45 2 HBC Plusone English Grade 6 Learners Book page 152		
	2	Speaking/signi ng Public speaking A variety of topics	Learners should be able to: -express themselves confidently	A.K: Learners can express themselves Intro: Teacher gives learners audios of different speeches Step 1: Learners listen to different speeches Step 2: Facilitator explains and demonstrates public speaking Step 3: In groups learners display public speaking skills Step 4: Learners rehearse for public speaking Conclu: Best speaker presents to the audience	Expressing Speaking Signing	English language syllabus Grade 3-7 Page 58-59 2 HBC Plusone English Grade 6 Learners Book page 152	A variety of texts	
	3	Writing Parts of speech Modals eg may, might,	Learners should be able to: -identify modals in the text	A.K: Learners can read words Intro: Facilitator gives learners words on cards Step 1: Facilitator explains modals	Identifying Writing	English language syllabus Grade 3-7	A variety of texts charts	

		can, could, will, shall, ought to	-use modals in sentences	Step 2:Learners read texts and identify modals Step 3:In groups learners use modals in sentences Step 4:individual written work Conclu:Recap of the lesson learnt		Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 152		
	4	Reading Reading for fluency A variety of texts The world of cats	Learners should be able to: - read the text fluently within a specified time	A.K: Learners can read words Intro: Facilitator gives learners an audio with ZBC news Step 1: Learners listen to the news on audio. Step 2: Facilitator demonstrates reading for fluency Step 3: Learners imitate reading for fluency Step 4:Chorus reading with the help of the teacher. Step5: Individual reading in turns Conclu:Best reader reads to the class	reading	English language syllabus Grade 3-7 Page 50-51 2 HBC Plusone English Grade 6 Learners Book page 107	A variety of texts	
	5 6	Listening/ observing Listening comprehension questions	Learners should be able to: -read stories/texts - answer comprehension questions	A.K: Learners can read words Intro:Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2:Class discuss the text Step 3:In groups learners answer the questions Step 4:Learners gives report back	Reading listening	2 HBC Plusone English Grade 6 Learners Book page 107- 109	Question strips	

				Step 5: Individual written exercise Conclu: Facilitator gives learners homework				
	7	Writing Composition Report format and elements of report	Learners should be able to: - use appropriate language structures to write reports	A.K: Learners can read words Intro: Facilitator gives learners a model report on a magazine or newspaper Step 1: Learners read the report and analyse it. Step 2: Facilitator explains report writing Step 3: In groups learners write reports and presents their work as teacher assists Step 4: Individual written work Conclu: Oral review of the lesson	writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 111	Magazines	
	8 9	Writing comprehension	Learners should be able to: - answer multiple choice questions	A.K: Learners can read words Intro: Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2: Class discuss the text Step 3: In groups learners answer the questions Step 4: Learners gives report back Step 5: Individual written exercise Conclu: Facilitator gives learners homework	Writing Reading	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 109-110	A variety of texts	

5	1	Listening/ observing Responding to statements/que stions	Learners should be able to: -respond appropriately to given statements	A.K: Learners know commanding words Intro: Learners listen/observe to a set of given instructions Step 1: Learners name some commanding words while the facilitator assists them Step 2: Learners respond to a set of given instructions /commands while the facilitator assists them Step 3:Role play by the learners giving instructions and following instructions. Conclu: Oral review of the lesson	Listening Observing Responding	English language syllabus Grade 3-7 Page 44-46 2 HBC Plusone English Grade 6 Learners Book page 147	ICT tools Recording s Work cards	
	2	Speaking/ signing Pronunciation	Learners should be able to: -pronounce /sign distinctly pairs of words often confused	A.K: Learners can pronounce Intro: Facilitator gives learners audios involving pronunciation Step 1: Facilitator read a variety of words pronouncing them correctly Step 2: Learners pronounce words Step 3:In groups learners pronounce words correctly Step 4: Learners give report back Conclu:Oral review of the lesson learnt.	Speaking Signing	English language syllabus Grade 3-7 Page 47 2 HBC Plusone English Grade 6 Learners Book page 107	Word cards	
	3	Reading instructions	Learners should be able to:	A.K: Learners can read words Intro: Facilitator shows learners	reading	English language	Empty containers	

		and warnings	-read instructions and warnings and symbols on containers and packets	packets of different containers Step 1: Facilitator read warnings on packets of different commodities. Step 2: Learners demonstrates reading instructions on containers Step 3: In groups learners read instructions. Step 4: Individual reading in turns Conclu: Oral review of the lesson.		syllabus Grade 3-7 Page 50-51 2 HBC Plusone English Grade 6 Learners Book page 107		
	4 5	Writing comprehension	Learners should be able to: -answer comprehension questions	A.K: Learners can read words Intro: learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3: Class discuss the text Step 4: In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu: Facilitator gives learners homework	Reading	English language syllabus Grade 3-7 Page 53-54 2 HBC Plusone English Grade 6 Learners Book page 107 -109	A variety of texts	
	6	Writing Dictation and spelling words sentences and	Learners should be able to: Spell dictated words	A.K: Learners can read words Intro: Facilitator flashes new words while learners read words on flash cards	writing	2 HBC Plusone English Grade 6 Learners	A variety of texts Flashcards	

		short passages		Step 1: Facilitator dictates words and sentences. Step 2: Learners write dictated words and sentences Step 3: In groups learners write dictated words and sentences and report back Step 4: Individual written work Conclu: Revising the dictated words and sentences		Book page 113		
	7 8	Reading Comprehension A variety of texts Fish Farming	Learners should be able to: -scheme through a text -answer comprehension questions	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 55 2 HBC Plusone English Grade 6 Learners Book page 115 -118	A variety of texts	
	9	Writing composition	Learners should be able to: - write a controlled	A.K: Learners can create stories Intro: Facilitator outlines a composition framework	Writing	English language syllabus	Sample of compositions	

			composition using correct language structure	Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3: In groups learners write compositions and report back Step 4: Individual written work Conclu: Oral review of the lesson learnt		Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 119		
6	1	Listening/ observing Responses to statements and questions Respond appropriately to given statements	Learners should be able to: -identify purpose, tone and attitude of statements	A.K: Learners can read words Intro: Facilitator poses questions to learners and they respond. Step 1: Facilitator gives focus of the lesson. Step 2: Facilitator asks questions and learners respond positively Step 3: In groups learners respond to given statements and give feedback Step 4: individual written work Conclu: Oral review of the lesson learnt	identifying	English language syllabus Grade 3-7 Page 44-45 2 HBC Plusone English Grade 6 Learners Book page 147	Word cards Recording s	
	2	Speaking/ signing Debate Debating procedures	Learners should be able to: -research on topical issues	A.K: Learners can express themselves Intro: Facilitator recap the previous lesson Step 1: Facilitator gives focus of the lesson	researching	English language syllabus Grade 3-7 Page 48-49 2 HBC	A variety of texts Resource person	

				Step 2: Learners discuss topical and other issues Step 3: Learners compete in groups Step 4: Learners analyse views of other learners Conclu: Learners engage in school based or cluster based debate seminars		Plusone English Grade 6 Learners Book page 107		
	3 4	Listening/observing Variety of texts	Learners should be able to: -read stories or texts - answer comprehension questions	A.K: Learners can read words Intro: Facilitator reads the passage Step 1: Learners read the text Step 2: Class discuss the text and answer oral questions Step 3: In groups learners answer questions and give feedback Step 4: Individual written work Conclu: Facilitator gives learners homework	Reading Writing	English language syllabus Grade 3-7 Page 44-46 2 HBC Plusone English Grade 6 Learners Book page 115 -118	A variety of texts Question strips	
	5	Writing Summary writing Variety of texts	Learners should be able to: - identify main points - summarise a variety of texts	A.K: Learners can read words Intro: Facilitator recaps the previous lesson Step 1:Facilitator reads the text Step 2: Learners read the text and discuss the text Step 3: Learners identify the main points from the text and make notes	Reading identifying	English language syllabus Grade 3-7 Page 52-54 2 HBC Plusone English Grade	A variety of texts Samples of summaries	

				using the points Step 4: Individual written work Conclu: Listing main points again		6 Learners Book page 115 -118		
	6 7	Writing Comprehension Variety of texts	Learners should be able to: -read a variety of texts for comprehension	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 52-54 2 HBC Plusone English Grade 6 Learners Book page 115 -118	A variety of texts Work cards	
	8	Writing Composition Format and elements of report	Learners should be able to: - use appropriate language structures to write reports	A.K: Learners can read words Intro:Facilitator tells learners report found on magazines Step 1: Facilitator outline a report framework Step 2:Learners make simple reports Step 3:In groups learners write reports using appropriate language structures Step 4:Individual written work	Creating Writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page -	magazines	

				Conclu:Oral review of the lesson		118		
	9	Project Statement of intent	Learners should be able to: - identify aims of the problems	A.K: Learners can read words Intro:Facilitator recipe the previous lesson on projects Step 1: Learners research projects using internet Step 2:In groups learners gather required information Step 3:Learners gives report back Step 4:Individual written work Conclu:Facilitator ask learners to write the next level	researching	English language syllabus Grade 3-7 Page 70-71	Resource people ICT tools	
7	1	Listening/ observing Listening to electronical media Tropical issues	Learners should be able to: -narrate tropical issues heard over the electronic media	A.K: Learners can read words Intro:Facilitator gives learners audios from electronic media Step 1: Learners listen to electronic media programmes Step 2:Learners articulate information heard over electronic media Step 3:Work in groups Step 4:Learners discuss issues heard on electronic media Conclu:Individual written work	Narrating	English language syllabus Grade 3-7 Page 44-46 2 HBC Plusone English Grade 6 Learners Book page 123-124	Electronic media Recording s	
	2	Speaking/ signing Story telling	Learners should be able to: -tell stories in a	A.K: Learners can read words Intro :Facilitator tells a story to the learners while they listen	Speaking signing	English language syllabus	Variety texts Pictures	

		Stories	coherent manner	Step 1: Facilitator gives focus of the lesson Step 2: Learners narrate folktales ,factual narrative with appropriate expression Step 3: In groups learners tell stories Step 4: Learners retell stories Conclu: Learners discuss aspect of stories		Grade 3-7 Page 47-49 2 HBC Plusone English Grade 6 Learners Book page 115 -118		
	3 4	Reading Scheming and scanning A variety of question types such as open ended and multiple choice	Learners should be able to: - scheme through a text - answer comprehension questions	A.K: Learners can read words Intro: Learners read unfamiliar words use them in sentences Step 1: Facilitator reads the text Step 2: Learners reads the text with the assistance from the teacher Step 3: Class discuss the text and oral questions Step 4: Learners answer questions in groups and gives report back Conclu: Oral review of the lesson	Reading	English language syllabus Grade 3-7 Page 49-54 2 HBC Plusone English Grade 6 Learners Book page 122 -124	A variety of texts	
	5	Writing Penmanship handwriting	Learners should be able to: - write legibly following the Grade 3-7 nelson script or relevant brail contractions	A.K: Learners can write letters of alphabet Intro: Class sing letters of alphabet Step 1: Facilitator demonstrates shaping letters of alphabet Step 2: learners demonstrate letter formation.	Writing	English language syllabus Grade 3-7 Page 52 2 HBC Plusone	Alphabet chart	

				Step 3: In pairs learners observe the grade 3-7 Nelson Script Step 4: Learners write legibly following the Grade 3-7 Nelson Script Conclu: Display of the best work from children		English Grade 6 Learners Book page 127		
	6 7	Writing Comprehension Key words and phrases	Learners should be able to: - give contextual meaning of unfamiliar words	A.K: Learners can read words Intro:Facilitator reads a text while learners listen Step 1: Learners reads the text Step 2:Class discuss the text Step 3:In groups learners answer the questions Step 4:Learners gives report back Step 5:Individual written exercise Conclu:Facilitator gives learners homework	Reading	English language syllabus Grade 3-7 Page52-53 2 HBC Plusone English Grade 6 Learners Book page 125	A variety of texts Work cards	
	8	Writing Letter writing	Learners should be able to: - write business letter of the required length	A.K: Learners can read words Intro:Learners sing a song about letters Step 1: Facilitator explains letter writing Step 2:Learners respond to letters demands explained by the facilitator Step 3:In groups learners write letters following the correct format	writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners	Sample letters	

				Step 4:Learners give reptback Conclu:Individual written work		Book page 125		
	9	Writing Language structures	Learners should be able to: - use various language structures for effective communication	A.K: Learners can read words Intro: Facilitator explains the concept Step 1: Learners identify language structures Step 2: Learners demonstrates how various language structures are used in sentences Step 3: Work in groups and give feedback Step 4: Individual written work Conclu: Oral review of the lesson	writing	English language syllabus Grade 3-7 Page 52-54 2 HBC Plusone English Grade 6 Learners Book page 128	A variety of texts Sentence strips	
8	1	Listening/ observing Phonics Diphthongs such as quiet, chair	Learners should be able to: - articulate words with diphthong and trip thong sound	A.K: Learners can read sounds Intro: Learners read letters of alphabet Step 1: Facilitator gives focus of the lesson Step 2: Learners read a variety of given words Step 3: Learners identify diphthongs and trip thongs from a list of words and report back Step 4:Individual written work Conclu: Facilitator gives learners homework	Reading Listening Observing	English language syllabus Grade 3-7 Page44-45 2 HBC Plusone English Grade 6 Learners Book page 17	A variety of texts	
	2	Speaking/	Learners should be	A.K: Learners can identify the	Speaking	English	Compasse	

		signing Instructions and directions Directions and instructions using phrases such as turn left, go straight, turn south	able to: - give instructions and directions - follow instructions and directions	compass directions Intro: Learners go outside with the teachers to show directions Step 1: Learners give directions Step 2: Facilitator gives instructions and directions Step 3: Learners follow instructions and directions Step 4: pair work and report back Conclu: Oral review of the lesson learnt	signing	language syllabus Grade 3-7 Page 48 2 HBC Plusone English Grade 6 Learners Book page 149	s Charts with compass points	
	3 4	Reading Scheming and scanning Malaria is a killer	Learners should be able to: - scheme through a text - answer comprehension questions	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework	Reading	English language syllabus Grade 3-7 Page 49-50 2 HBC Plusone English Grade 6 Learners Book page 131	A variety of texts	
	5	Writing Dictation and	Learners should be able to:	A.K: Learners can read words Intro: Facilitator flashes new words	Reading writing	English language	A variety of texts	

		spellings Words, sentences and short stories	-spell dictated words	while learners read words on flash cards Step 1: Facilitator dictates words and sentences. Step 2: Learners write dictated words and sentences Step 3: In groups learners write dictated words and sentences and report back Step 4: Individual written work Conclu: Revising the dictated words and sentences		syllabus Grade 3-7 Page 55 2 HBC Plusone English Grade 6 Learners Book page 127		
	6 7	Writing Comprehension A variety of texts	Learners should be able to: - read a variety of texts for comprehension	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework	Reading Writing	English language syllabus Grade 3-7 Page 53-54 2 HBC Plusone English Grade 6 Learners Book page 131 -132	A variety of texts	
	8	Writing	Learners should be	A.K: Learners can create stories	Writing	English	Sample	

		composition	able to: - write a free composition using correct language structures	Intro: Facilitator outlines a composition framework Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3: In groups learners write compositions and report back Step 4: Individual written work Conclu: Oral review of the lesson learnt	Creating	language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 133	composition	
	9	Writing Project Design specification	Learners should be able to: - identify solutions of the problems	A.K: Learners can read words Intro: Facilitator recap the previous lesson on projects Step 1: Learners research projects using internet Step 2: In groups learners gather required information Step 3: Learners give reportback Step 4: Individual written work Conclu: Facilitator ask learners to write the next level	Researching Reading	English language syllabus Grade 3-7 Page 70-71	Resource people ICT tools	
9	1	Listening/ observing Phonics Long and short vowels	Learners should be able to: - contrast words with long and short vowel sounds	A.K: Learners can read letters of alphabet Intro: Learners read letters of alphabet Step 1: Facilitator gives focus of the	Listening Observing	English language syllabus Grade 3-7 Page 44-45	A variety of texts	

				lesson Step 2: Learners identify words with various sound with the assistance from the teacher Step 3: In groups learners state words with short and long vowel sounds Step 4: individual written work Conclu: Recapping of main points of the lesson		2 HBC Plusone English Grade 6 Learners Book page 133		
	2	Speaking/ signing Descriptions Descriptive words of processes, events, scenes and places and their comparatives and superlatives	Learners should be able to: - use correct adjective to describe processes, events, scenes and places	A.K: Learners can describe their homes Intro: Facilitator asks learners to describe their homes Step 1: Facilitator gives focus of the lesson Step 2: Learners complete closed passages Step 3: Learners describe processes, events, scenes and places and give report back Step 4: Individual written work Conclu: Oral review of the learnt lesson	Speaking	English language syllabus Grade 3-7 Page 47-49 2 HBC Plusone English Grade 6 Learners Book page 135	Large print books Multimedia resources	
	3 4	Reading Scheming and scanning	Learners should be able to: -punctuate sentences	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences	reading	English language syllabus	Charts A variety of texts	

		A variety of question types such as closed, open ended and multiple choice	and paragraphs appropriately	Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework		Grade 3-7 Page 52-55 2 HBC Plusone English Grade 6 Learners Book page 138 -139		
	5	Writing Punctuation marks Exclamation mark	Learners should be able to: - punctuate sentences and paragraphs appropriately	A.K: Learners can list punctuation marks Intro: Facilitator asks learners punctuation marks. Learners identify punctuation marks and their use. Step 1: Facilitator demonstrates punctuating sentences Step 2: Learners punctuate sentences using exclamation mark Step 3: work in groups and report back Step 4: Individual written work Conclu: Facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 52-55 2 HBC Plusone English Grade 6 Learners Book page 103	Charts A variety of texts Sentence strips	
	6 &	Writing Comprehensio	Learners should be able to:	A.K: Learners can read words Intro:learners read unfamiliar words	reading	2 HBC Plusone	Charts A variety	

	7	n Variety of text Answer multiple choice questions	-read a variety of texts for comprehension	and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework		English Grade 6 Learners Book page 138-139	of texts	
	8	Writing Composition report	Learners should be able to: -use appropriate language structures to write reports	A.K: Learners can create stories Intro: Facilitator outlines a composition framework Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3:In groups learners write compositions and report back Step 4: Individual written work Conclu: Oral review of the lesson learnt	writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 140	Sample compositi ons	
	9	Writing Project Investigation	Learners should be able to: -research ideas	A.K: Learners can read words Intro:Facilitator recap the previous lesson on projects	writing	English language syllabus	ICT tools Resource person	

		of related ideas	related to the problem	Step 1: Learners research projects using internet Step 2: In groups learners gather required information Step 3: Learners give report back Step 4: Individual written work Conclu: Facilitator ask learners to write the next level		Grade 3-7 Page 70-71	Text books	
10	1	Listening/ observing The 44 phonemes Consonant words that have same terminal sound	Learners should be able to: - differentiate the 44 English phonemes	A.K: Learners can read words Intro: Learners say the 44 English phonemes Step 1: Facilitator explains the phonemes in English Step 2: Learners differentiate the 44 English phonemes Step 3: In groups learners make words and read to the facilitator Step 4: Individual written work Conclu: Facilitator gives learners homework	Listening observing	English language syllabus Grade 3-7 Page 56 2 HBC Plusone English Grade 6 Learners Book page 17	Charts A variety of texts	
	2	Speaking/ signing Registers	Learners should be able to: - use appropriate register to express themselves in different situations	A.K: Learners can express themselves Intro: Class act out situations involving appropriate registers Step 1: Facilitator demonstrates the appropriate ways of expressing ideas Step 2: Learners express themselves	speaking	English language syllabus Grade 3-7 Page 47 2 HBC Plusone	Pictures Magazines Newspaper	

				using appropriate registers Step 3: Groupwork and report back Step 4: Individual written work Conclu: Facilitator gives learners homework		English Grade 6 Learners Book page 147		
	3 & 4	Reading Scheming and scanning A variety of texts Munyoro ,the nurse	Learners should be able to: - scheme the text - scan the text - answer comprehension questions	A.K: Learners can read words Intro: learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3: Class discuss the text Step 4: In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu: Facilitator gives learners homework	Scheming Scanning reading	English language syllabus Grade 3-7 Page 49-51 2 HBC Plusone English Grade 6 Learners Book page 145-147	Charts A variety of texts	
	5	Reading Intensive reading aspect of story such as theme main ideas	Learners should be able to: - increase their sight vocabulary for information and knowledge	A.K: Learners can read words Intro: Facilitator tells a story while learners listen Step 1: Facilitator reads the story Step 2: Class discuss the story and pose oral questions Step 3: learners identify the setting, main theme, plot, main and minor	reading	English language syllabus Grade 3-7 Page 49-50 2 HBC Plusone English Grade	A variety of texts	

				characters from texts Step 4: Learners take turns to read Conclu: Facilitator gives pupils homework		6 Learners Book page 145-147		
	6 & 7	Writing & Comprehension A variety of texts Multiple choice questions	Learners should be able to: - read a variety of text for comprehension	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 145-147	A variety of texts	
	8	Writing Composition	Learners should be able to: - write a free composition using a correct language structures	A.K: Learners can create stories Intro: Facilitator outlines a composition framework Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3:In groups learners write compositions and report back	Writing Creating Reading	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners	Sample compositions	

				Step 4: Individual written work Conclu: Oral review of the lesson learnt		Book page 148		
	9	Writing Projects Generation of possible ideas	Learners should be able to: - identify possible ideas concerning the project	A.K: Learners can read words Intro:Facilitator recap the previous lesson on projects Step 1: Learners research projects using internet Step 2:In groups learners gather required information Step 3:Learners gives report back Step 4:Individual written work Conclu:Facilitator ask learners to write the next level	writing	English language syllabus Grade 3-7 Page 70-71	ICTtools Resource person	
11	1	Listening/ observing Listening comprehension questions The pilot	Learners should be able to: -read stories/texts - answer comprehension questions	A.K: Learners can listen to audios Intro:Facilitator flashes words on flash cards and learners read words Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners	Reading listening	English language syllabus Grade 3-7 Page 44-46 2 HBC Plusone English Grade 6 Learners Book page 160 -161	Question strips	

				homework				
	2	Writing Composition Report format and elements of report	Learners should be able to: -use appropriate language structures to write reports	A.K: Learners can create stories Intro: Facilitator outlines a composition framework Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3: In groups learners write compositions and report back Step 4: Individual written work Conclu: Oral review of the lesson learnt	writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 164	Magazines	
	3 & 4	Reading Scheming and scanning A variety of texts	Learners should be able to: - scheme the text - scan the text - answer comprehension questions	A.K: Learners can read words Intro: learners read unfamiliar words and use them in sentences Step 1: Facilitator reads the comprehension passage while learners listen Step 2: Learners read the text Step 3: Class discuss the text Step 4: In groups learners answer the questions and Learners give report back Stage 5: Individual written work Conclu: Facilitator gives learners homework	Scheming Scanning reading	English language syllabus Grade 3-7 Page 49-51 2 HBC Plusone English Grade 6 Learners Book page 145-147	Charts A variety of texts	

5	Writing Punctuation marks Quotation marks	Learners should be able to: - punctuate sentences and paragraphs appropriately	A.K: Learners can identify punctuation marks Intro: Facilitators shows learners punctuation marks Step 1: Learners identify punctuation marks and their use Step 2: Facilitator demonstrates punctuating sentences Step 3: Learners punctuate sentences using quotation marks Step 4: Work in groups and then report back Conclu: Oral review of the lesson	reading	HBC English language syllabus Grade 3-7 Page 52-55 2 HBC Plusone English Grade 6 Learners Book page 104	Charts A variety of texts Sentence strips	
6 & 7	Writing & Comprehension A variety of texts Multiple choice questions	Learners should be able to: - read a variety of text for comprehension	A.K: Learners can read words Intro: learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3: Class discuss the text Step 4: In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu: Facilitator gives learners homework	reading	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 145-147	A variety of texts	

	8	Writing Dictation and spellings	Learners should be able to: -spell dictated words	A.K: Learners can read words Intro:Learners play spelling games 'fish fish' Step 1:Facilitator flashes words to the learners .Learners read words Step 2:Learners in groups play spelling games Step 3:Learners write spellings Step 4:Learners spell out words Conclu:Facilitator gives learners homework	Reading writing	English language syllabus Grade 3-7 Page 55	A variety of texts	
	9	Writing Composition Format and elements of report	Learners should be able to: - use appropriate language structures to write reports	A.K: Learners can create stories Intro: Facilitator outlines a composition framework Step 1: Facilitator explains the demands of the composition Step 2: Learners write samples of compositions Step 3:In groups learners write compositions and report back Step 4: Individual written work Conclu: Oral review of the lesson learnt	Creating Writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 166	magazines	
12	1	Listening/ observing Information retention	Learners should be able to: -respond appropriately to	A.K: Learners can give short answers Intro: Learners read texts on flash cards	Listening observing	English language syllabus Grade 3-7	A variety of texts	

		Short responses such as true/false Its true Its isn't	questions using words such as true/false Yes/no Correct/incorrect	Step 1: Facilitator gives focus of the lesson Step 2: learners read texts from the chart while the facilitator guides Step 3: Learners in groups answer questions using short responses and give feedback Step 4: Individual written work Conclu: Oral review of the lesson		Page 44-45 2 HBC Plusone English Grade 6 Learners Book page 145-147		
	2	Speaking/signi ng Debate	Learners should be able to: - identify tropical issues	A.K: Learners know forms of abuse Intro: Learners read texts on topical issues Step 1: Facilitator gives focus of the lesson. Learners list topical issues while facilitator assists Step 2: in groups learners dramatise on given topical issues Step 3: Learners give feedback Conclu: Oral review of the lesson learnt	Speaking	English language syllabus Grade 3-7 Page 2 HBC Plusone English Grade 6 Learners Book page 167	A variety of texts	
	3 & 4	Writing & Comprehensio n A variety of texts Multiple choice	Learners should be able to: - read a variety of text for comprehension	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text	reading	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone	A variety of texts	

		questions		Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework		English Grade 6 Learners Book page 169-171		
	5	Writing Summary writing	Learners should be able to: Identify main points Summarise a variety of text	A.K: Learners can read words Intro: Facilitator recap the previous lesson Step 1: Class read the text Step 2: Class discussion about summarising the text Step 3: In groups learners summarise the text and give the report back Step 4:Individual written work Conclu: Oral review of the lesson	Identifying	English language syllabus Grade 3-7 Page 54 2 HBC Plusone English Grade 6 Learners Book page 169-171	A variety of texts	
	6 & 7	Reading Scheming and scanning A variety of texts	Learners should be able to: - scheme the text - scan the text - answer comprehension questions	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the	Scheming Scanning reading	English language syllabus Grade 3-7 Page 49-51 2 HBC Plusone English Grade 6 Learners	Charts A variety of texts	

				questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework		Book page 169-171		
	8	Writing Projects Generation of possible ideas	Learners should be able to: - identify possible ideas concerning the project	A.K: Learners can read words Intro:Facilitator recap the previous lesson on projects Step 1: Learners research projects using internet Step 2:In groups learners gather required information Step 3:Learners gives report back Step 4:Individual written work Conclu:Facilitator ask learners to write the next level	writing	English language syllabus Grade 3-7 Page 70-71	ICTtools Resource person	
	9	Writing Letter writing	Learners should be able to: - write business letter of the required length	A.K: Learners can read words Intro:Learners sing a song about letters Step 1: Facilitator explains letter writing Step 2:Learners respond to letters demands explained by the facilitator Step 3:In groups learners write letters following the correct format Step 4:Learners give reptback Conclu:Individual written work	writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 169-171	Sample letters	

13	1	Listening/ observing Listening to electronical media Tropical issues	Learners should be able to: -narrate tropical issues heard over the electronic media	A.K: Learners can listen to radios Intro: Facilitator gives learners audios from electronically media Step 1: Learners listen to electronic media programmes Step 2:Learners articulate information heard over electronic media Step 3: Work in groups and report back Step 4: Learners discuss issues heard on electrical media	Narrating	English language syllabus Grade 3-7 Page 44-46 2 HBC Plusone English Grade 6 Learners Book page 169-171	Electronic media Recording s	
	2	Speaking/ signing Instructions and directions	Learners should be able to: - give instructions and directions - follow instructions and directions	A.K: Learners can identify the compass points Intro: Learners go outside with the teacher to show directions Step 1: facilitator gives directions Step 2: Facilitator gives instructions and directions Step 3: Learners follow instructions and directions Step 4: pair work and report back Conclu: Oral review of the lesson learnt	Speaking signing	English language syllabus Grade 3-7 Page 48 2 HBC Plusone English Grade 6 Learners Book page	Compass s Charts with compass points	
	3 & 4	Writing Comprehension	Learners should be able to: - read a variety of	A.K: Learners can read words Intro:learners read unfamiliar words and use them in sentences	reading	English language syllabus	A variety of texts	

		A variety of texts Multiple choice questions	text for comprehension	Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework		Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 169-171		
	5	Reading Referencing sources	Learners should be able to: - use referencing skills to find information from different sources	A.K: Learners can read words Intro: Facilitator gives the outline of the concept Step 1: Learners use referencing skills to find information from different sources Step 2: Learners apply referencing skills in different learning areas and situations Step 3: Work in groups and report back Step 4: Individual written work Conclu: Oral review of the lesson learnt	reading	English language syllabus Grade 3-7 Page 49-51 2 HBC Plusone English Grade 6 Learners Book page 169-171	Maps Dictionari es	
	6 &	Reading Scheming and	Learners should be able to:	A.K: Learners can read words Intro:learners read unfamiliar words	Scheming Scanning	English language	Charts A variety	

7	scanning A variety of texts	- scheme the text - scan the text - answer comprehension questions	and use them in sentences Step1: Facilitator reads the comprehension passage while learners listen Step 2: Learners reads the text Step 3:Class discuss the text Step 4:In groups learners answer the questions and Learners gives report back Stage5: Individual written work Conclu:Facilitator gives learners homework	reading	syllabus Grade 3-7 Page 49-51	of texts	
8	Writing Composition Letter writing	Learners should be able to: - write business letter of the required length	A.K: Learners can read words Intro:Learners sing a song about letters Step 1: Facilitator explains letter writing Step 2:Learners respond to letters demands explained by the facilitator Step 3:In groups learners write letters following the correct format Step 4:Learners give report back Conclu:Individual written work	writing	English language syllabus Grade 3-7 Page 52-53 2 HBC Plusone English Grade 6 Learners Book page 171	Sample letters	
9	Writing Dictation and spellings	Learners should be able to: -spell dictated words	A.K: Learners can read words Intro:Learners play spelling games 'fish fish' Step 1:Facilitator flashes words to	Reading writing	English language syllabus Grade 3-7	A variety of texts	

				the learners .Learners read words Step 2:Learners in groups play spelling games Step 3:Learners write spellings Step 4:Learners spell out words Conclu:Facilitator gives learners homework		Page 55 2 HBC Plusone English Grade 6 Learners Book page 169-171		
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SOCIAL SCIENCE

TOPICS TO BE COVERED

- 1 Transport and communication
- 2 Shelter
- 3 Global issues
- 4 Managing and coping with changes
- 5 Social Etiquette
- 6 Entitlements Rights and Responsibilities

GENERAL AIM

By the end of term 2 the learners should have developed an understanding of their heritage, its importance and preservation, know different types of transport and communication as well as different types of shelter and its importance, develop an awareness of the Global challenges and possible ways to address them, promoting an awareness of the need for personal health well being and preventive measures and also understanding the children's rights, responsibilities and the need for the child protection and development of digital literacy and 21st century skills

1	1 2	Transport & Communication K.C the importance of transport SC the importance of transport	Learners should be able to: - state the importance of transport, communication and ict SO state the importance of transport	A.K: Learners know common means of transport Intro: The class discuss on the importance of transport Step 1: Teacher explains the importance of transport Step 2: tHe teacher explains about the importance of transport Step 3: In groups pupils identify the importance of transport and give feed back Step 4: Pupils write and evaluate exercise Conclu: Oral discussion	Identifying Naming Critical Thinking	HBC Social Science Junior Syllabus Grade 3-7 Page 135 2 HBC Plus one Social Science Learners book Grade 6 page 96 -97 Exercise page 99	Pictures ICT tools Charts Workcards	
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3 4	K.C the importance of transport SC the importance of communication	Learners should be able to: -state the importance of communication	A.K: Learners know common means of transport Intro: The class discussion on the importance of communication Step 1: The teacher explains about the importance of communication Step 2: Pupils state the importance of communication Step 3: in groups pupils give the importance of communication Step 4: pupils write individual exercise Conclu: Oral response to questions	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 135 2 HBC Plus one Social Science Learners book Grade 6 page 96 -97 Exercise page 99	Pictures ICT tools Charts Workcards	
5 6	K.C the importance of transport SC the role of ict in communication	Learners should be able to: - identify 4 ICT tools used in communication	A.K: Learners know common means of transport Intro: The teacher explains the role ict is used in communication Step 1: The teacher explains about the role ict is used in communication Step 2: Pupils identify role ict is used in communication Step 3: in groups pupils give the role ict is used in communication Step 4: pupils write individual exercise Conclu: Oral response to questions	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 135 2 HBC Plus one Social Science Learners book Grade 6 page 99 -100 Exercise 18.2 page 100 Unit revision	Pictures ICT tools Charts Workcards	

						page 101		
	7 8	SC – Using ICT in communication	Learners should be able to: - identify 4 ICT tools used in communication	A.K: Learners know common means of transport Intro: The class discuss on the ICT tools Step 1: The teacher explains about the ict tools Step 2: Pupils identify ict tools used in communication Step 3:in groups pupils give ict tools used in communication and report back Step 4:pupils write individual exercise Conclu: Oral response to questions	Drawing Naming Critical thinking communication	HBC Social Science Junior Sylabus Grade 3-7 Page 135 2 HBC Plus one Social Science Learners book Grade 6 page 99 -100 Exercise 18.2page 100 Unit revision page 101	Pictures ICT tools Charts Workcards	
2	1	Modes of Transport and Communication SC Means Road Air transport	Learners should be able to: -State modes of transport and commuication	A.K: Learners know common means of transport Intro: The class discuss on modes of transport Step 1: The teacher explains on modes of transport Step 2: Pupils identify means of transport Step 3:In groups pupils identify different means of road and air	Drawing Naming Critical thinking communication	HBC Social Science Junior Sylabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page	Pictures ICT tools Charts Workcards	

				transport and draw them Step 4:pupils write individual exercise Conclu: Oral response to questions		102 -105 Exercise 1.2page 105 Unit revision page 106 -107		
	2	Means of Water Rail Pipeline transport	Learners should be able to: - State at least four means of water,rail and pipeline	A.K: Learners know common means of transport Intro: Pupils will discuss on water rail and pipeline Step 1: The teacher explains on water, rail and pipeline Step 2: Pupils will state the means of transport in water rail and pipeline Step 3:In groups pupils will state and draw means of water rail and pipeline transport. Step 4:pupils write individual exercise Conclu: Oral response to questions	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 102 -105 Exercise 1.2page 105 Unit revision page 106 -107	Pictures ICT tools Charts Workcards	
	3	Transport and Communication SC Verbal and Non Verbal	Learners should be able to: -list 4 means of verbal and non verbal communication	A.K: Learners know some common modes of communication Intro: The class discuss on verbal and non verbal communication Step 1: The teacher will explain on verbal and non verbal communication	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social	Pictures ICT tools Charts Workcards	

				Step 2: Pupils identify means of verbal and non verbal communication Step 3: In groups pupils give verbal and non verbal communication Step 4: pupils write individual exercise Conclu: Oral response to questions		Science Learners book Grade 6 page 102 -105 Exercise 1.2 page 105 Unit revision page 106 -107		
	4	SC modes of communication -written -Visual	Learners should be able to: -State 2 modes of communication which are written and visual	A.K: Learners know cellphone Intro: Recap of the previous lesson Step 1: Class will discuss on communication Step 2: Teacher explains modes of communication Step 3: Identify modes of communication which are written and visual in groups and give feedback Step 4: learners write an exercise Conclu: recap of learnt matter	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 102 -105 Exercise 1.2 page 105 Unit revision page 106 -107	Pictures ICT tools Charts Workcards	
	5 6	KC Road Signs -Signals and markings	Learners should be able to: - Identify road signs, signals and markings	A.K: Learners know bridge signs Intro: Class discussion on road signs Step 1: Teacher talks about road signs	Drawing Naming Critical thinking	HBC Social Science Junior Syllabus Grade 3-7	Pictures ICT tools Charts Workcards	

		SC Road signs		Step 2: Pupils identify road signs which they know Step 3: Pupils name and draw road signs in groups and give feedback Step 4: Individual written work Conclu: Oral question and answer session	communication	Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 109 -112 Exercise 20.1 page 112 Unit revision page 113 -		
	7 8	Road Signals and marks	Learners should be able to: - State at least 4 road signals and markings	A.K: Learners know road signs Intro: Class discussion on road sign and signals Step 1: Teacher explains about road signs and markings. Step 2: In groups pupil state some road signals and markings Step 3: In groups learners identify and draw road signals and markings and give feedback Step 4: Individual written work Conclu: Oral discussion	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 109 -112 Exercise 20.1 page 112 Unit revision page 113 -	Pictures ICT tools Charts Workcards	
		Importance of	Learners should be	A.K: Learners know road signs	Drawing	HBC Social	Pictures	

		road signs, signals and markings	able to: - State at least 4 importance of road signs and symbols	Intro: Pupils know road signs Step 1: Teacher explains the importance of road signs and markings Step 2: Pupils state some importance of road signs and markings Step 3: In groups pupils will state the importance of road signs and markings then give feedback Step 4: Individual written work Conclu: Oral discussion	Naming Critical thinking communication	Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 109 -112 Exercise 20.1 page 112 Unit revision page 113 -	Workcards Charts	
3	1	Transport and communication - Links with other countries	Learners should be able to: -identify Zimbabwe's links with other countries	A.K: Learners know some roads Intro: Talk about some transport links Step 1: Teacher talks about links with other countries Step 2: Pupils talk about Zimbabwe's links with other countries Step 3: Identification of Zimbabwe's links with other countries Step 4: Individual written exercise Conclu: Evaluative questions from the teacher	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 114 -116 Exercise 21.1 page 115	Pictures Workcards Charts	

	2 3	Ports of entry in Zimbabwe -Beitbridge -Chirundu -Nyamapanda	Learners should be able to: -identify at least 5 ports of entry in Zimbabwe.	A.K: Learners know Beitbridge as a port of entry into Zimbabwe Intro: Class discussion on ports of entry Step 1: Teacher explain on ports of entry Step 2: Pupils identify ports of entry in Zimbabwe Step 3: In groups pupils identify and locate ports of entry on a map Step 4: Individual written exercise Conclu: Evaluative questions from the teacher	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 114 -116 Exercise 21.1 page 115 Unit page 116		
	4	Airport in Zimbabwe	Learners should be able to: -identify three airport in Zimbabwe.	A.K: Learners know aeroplanes Intro: Class discussion on airports Step 1: Teacher explain on international airport Step 2: Pupils identify and locate international airports in Zimbabwe Step 3: In groups pupils identify and locate international airports in Zimbabwe and give feedback Step 4: Individual written exercise Conclu: Evaluative questions from the teacher	Identifying Naming	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 114 -116 Exercise	Workcards Charts Maps ICT tools	

						21.1page 115 Unit page 116		
	5 6	Communication Links	Learners should be able to: -identify at least four communication links in Zimbabwe.	A.K: Learners know letter and cellphones Intro: Class discussion about communication links Step 1: Teacher explain about some communication links in Zimbabwe Step 2: Pupils identify some communication links in Zimbabwe Step 3: In groups pupils identify communication links and give feedback Step 4: Individual written exercise Conclu: Evaluative questions from the teacher	Identifying Communication Problem Solving	HBC Social Science Junior Syllabus Grade 3-7Page 137 2 HBC Plus one Social Science Learners book Grade 6 page 114 -116 Exercise 21.1page 115 Unit page 116	Workcards Charts Maps ICT tools	
	7	KC Development of settlements in Zimbabwe Types of settlements SC Villages and rural service centres	Learners should be able to: -State type of settlements -state at least 4 types of settlements found in villages and rural service centres	A.K: Learners know villages and rural service centres Intro: Class discussion on villages and rural service centres Step 1: Teacher explain types of settlements Step 2: Pupils identify types of settlements found in rural service centres and villages Step 3: In groups pupils identify types of settlements found in villages	Identifying Communication Problem Solving	HBC Social Science Junior Syllabus Grade 3-7 Page 137 2 HBC Plus one Social Science Learners book Grade 6 page 117 -120	Workcards Charts Maps ICT tools	

				and rural service centres and give feedback Step 4: Individual written exercise Conclu: Evaluative questions from the teacher		Exercise 22.1 page 121-122		
	8	Growth points, towns and cities School based project	Learners should be able to: -state at least 4 types of settlements found in growth points, towns and cities -pupils will be doing activities of the projects	A.K: Learners know some growth points Intro: The class discuss about some settlements in cities towns and growth points Step 1: The teacher explains about settlements in cities, growth points and towns Step 2: Pupils identify some settlements in growth points, towns and cities Step 3: In groups pupils identify some settlements in growth points towns and cities Step 4: Individual written exercise Conclu: Some oral discussion Individual task of projects	Identifying Naming communication	HBC Social Science Junior Syllabus Grade 3-7 Page 137 2 HBC Plus one Social Science Learners book Grade 6 page 117 -120 Exercise 22.1 page 121-122	Workcards	
4	1	Siting of shelter in rural areas	Learners should be able to: State different use of land in relation to shelter in rural and	A.K: Pupils know rural and urban areas Intro: Class discussion on rural and urban settlements Step 1: Teacher explains on the	Comparing Communicating Problem solving	HBC Social Science Junior Syllabus Grade 3-7 Page 138	Workcards Charts ICT tools	

			urban areas	settlement in rural and urban areas Step 2:Pupils give the use of land in rural and urban areas Step 3:In groups pupils give uses of land in urban and rural areas Step 4:Pupils write their valutive exercise Conclu:Oral discussion		2 HBC Plus one Social Science Learners book Grade 6 page 123 -127 Exercise 23.1page 128		
	2	Siting of shelter in farming and mining areas	Learners should be able to: State the uses of land in mining and farming areas	A.K: Learners know forms Intro:Class discussion on the use of land in mines and farms Step 1: Teacher explains the uses of land in mines and farms Step 2:Pupils give some uses of land in farms and mines Step 3:In groups pupils give some uses of land in farms and mines Step 4:Pupils write some evaluative work Conclu:The teacher asks some oral questions	Stating Naming Comparing Communication	HBC Social Science Junior Syllabus Grade 3-7 Page 138 2 HBC Plus one Social Science Learners book Grade 6 page 123 -127 Exercise 23.1page 128	ICT tools Charts Workcards	
	3	Factors influencing siting shelter	Learners should be able to: State at least four factors that influence	A.K: Learners Know shelter Intro:The class know shelter Step 1: The teacher explains about factors that influence siting of shelter	Stating Naming Identifying	HBC Social Science Junior Syllabus Grade 3-7	Workcards Charts Flashcards	

			the siting of advice	Step 2:Pupils give factors that influence siting of shelter Step 3:In groups pupils give factors that influence the siting of shelter Step 4:Pupils write their exercise Conclu:Recape		Page 138 2 HBC Plus one Social Science Learners book Grade 6 page 123 -127 Exercise 23.1page 128		
	4	Disaster and risk management Disaster that affect shelter	Learners should be able to: Identify disaster that affect shelter Identify at least four disasters that affect shelter	A.K: Learners know cyclones and veldfire Intro:The class discuss on the disasters Step 1: Taecher explain about disaster that affect shelter Step 2:Pupils identify disaster that affect shelter Step 3:Ingroups pupils identify disasters that affect shelter Step 4:Pupils write given work Conclu:Teacher asks some oral questions	Identifying Naming	HBC Social Science Junior Sylabus Grade 3-7 Page 139 2 HBC Plus one Social Science Learners book Grade 6 page 129 -130 Exercise 24.1page 131	ICT tools	
	5	Reducing disaster on shelter	Learners should be able to: Identify at least four	A.K: Learners know disaster Intro:The class discuss on ways of reducing disaster		HBC Social Science Junior Sylabus Grade	ICT tols	

			ways of reducing disaster on shelter	Step 1: The teacher explains on the ways of reducing disaster Step 2:Pupils give ways of reducing disaster Step 3:Groupwork on ways of reducing disaster Step 4:Written work Conclu:Oral questions		3-7 Page 135 2 HBC Plus one Social Science Learners book Grade 6 page 131 -132 Exercise 24.1page 132		
	6	Natural and human induced disasters	Learners should be able to: Identify at least four human induced and natural disaster	A.K: Learners know disaster Intro:Talk about natural and man made disaster Step 1: The teacher explains the natural and man made disaster Step 2:Pupils identify natural and human induced disaster Step 3:In groups pupils identify natural and man made disaster and give feedback Step 4:Pupils will write a written work Conclu:The teacher asks oral question	Identifying Naming	HBC Social Science Junior Syllabus Grade 3-7 Page 140 2 HBC Plus one Social Science Learners book Grade 6 page 134 -136	Workcards	
	7	School based project	Learners should be able to: Carry out the	-Working in groups as individual -Teacher will be monitoring the		HBC Social Science Junior Syllabus Grade		

			SBproject	process		3-7 Page 135		
5	1	Global issues Disaster and disaster management Effects of natural and human induced disasters	Learners should be able to: Explain effects of natural and human induced disaster on human socio economic environment Identify at least five effects of natural and human induced disasters on socio – economic environment	A.K: Learners know about disaster Intro:The class will talk about effects of natural disaster Step 1: Pupils identify some effects of disaster Step 2:The teacher explains on some effects of disaster Step 3:Group work of identifying natural and human induced disasters Step 4:Pupils write an evaluative exercise Conclu:Teacher will ask oral questions	Observing	HBC Social Science Junior Syllabus Grade 3-7 Page 140 2 HBC Plus one Social Science Learners book Grade 6 page 136 -137	Workcards Pictures ICT tools Charts	
	2	Disaster and disaster management Ways of managing natural and induced disasters	Learners should be able to: Describe ways of managing disasters Give at least four ways of managing natural and human induced disasters	A.K: Learners know some disasters Intro:Talking about ways of managing disaster Step 1: Teacher explains on ways of managingdisaster Step 2:Pupils give ways of managing disaster Step 3:In groups pupils give ways of managing disaster Step 4:Written work will be given	Identifying Naming	HBC Social Science Junior Syllabus Grade 3-7 Page 140 2 HBC Plus one Social Science Learners book Grade 6 page	ICT tools Pictures Workcards	

				Conclu:Oral question		136 -137 Unit Revision page 139		
	3	Information communicatio n technology Development of ICT The development of ICT	Learners should be able to: Trace the development of ICT Trace the development of ICT	A.K: Learners know ICT tools Intro:Class discuss on ICT tools Step 1: Teacher gives history of ICT Step 2:Pupils give history of ICT Step 3:In groups pupils give history of ICT and draw some tools Step 4:Individual work written Conclu:Oral questions	Tracing Identifying	HBC Social Science Junior Sylabus Grade 3-7 Page 141	Workcards ICT tools	
	4	Impacts of ICT on pupils lives	Learners should be able to: Give four positive impacts of ICT on pupils lives	A.K: Learners know ICT tools Intro:Teacher explains the impact of ICT tools on pupils lives Step 1: The teacher explain on impact of ICT on pupil lives Step 2:Pupils identify impacts of ICT on peoples lives Step 3:Group work of identifying some effects of ICT on pupilu lives Step 4:Pupils will write a work Conclu:Oral questions	Identifying Naming	HBC Social Science Junior Sylabus Grade 3-7 Page 141 2 HBC Plus one Social Science Learners book Grade 6 page 141 -142 Exercise 26-1 Page 143 Unit revision Page 143	ICT tools Charts Workcards Pictures	

5	Managing and copying with changes Peer influence	Learners should be able to: Explain peer influence	A.K: Learners know peer influence Intro:The class discussion on peer influence Step 1:The teacher explain what peer influence is Step 2:Pupils explain what peer influence is Step 3:In groups pupils will explain what peer influence is Step 4:Pupils write written work Conclu:Oral discussion		HBC Social Science Junior Syllabus Grade 3-7 Page 141 2 HBC Plus one Social Science Learners book Grade 6 page 144 -145	Pictures Workcards Charts Ict tools	
6	Advantages and disadvantages of peer influence	Learners should be able to: State at least four advantages and disadvantages of peer influence	A.K: Learners know what peer pressure is Intro:The class discussion on advantages and disadvantages of peer influence. Step 1: The teacher explains advantages and disadvantages of peer pressure Step 2: Pupils give advantages and disadvantages of peer pressure Step 3:Groupwork on listing advantages and disadvantages of peer pressure Step 4: Individual evaluative written work		HBC Social Science Junior Syllabus Grade 3-7 Page 141 2 HBC Plus one Social Science Learners book Grade 6 page 145 -146 Execise 27.1 page 146 Unit revision Page 147	Pictures Workcards Charts Ict tools	

				Conclu: Oral questions				
	7 8	KC Managing peer pressure School based project	Learners should be able to: - demonstrate ways of resisting peer influence	A.K: Learners know peer influence Intro: The class discuss on resisting peer influence Step 1: Teacher talk about resisting peer influence Step 2: Pupils state ways of resisting peer influence Step 3: Group work of giving ways of resisting peer influence Step 4: Individual written work Conclu: Questions and answer session Writing their projects	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 146 2 HBC Plus one Social Science Learners book Grade 6 page 149 -152 Exercise 27.1 page 146 Unit revision Page 152-153	Pictures Workcards Charts Ict tools	
6	1	Social etiquette KC Norms and values SC Norms and Values	Learners should be able to: -define norms and values	A.K: Learners know some examples of norms and values Intro: Teacher explains norms and values Step 1: Teacher gives examples of norms and values Step 2: Pupils Give examples of norms and values Step 3: Groupwork of listing norms and values Step 4: Written work of the covered	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 143 2 HBC Plus one Social Science Learners book Grade 6 page 154 -155	Pictures Workcards Charts Ict tools	

				task Conclu: Oral questions		Exercise 29.1 page 155 Unit revision		
	2	Identifying Norms and Values	Learners should be able to: -identify at least five norms and values	A.K: Learners know some norms and values Intro: The class discuss on norms and values Step 1: Teacher explains about norms and values Step 2: Pupils Gives examples of norms and values Step 3: Groupwork as pupils give some examples of norms and values Step 4: Individual written work on norms and values Conclu:teacher will stress the main points	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 143 2 HBC Plus one Social Science Learners book Grade 6 page 155 -157 Exercise 29.3 page 158	Pictures Workcards Charts Ict tools	
	3	Identify norms and values in the community	Learners should be able to: -identify at least 5 norms and values in the community	A.K: Learners know some norms and values Intro: The class discuss on norms and values Step 1: Teacher explains about norms and values Step 2: Pupils Gives examples of norms and values	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 143 2 HBC Plus one Social Science	Pictures Workcards Charts Ict tools	

				Step 3: Groupwork as pupils give some examples of norms and values Step 4: Individual written work on norms and values Conclu:teacher will stress the main points		Learners book Grade 6 page 155 -157 Exercise 29.3 page 158		
	4	Norms and Values -language and tone	Learners should be able to: - describe how polite language and tone influence behaviour	A.K: Learners know norms and values Intro:The class discuss about norms and values Step 1: Teacher explains about polite language and tone influence behaviour Step 2: Pupils describe how polite language and tone influence behaviour Step 3: In groups pupils describe how good language and tone influence behaviour Step 4:evaluative individual work Conclu:Oral questions	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 143 2 HBC Plus one Social Science Learners book Grade 6 page 155 -157 Exercise 29.3 page 158	Pictures Workcards Charts Ict tools	
	5	Norms and Values -Gratitude -Punctuality -Reliability - Appreciation	Learners should be able to: -describe how gratitude, punctuality, reliability and	A.K: Learners know norms and values Intro: Class discuss about the factors that influence behaviour Step 1: Teacher explains about factors that influence behaviour	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 143 2 HBC Plus	Pictures Workcards Charts Ict tools	

			appreciation influence behaviour	Step 2:Pupils give factors that influence behaviour Step 3: Grouwork on factors tha influence behaviour Step 4:Individual written work Conclu:Oral questions		one Social Science Learners book Grade 6 page 155 -157 Execise 29.3 page 158 Unit revision160 - 161		
7	1	Entitlements Rights and Responsibilities -Law making processes in Zimbabwe -motion stage	Learners should be able to: -describe the process in law making in Zimbabwe - describe the motion in law making process	A.K: Learners know some laws in Zimbabwe Intro: Class discussion on some laws in Zimbabwe Step 1: Teacher explains about some laws in Zimbabwe Step 2:Pupils give some processes in making laws Step 3:Groupwork talking about the process of making laws Step 4: Individual written work Conclu:oral questions	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 146 2 HBC Plus one Social Science Learners book Grade 6 page 155 -157 Execise 29.3 page 158 2 HBC Plus one Social Science Learners book	Pictures Workcards Charts Ict tools	

						Grade 6 page 163 -1165 Exercise 30.1 page 165		
	2	The Bill Stage	Learners should be able to: -describe the bill stage in making laws	A.K: Learners know some laws in Zimbabwe Intro: Class discussion on some laws in Zimbabwe Step 1: Teacher explains on bill stage in making laws Step 2: Explain the bill process Step 3: Groupwork describing the bill process and feedback Step 4: Individual written work Conclu: oral questions	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 145 2 HBC Plus one Social Science Learners book Grade 6 page 163 -1165 Exercise 30.1 page 165	Pictures Workcards Charts Ict tools	
	3	The Act or Law Process	Learners should be able to: -describe Act or law process	A.K: Learners know some laws in Zimbabwe Intro: Class discussion on laws processes in Zimbabwe Step 1: Teacher explains about the Laws/Act processes Step 2: Pupils describe the Law/Act processes in law making	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 145 2 HBC Plus one Social Science	Pictures Workcards Charts Ict tools	

				Step 3: Groupwork describing act processes Step 4: Individual written work Conclu: oral questions		Learners book Grade 6 page 163 -165 Exercise 30.1 page 165 Unit revision 165 -166		
	4	Gender stereotype and rights	Learners should be able to: -identify some common stereotype in communities	A.K: Learners know some stereotypes Intro: Class discussion on stereotypes Step 1: Teacher explains about stereotypes Step 2: pupils give some stereotypes in communities Step 3: In Groups learners give some stereotypes in communities Step 4: Individual written work Conclu: oral questions	Demonstrating Identifying Naming Explaining	HBC Social Science Junior Syllabus Grade 3-7 Page 146 2 HBC Plus one Social Science Learners book Grade 6 page 167 -168 Exercise 31.2 page 169	Pictures Workcards Charts Ict tools	
	5	Gender stereotype and rights -effects of stereotypes	Learners should be able to: -give at least four effects of gender stereotypes in the	A.K: Learners know some stereotypes Intro: Class discussion on stereotypes Step 1: Teacher explains about	Naming Identifying	HBC Social Science Junior Syllabus Grade 3-7 Page 146	Pictures Workcards Charts Ict tools	

			community	effects of stereotypes Step 2: pupils give effects of gender stereotypes Step 3: In Groups learners give some effects of gender stereotypes and give feedback Step 4: Individual written work Conclu: oral questions		2 HBC Plus one Social Science Learners book Grade 6 page 169 -170 Exercise 31.2 page 170 Unit Revision page 170 -171		
8	1	Entitlements Rights and Responsibilities -Equality at workplace -Gender equality	Learners should be able to: -define gender equity	A.K: Learners know what gender is Intro: Class discussion on gender equality Step 1: Teacher explains about gender equality Step 2: pupils describe gender equality Step 3: In Groups learners describe gender equality and give feedback Step 4: Individual written work Conclu: oral questions	Naming Identifying Communication	HBC Social Science Junior Syllabus Grade 3-7 Page 146 2 HBC Plus one Social Science Learners book Grade 6 page 172 -173 Exercise 32.2 page 173	Pictures Workcards Charts Ict tools	
	2		Learners should be	A.K: Learners know what gender is	Naming	HBC Social	Pictures	

			able to: - Give at least four importance of gender equity at work	Intro: Class discussion on the importance of gender equity Step 1: Teacher explains about the importance of gender equity at work Step 2: pupils give importance of gender equity at work Step 3: In Groups learners discuss the importance of gender equity at work Step 4: Individual written work Conclu: oral questions	Identifying	Science Junior Syllabus Grade 3-7 Page 146 2 HBC Plus one Social Science Learners book Grade 6 page 172 -174 Exercise 32.2 page 173 Unit revision page 175	Workcards Charts Ict tools	
	3	Consumer Rights	Learners should be able to: - Identify at least four consumer rights	A.K: Learners know some consumer rights Intro: Class discussion on consumer rights Step 1: Teacher explains on consumer rights Step 2: pupils give consumer rights Step 3: In Groups learners give consumer rights Step 4: Individual written work Conclu: oral questions	Naming Identifying	HBC Social Science Junior Syllabus Grade 3-7 Page 146 2 HBC Plus one Social Science Learners book Grade 6 page 176 -177 Exercise 33.2	Pictures Workcards Charts Ict tools	

						page 177		
	4	Consumer Rights	Learners should be able to: -interpret consumer rights	A.K: Learners know some consumer rights Intro: Class discussion on importance of consumer rights Step 1: Teacher explains the importance of consumer rights Step 2: Pupils give the importance of consumer rights Step 3: In Groups learners give the importance of consumer rights Step 4: Individual written work Conclu: oral questions	Naming Identifying	HBC Social Science Junior Syllabus Grade 3-7 Page 148 2 HBC Plus one Social Science Learners book Grade 6 page 176 -177 Exercise 33.2 page 177 Unit revision page 178	Pictures Workcards Charts Ict tools Empty packaging	
	5	Consumer Rights	Learners should be able to: -interpret consumer rights	A.K: Learners know some consumer rights Intro: Class discussion on some consumer rights Step 1: Teacher interprets consumer rights Step 2: Pupils interpret some consumer rights Step 3: In Groups learners interpret consumer rights	Naming Identifying	HBC Social Science Junior Syllabus Grade 3-7 Page 148 2 HBC Plus one Social Science Learners book Grade 6 page	Pictures Workcards Charts Ict tools	

		School Based Project	Do the school based project	Step 4: Individual written work Conclu:oral questions		176 -177 Exercise 33.2 page 177		
9	1	Health KC Environmental Hygiene - Environmental hygiene in the community	Learners should be able to: -identify four types of wastes in the environment	A.K: Learners know some wastes Intro: Class discussion on environmental hygiene Step 1: Teacher explains on environmental hygiene Step 2: Pupils identify some wastes in the environment Step 3:In Groups learners identify some wastes in the environment Step 4: Individual written work Conclu:oral questions	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 148 2 HBC Plus one Social Science Learners book Grade 6 page 179 -181	Pictures Workcards Charts Ict tools	
	2	Environmental hygiene at school	Learners should be able to: -identify four types of wastes at school	A.K: Learners know some wastes in the environment Intro: Class discussion on waste in the environment Step 1: Teacher explains about wastes at school Step 2: Pupils identify some wastes at school Step 3:In Groups learners identify some wastes at school and report	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 148 2 HBC Plus one Social Science Learners book	Pictures Workcards Charts Ict tools	

				Step 4: Individual written work Conclu:oral questions		Grade 6 page 179 -181		
	3		Learners should be able to: - list at least five effects of polluting the environment	A.K: Learners know some wastes in the environment Intro: Class discussion on the environmental hygiene Step 1: Teacher explains about environmental hygiene Step 2: Pupils identify some effects of environmental pollution Step 3:In Groups learners give effects of environmental pollution Step 4: Individual written work Conclu:oral questions	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 148 2 HBC Plus one Social Science Learners book Grade 6 page 179 -181	Pictures Workcards Charts Ict tools	
	4	SC Environmental Hygiene	Learners should be able to: -give at least four ways of maintaining environmental hygiene	A.K: Learners know environmental hygiene Intro: Class discussion on maintaining the environmental hygiene Step 1: Teacher explains ways of maintaining environmental hygiene Step 2: Pupils identify ways of maintaining environmental hygiene	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 148 2 HBC Plus one Social Science Learners book	Pictures Workcards Charts Ict tools	

				Step 3: In Groups learners identify ways of maintaining the environment Step 4: Individual written work Conclu: oral questions		Grade 6 page 180 -182 Exercise 34.1 page 183-184		
	5	School Based Project	Learners should be able to: -do school based project	Pupils will be doing their projects activities Teacher will be monitoring and facilitating where necessary	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 148	Pictures Workcards Charts Ict tools	
10	1	Health KC Drug and Substance abuse	Learners should be able to: -state drugs and substances commonly abused in the locally -state at least four substances commonly abused in the locally	A.K: Learners know some common drugs and substances Intro: Class discussion on drug and substance which are commonly abused Step 1: Teacher explains about drugs and substances commonly abused Step 2: Pupils identify drugs and substances commonly abused in the locality Step 3: In Groups learners identify drugs and substances commonly abused Step 4: Individual written work Conclu: oral questions	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 149 2 HBC Plus one Social Science Learners book Grade 6 page 185 -189 Exercise 35.1 188	Pictures Workcards Charts Ict tools	

2	Drug and substance abuse	Learners should be able to: -identify at least four reasons why young people abuse drugs and substances	A.K: Learners know some common drugs and substances Intro: Class discussion on drug and substance which are commonly abused Step 1: Teacher explains the reasons why young people abuse drugs and substances Step 2: Pupils give reasons why young people abuse drugs and substances Step 3: In Groups learners give reasons why young people abuse drugs and substances Step 4: Individual written work Conclu: oral questions	Naming Identifying Innovation Communicating	2 HBC Plus one Social Science Learners book Grade 6 page 185 -189 Exercise 35.1 188	Pictures Workcards Charts Ict tools	
3	Sexually Transmitted infection	Learners should be able to: identify the signs and symptoms of sexually transmitted diseases -explain the importance of seeking early treatment	A.K: Learners know some STIs Intro: Class discussion on STIs Step 1: Teacher explains about STIs Step 2: Pupils identify symptoms and signs of bacterial STIs Step 3: In Groups Pupils identify symptoms and signs of bacterial STIs Step 4: Individual written work Conclu: oral questions	Naming Identifying Innovation	HBC Social Science Junior Syllabus Grade 3-7 Page 149 2 HBC Plus one Social Science Learners book Grade 6 page 191 -194	Pictures Workcards Charts Ict tools	

						Exercise 36.1 193		
	4	School Based Project	Learners should be able to: -write the school based project	Pupils will be doing their projects activities Teacher will be monitoring and facilitating where necessary		HBC Social Science Junior Syllabus Grade 3-7 Page 149	Pictures Workcards Charts Ict tools	
11	1 2	REVISION SC modes of communication -written -Visual	Learners should be able to: -State 2 modes of communication which are written and visual	A.K: Learners know cellphone Intro: Recap of the previous lesson Step 1: Class will discuss on communication Step 2: Teacher explains modes of communication Step 3: Identify modes of communication which are written and visual in groups and give feedback Step 4: learners write an exercise Conclu: recap of learnt matter	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 96 -108	Pictures ICT tools Charts Workcards	
	3 4	KC Road Signs -Signals and markings SC Road signs	Learners should be able to: - Identify road signs, signals and markings	A.K: Learners know bridge signs Intro: Class discussion on road signs Step 1: Teacher talks about road signs Step 2: Pupils identify road signs which they know	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus	Pictures ICT tools Charts Workcards	

				Step 3:Pupils name and draw road signs in groups and give feedback Step 4: Individual written work Conclu:Oral question and answer session		one Social Science Learners book Grade 6 page 96 -108		
	5	Road Signals and marks	Learners should be able to: - State at least 4 road signals and markings	A.K: Learners know road signs Intro: Class discussion on road sign and signals Step 1: Teacher explains about road signs and markings. Step 2: In groups pupil state some road signals and markings Step 3: In groups learners identify and draw road signals and markings and give feedback Step 4:Individual written work Conclu: Oral discussion	Drawing Naming Critical thinking communication	HBC Social Science Junior Syllabus Grade 3-7 Page 136 2 HBC Plus one Social Science Learners book Grade 6 page 96 -108	Pictures ICT tools Charts Workcards	
12 13		TEST summative	Learners should be able to: -write end of term tests	-reading of the instructions -learners will be writing tests - teacher will be marking tests	Analysing Critical thinking	HBC Social Science Junior Syllabus Grade 3-7 Page 135 - 149	Question papers Chalkboard scripts	

PHYSICAL EDUCATION AND ARTS

Topics to be covered term 2

Sports Games and Skills

Physical Education and Arts Enterprise

The Creative Process and Performance

GENERAL AIM

By the end of term two the learners should be able to foster collective spirit based on Zimbabwean norms and values (Ubuntu: Unhu/Vumunhu) .Demonstrates an understanding of the elements and principles that seen the creation of artworks.Use technology in Physical education and Arts innovations and enterprise skills and persue it as future career pathway

Cross Cutting Themes

- ICT
- Business enterprise
- Children's rights and responsibilities

1	1	Sports and game skills Invasion games Running into space	Learners should be able to: Demonstrate moving into open and closed space	A.K: Learners grasp the concept of open and closed spaces in invasion games Intro:Recape of invasion games Step 1: Introduce the concept of open space [area with opponents] and closed space [area with opponents] Step 2:Learners in pairs one with ball other without.Players with balls moves ,other follows ,finds open space and calls ‘open’ swap roles Step 3:Students in small groups playing the game Step 4:Game situation Conclu:Recape open and closed spaces as well as discus vitals of invasion games	Demonstrating Naming Discussion	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84	Whistle Balls	
	2	Space awareness Covering space [soccer,netball]	Learners should be able to: Demonstrate covering open space	A.K: Learners can kick a ball for a distance of about 30m Intro: Facilitator demonstrates how to cover open space Step 1: Learners form their teams	Demonstrating Discussing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus	Whistle Cones Balls	

				Step 2:Learners play soccer covering open space Step 3:Learners stop the game and jog slowly for a cool down Step 4:Class discussion Conclu:Question and answer		Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84		
	3	Sport and game skills Space awareness	Learners should be able to: Explain at least two advantages of moving into open and closed space -Discuss disadvantages of moving into ope space in relation to positioning	A.K: Learners can open space when playing invasion games Intro:Recape of invasion games Step 1: Facilitator elaborates on space awareness Step 2:Learners in groups discuss advantages of moving into space Step 3:Learners give feedback and class discussion on outcomes Step 4:Individual Written work Conclu:Question and answer session	Explaining Discussing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84	ICT tools Workcard Charts	
	4	Sport and game skills	Learners should be able to:	A.K: Learners are aware of some positions for example goalkeeper	Demonstrati ng	HBC PHYSICAL	Cones Bibs	

		Positioning within boundaries in relation to team mates and opponents	Demonstrate positioning within boundaries, team mates and opponents	Intro: Facilitator elaborates on positioning giving examples Step 1: Learners in groups discuss some positions Step 2: Learners demonstrates positioning against opponents Step 3: Class discuss on the importance of positioning Step 4: Summary of the main points pertaining the lesson concept Conclu: Question and answer		EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE & ARTS learner book page 86-92 Exercise 8.7 pg 92	Balls	
	5 & 6	Sport and game skills Reaction Principles of attack and defences	Learners should be able to: Demonstrate principles of attack and defences	A.K: Learners can demonstrate principles of attack and defense Intro: Facilitator elucidates the team reaction as well as demonstrates some principles of attack and defense Step 1: Learners in groups discuss principles of attack and defense Step 2: defense Facilitator assists with more clarifications Step 3: Groups report outcomes with the facilitator's help Step 4: Class discussion Conclu: Summary of the main topic lesson concept	Demonstrating Discussing Analysing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE & ARTS learner book page 93 -98 Exercise 8.11 pg 97 -99	Balls Cones Whistle Bibs Flashcards	
	7	School based	Learners should be	-Individually learners do what they	Critical	HBC	Exercise	

		project Stage 4: Selecting the most suitable solution	able to: Select the most suitable solution to the problem identified	should do for the stage	thinking Selecting	PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57	books	
2	1 & 2	Sport and game skills Target and combat games -Stationary target	Learners should be able to: Aim a stationary target within a 40m distance -Demonstrate how to aim a stationary object within a 40m distance	A.K: Learners are aware of kicking a ball for a distance Intro:Facilitator explains how to aim a stationary object Step 1: Facilitator and learners go out to perform aiming techniques Step 2:Facilitator demonstrates kicking the ball into the tyre Step 3:Learners take turns to perform the task of aiming in groups Step 4: Learners demonstrate what they have practised as groups Conclu:Facilitator asks questions concerning aiming a stationary target	Aiming Deminstrati ng	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 100 -103 Exercise 9.2 pg 103	Balls Buckets Tyres Whistle	
	3 & 4	Sport and game skills Target and combat games -Fast mobile target for	Learners should be able to: Aim at fast moving targets for height with different shapes -Demonstrate aiming	A.K: Learners can aim at a stationary object using stones Intro: Facilitator asks questions from the previous work on stationary target Step 1: Facilitator and learners go	Aiming Demonstrati ng	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7	Balls Rings Buckets Tyres Whistle Stones	

		height	at fast moving targets using objects of different sizes	out to perform fast moving object Step 2:Facilitator demonstrates fast moving target Step 3:Learners show others what they have to do on fast mobile target Step 4:Individual written work Conclu:Question and answer session		Page 57 2 HBC Plus onle PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84		
	5	Revision tasks sports and game skills	Learners should be able to: Answer at least eight questions correctly from the topic concept covered on sports and game skills	A.K: Learners can recall on learnt concepts Intro: Facilitator explains the instructions to the class Step 1:Facilitator writes work on the chalkboard Step 2: individual learners do the exercise Step 3: Revise the work with the class Step 4: Best students to be called in front of others	Answering Recalling	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84	Workcards Chalkboard	
	6 & 7	Sport and game skill -Body orientation for movement	Learners should be able to: Demonstratethe correct posture in readiness to execute	A.K: Learners are aware of some common stances eg standing stance Intro: Facilitator elucidates what body orientation means Step 1: Facilitator keeps on	Demonstrating	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus	Balls Mats Bin bags	

		-stance	skill	explaining by citing some examples Step 2: In groups learners name and demonstrate some correct postures of correct stances Step 3: Facilitator demonstrates body orienting for movement Step 4:Learners take turns to perform common stances Conclu:Preview of the lesson taught		Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 105 -108 Exercise 9.7pg 108		
	8	Fortnight test	Learners should be able to: Consolidate topic concepts covered by able to respond to tasks perfectly	A.K: Learners can recall on learnt concepts Intro: Facilitator explains the instructions to the class Step 1:Facilitator writes work on the chalkboard Step 2: individual learners do the exercise Step 3: Revise the work with the class Step 4: Best students to be called in front of others	Answering Solving	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus onle PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84	Question paper Chalkboar d	
3	1 & 2	Sport and game skills Net games Volleyball -	Learners should be able to: -perform at least two strokes for height	A.K: Learners can throw a ball over a barrier Intro: Learners name net games they know	Spinning Jumping Demonstrati ng	HBC PHYSICAL EDUCATION & ARTS	Balls Nets Markers	

		spinning	and spin in volleyball - den Monstrate at least two strokes for height and spin in volleyball	Step1: Facilitator and learners go out to play volleyball Step 2: Learners in teams play the game Step 3:Facilitator elaborates further on strokes for height and spin Step 4:Selected learners to demonstrate strokes of height and spin Conclu: Facilitator asks questions on strokes for height	Performing	Junior Syllabus Grade 3-7 2 HBC Plus onle PE &ARTS learner book page 111 -114 Exercise 10..4 pg 115 Page		
	3 4	Sport and game skills Net games Volleyball	Learners should be able to:stike the ball or objects to a target over a specified distance	A.K: Learners can read words Intro:Recape of the previous lesson on strokes for spin and height Step 1: Facilitator explains how strokes are done for distance and power Step 2:Learners in groups perform strokes for distance and power Step 3:Questions and answers on strokes for distance and power Step 4:Individual written work Conclu:Facilitator asks question on strokes for distance and power	Spinning Jumping Demonstrati ng	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus one PE &ARTS learner book page 80 -84 Exercise 8.2 pg 84	Balls Nets Markers	
	5	Sport and game skills	Learners should be able to:	Intro:Learners are able to hit a ball	Demonstrati ng	HBC PHYSICAL	Net Whistle	

		Net games -Strokes -Tennis	-handle an implement in a proper way in order to strike a ball for height and distance and power -demonstrate how to handle an implement to strike a ball	using an object Step 1: Facilitator asks questions from work covered on net games Step 2: Facilitator demonstrates how to handle an implement to strike a ball Step 3: Learners strike a ball in groups Conclu: Questions and answers on handling of implements	Observing	EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 Page 57 2 HBC Plus one PE & ARTS learner book page 111 -113 Exercise 10.2 pg 111	Balls Rackets	
	6 7	Sport and game skills Striking	Learners should be able to: Explore different ways of enhancing grip Demonstrate at least 2 advantages of grip	A.K: Learners are aware of some striking games Intro: Recape of grip, stance and footwork learnt in grade 5 Step 1: Facilitator explains the term grip and strike Step 2: Facilitator and learners define new words Step 3: Facilitator and learners state ways of enhancing grip Step 4: Facilitator demonstrates orthodox, "O" shaped and knot grips with a bat Step 5: Learners take turns to to	Exploring Explaining Stating	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57 2 HBC Plus one PE & ARTS learner book Grade 6 page 114 -115 Exercise 10.5	Bats Balls	

				practise in groups Conclu:Preview of lesson concept.		pg 116-117		
	8	School based project Stage 4: Selecting the most suitable solution	Learners should be able to: Select the most suitable solution to the problem identified	-Individually learners do what they should do for the stage	Critical thinking Selecting	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57	Exercise books	
4	1							
	2	School based project Stage 4: Selecting the most suitable solution	Learners should be able to: Select the most suitable solution to the problem identified	Individually learners do what they should do for the stage	Critical thinking Selecting	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 57	Exercise books	
	4	Sport and game skills Adventure Games Outdoor activities - climbing and abseiling	Learners should be able to: -demonstrate the belaying technique State material needed in building a raft -perform various water based	A.K: Learners can climb up the hills Intro: Brainstorming on adventure games Step 1:Facilitator explains on materials used to build a raft Step 2: Few learners demonstrate techniques of climbing and abseiling while the facilitator guides them Step 3: Learners practise climbing	Identifying Explaining Climbing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE	Boots Ropes maps	

			activities -locate place and objects use	rocks of different heights and demonstrates cycling techniques in different events Step 4:Learners participate in climbing competitions while the facilitator guides them Conclu: Cool down activities		&ARTS learner book Grade 6 page 133 -134 Exercise 13.4		
	5	Sport and game skills Adventure Games Outdoor activities - climbing and abseiling	Learners should be able to: -demonstrate the belaying technique State material needed in building a raft -perform various water based activities -locate place and objects use	A.K: Learners can climb up the hills Intro: Brainstorming on adventure games Step 1:Facilitator explains on materials used to build a raft Step 2: Few learners demonstrate techniques of climbing and abseiling while the facilitator guides them Step 3: Learners practise climbing rocks of different heights and demonstrates cycling techniques in different events Step 4:Learners participate in climbing competitions while the facilitator guides them Conclu: Cool down activities	Identifying Explaining Climbing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 133 -134 Exercise 13.4	Boots Ropes maps	
5	1 & 2	Sport and game skills Adventure Games	Learners should be able to: -demonstrate the belaying technique	A.K: Learners can climb up the hills Intro: Brainstorming on adventure games Step 1:Facilitator explains on	Identifying Explaining Climbing	HBC PHYSICAL EDUCATION & ARTS	Boots Ropes maps	

		Outdoor activities - climbing and abseiling -	State material needed in building a raft -perform various water based activities -locate place and objects used	materials used to build a raft Step 2: Few learners demonstrate techniques of climbing and abseiling while the facilitator guides them Step 3: Learners practise climbing rocks of different heights and demonstrates cycling techniques in different events Step 4: Learners participate in climbing competitions while the facilitator guides them Conclu: Cool down activities		Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE & ARTS learner book Grade 6 page 133 -134 Exercise 13.4 pg 138-140		
	3 & 4	Kids Athletics Running over obstacles	Learners should be able to: -demonstrate the preparatory phase for sprints ,middle and long distance running -execute the appropriate sprinting techniques with increased speed	A.K: Learners can run Intro: Warm up activities Step 1: The facilitator explains and demonstrate on button exchange Step 2: In pairs learners do the button exchange practice Step 3: Learners in groups of four practice 30m shuttle and button exchange while the facilitator guides them Step 4: Learners demonstrate sprints and button exchange Conclu: Cool down activities	Describing Explaining Identifying Demonstrating	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE & ARTS learner book Grade 6 page 141 -144 Exercise 14.2 pg 145	Cones Whistle Grounds	

	5 & 6	School Based project Refinement of selected solution	Learners should be able to: -refine some selected solutions to the problem	Facilitator guides learners on how to refine selected solutions to solve the problem identified Facilitator keeps on assisting yhe learners	Critical thinking refinement	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 63	Exercise books	
6	1	Sport and Game skills Kids Athletics -running with apparatus	Learners should be able to: -demonstrate a higher level of endurance in long distance	A.K: Learners can run Intro: The facilitator explains the lesson theme Step 1: Learners demonstrates negotiating bends without reducing speed while the facilitator assists them Step 2:In groups of 4 practice 15 mins middle distance running while facilitator guides them Step 3:Learners run through marked bends with maximum speed and negotiating bends without reducing speed. Conclu:Cool down activities	Describing Explaining Identifying demonstratin g	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60	Cones Whistle Grounds	
	2 3	Sport and Game skills Kids Athletics -running Testing and	Learners should be able to: -execute correct button exchange	A.K: Learners know running techniques Intro: Warm up activities Step 1: Learners in groups practice preparing for the mini competitions	Describing Explaining Identifying demonstratin g	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus	Charts pictures	

		measuring		Step 2: Learners practice running while the facilitator guides them Step 3:Learners participate in mini competitions Conclu: Cool down activities		Grade 3-7 Page 58-60 2 HBC Plus one PE &ARTS learner book Grade 6 page 145 -147 Exercise 14.3 pg 147 -149		
	4 5	Sport and Game skills Kids Athletics -Jumping Horizontal jumping technique	Learners should be able to: -demonstrate horizontal and vertical jumping techniques	A.K: Learners can jump Intro: Warm up activities Step 1: Facilitator explains and demonstrate on jumping over a distance Step 2: Few learners demonstrate to others jumping with a pole over a sand pit distance while facilitator guides Step 3: Learners practice horizontal jumping landing with both feet while facilitator guides Step 4: Learners participate in jumping competition while the facilitator guides them Conclu: Cool down activities	Describing Explaining Identifying demonstrtin g	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 58-60 2 HBC Plus one PE &ARTS learner book Grade 6 page 150 -151 Exercise 15.1 pg 151	Charts pictures	

6 7	Sport and Game skills Kids Athletics -Jumping Vertical jumping technique	Learners should be able to: -demonstrate horizontal and vertical jumping techniques	A.K: Learners can jump horizontal Intro: Warm up activities Step 1: Facilitator explains and demonstrates jumping, 2 feet landing activities Step 2: Few learners demonstrate others making of approach using pigeon steps while the facilitator guides them Step 3: Learners practice take off from the take off board while the facilitator guides them Step 4: Learners participate in jumping competition with the teachers help Conclu: Cool down activities	Describing Explaining Identifying demonstrating	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE & ARTS learner book Grade 6 page 151 -152 Exercise 15.2 pg 152	Kids pitch	
8	School based project Stage 5 Refinement of selected solution	Learners should be able to: -refine selected solution to the problem	Learners can select as well as to refine selected solutions to the problem Facilitator assist and explain	Refinement Critical thinking	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 77	Exercise books Chalkboard	
9	Fortnight test	Learners should be able to: Consolidate topic concepts covered by	A.K: Learners can recall on learnt concepts Intro: Facilitator explains the instructions to the class	Answering Solving	HBC PHYSICAL EDUCATION & ARTS	Question paper Chalkboard	

			able to respond to tasks perfectly	Step 1:Facilitator writes work on the chalkboard Step 2: individual learners do the exercise Step 3: Revise the work with the class Step 4: Best students to be called in front of others		Junior Syllabus Grade 3-7 Page 57 2 HBC Plus one PE &ARTS learner book Grade 6 page 141 -144 Exercise 14.2 pg 145		
7	1 2	Game and Skills Kids Athletics Jumping -jumping using a pole over an obstacle	Learners should be able to: -demonstrate horizontal and vertical jumping techniques	A.K: Learners can jump horizontal Intro: Warm up activities Step 1: Few other learners demonstrate to others horizontal and vertical jumps using given equipment while the facilitator guides them Step 2: Learners practice horizontal and vertical jumping for distance landing on both foot using given apparatus Step 3: Learners demonstrate horizontal and vertical jumping while facilitator guides them Conclu:Cool down activities	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 151 -1153 Exercise 15.25pg 154-155	Poles Highjump equipment Kids athlete	

3 4	Game and Skills Kids Athletics Jumping -Testing and measuring	Learners should be able to: -demonstrate horizontal and vertical jumping techniques	A.K: Learners can jump horizontal Intro: Warm up activities Step 1: Facilitator explains and demonstrates jumping over a distance Step 2: Few learners demonstrate to others jumping over a distance while the facilitator guides them Step 3: Learners engage in a mini competition of jumping horizontal and vertical landing with both feet while the facilitator guides them Step 4: Learners participate in jumping competition with the teachers help Conclu: Cool down activities	Demonstrating Critical thinking	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE & ARTS learner book Grade 6 page 151 -1153 Exercise 15.25pg 154-155	Poles Highjump equipment Kids athlete	
5 - 6	Game and Skills Kids Athletics -Throwing techniques	Learners should be able to: -demonstrate the proper implement handling when executing a throwing technique within a marked circle	A.K: Learners can throw Step 1: Facilitator explains and demonstrates on throwing and stepping of wooden poles Step 2: Few learners demonstrate to others stepping and throwing of wooden poles while the facilitator guides them Step 3: Learners practice throwing wooden poles as javelin while the facilitator guides them	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE & ARTS learner book	Javelin Poles Discus Measuring tape	

				Step 4:Learners demonstrate stepping and throwing techniques in javelin with the teachers help Conclu:Cool down activities		Grade 6 page 156 -160 Exercise 16.1pg 157 Unit Revision Page 161-162		
	7	SPORT AND GAME SKILLS Aquatic Skills Water safety Survival Techniques in and around water	Learners should be able to: -demonstrate survival techniques in water	A.K: Learners know water disasters Intro: Recap of the previous lesson Step 1: Learners identify importance of water and dangers of water while the facilitator assists them Step 2:Learners in groups dramatise different water resuscitation activities while the facilitator guides them Step 3:Learners present their demonstrations in front of the class Step 4: Learners answer oral questions Conclu: Summary of main points	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 163 -166 Exercise 17.2pg 166	Pictures of water bodies Ropes plastic	
	8	School Based Project Stage 5 Refinement of selected solution	Learners should be able to: -refine selected solution of the problem	Facilitator asses learners progress by marking and helping	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7	Exercise books Chalkboard	

						Page 77		
8	1 2	Sport and Game Skills Water safety Water hazards	Learners should be able to: -Investigate water hazards in Zimbabwe	A.K: Learners know water disasters Intro: Recap of the previous lesson Step 1: Learners identify importance of water and dangers of water While facilitator assists them Step 2:Learners in groups identify water hazards and discuss on them while the facilitator assists them Step 3:Learners give feedback from their groups Step 4:Learners write individual work in their books Conclu:Revision of written exercise	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 166 -168 Exercise 17.2pg 168	Pictures of water bodies	
	3 4	Sport and Game Skills Aquatic Skills Water Entry Strokes	Learners should be able to: -state other water hazards in Zimbabwe	A.K: Learners know water disasters Intro: Recap of the previous lesson Step 1: Learners discuss on procedures being followed when entering water while facilitator assists them Step 2:Learners in groups discuss dry land rescue activities while the facilitator assists them Step 3:Individual written work Conclu:Revision of written exercise	Describing Explaining Identifying Demonstrating	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book	Pictures of water bodies	

						Grade 6 page 168 -169 Exercise 17.4pg 170		
	5 6	Sport and Game Skills Aquatic Skills Strokes Front crawl Techniques	Learners should be able to: -demonstrate front crawl techniques	A.K: Learners know water disasters Intro: Recap of the previous lesson Step 1: Learners practice aqua aerobics while facilitator assists them Step 2:Facilitator demonstrate front crawl while learners observe Step 3: Learners demonstrate techniques of front crawl while facilitator assists Step4: Learners execute correct diving and tumbling turn technique Conclu:Cool down activities	Describing Explaining Identifying Observing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 58-60 2 HBC Plus one PE &ARTS learner book Grade 6 page 166 -168 Exercise 17.2pg 168	Pictures tyres Tubes ropes	
	7	Sport and Game Skills Aquatic Skills Strokes Breast stroke	Learners should be able to: -demonstrate breast stroke techniques	A.K: Learners know water disasters Intro: Recap of the previous lesson Step 1: Learners watch pictures in their textbooks Step 2:Learners practice breast stroke while facilitator guides them Step 3: Learners demonstrate breast stroke while facilitator assists	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus	Pictures tyres Tubes ropes	

				Step4: Learners practice different diving techniques Conclu:Cool down activities		one PE &ARTS learner book Grade 6 page 166 -168 Exercise 17.2pg 168		
	8	School based project Stage 6 Presentation of the final solution	Learners should be able to: -present the final solution of the problem identified	Facilitator explains how learners can present their solution Facilitator monitors learners doing their work and assists	Describing Explaining Identifying Presentation	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 77	Chalkboard Exercise books	
9	1 2	Sport and Game Skills Aquatic Skills Strokes Turns	Learners should be able to: -execute correct diving and tumbling techniques	A.K: Learners know water disasters Intro: Recap of the previous lesson Step 1: Learners watch videos showing breast stroke while facilitator guides Step 2:Learners practice breast stroke while facilitator guides them Step 3: Learners demonstrate breast stroke while facilitator assists Step4: Learners practice different diving techniques Conclu:Cool down activities	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 58-60 2 HBC Plus one PE &ARTS learner book Grade 6 page 172 -173	Pictures tyres Tubes ropes	

						Exercise 17.5pg 173- 175		
	3 4	The Creative Process and Performance Music Intervals by number	Learners should be able to: -state intervals by number	A.K: Learners know musical notes Intro:Facilitator introduces the concept by explaining the term interval Step 1: Facilitator explains more using the modulator scale Step 2: Learners draw the modulator scale Step 3:Learners discuss how the intervals appear in songs they know Step 4:In groups learners sing each interval (2 nd to octave) up to down Conclu:Stressing main points	Stating Describing Singing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 176 -178 Exercise 18.1pg 178-	Modulator scale Chart with song	
	5 6	The Creative Process and Performance Music Chords of C and G	Learners should be able to: -identify chords of C and G major scale	A.K: Learners know musical notes Intro:Facilitator and the learners explain the word chord Step 1: Facilitator explains the diagram fully Step 2: Learners answer oral questions from the facilitator Step 3:Learners identify C and G major chords on a Key board and	Describing Explaining Identifying Drawing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE	Modulator scale Chart with song	

				play them Step 4: Individual written exercise Conclu: Revising the written exercise		&ARTS learner book Grade 6 page 178 -179 Exercise 18.2pg 179-- 180		
	7	Composition of two bar rhythms in simple time	Learners should be able to: -compose two bar rhythm in simple time	A.K: Learners are aware of simple time signatures Intro: Preview of the previous lesson Step 1: Facilitator explains fully about simple time signatures. Step 2: Learners do tables in groups Step 3: Groups report back outcomes with the help of the teacher Step 4: Individual written work Conclu: summary of main points	Describing Explaining Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 180		
	8	School based project Stage 6 Presentation of the final solution	Learners should be able to: -present the final solution of the problem identified	Facilitator explains how learners can present their solution Facilitator monitors learners doing their work and assists	Describing Explaining Identifying Presentation	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7	Chalkboard Exercise books	

						Page 77		
10		The Creative Process and Performance Musical scales D and G	Learners should be able to: -construct musical scales of G and D	A.K: Learners can sing songs Intro:Preview of the previous lesson Step 1: Facilitator explanations and demonstrations of the 2 major scale Step 2:Learners constructing the diagrams Step 3:Report back and class discussion with the help of the facilitator Step 4:Individual written work Conclu:Revising the work done	Describing Drawing Identifying	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 180 -182 Exercise 18.3 page 182	Chalkboard Chart	
	2	The Creative Process and Performance Choral Music	Learners should be able to: -sing three part songs soprano, alto and tenor	Intro:Recap of the previous lesson Step 1: Facilitator explains three parts of a song Step 2:Learners in groups sing different parts with the teacher 's help Step 3: Report back from their groups as the teacher guides Step 4: Children take turs to sing the song in three parts	Describing Explaining Singing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 60 2 HBC Plus one PE &ARTS	A chart with a song	

				Conclu:Main points stressed		learner book Grade 6 page 181		
	3	School based project Stage 6 Presentation of the final solution	Learners should be able to: -present the final solution of the problem identified	Facilitator explains how learners can present their solution Facilitator monitors learners doing their work and assists	Describing Explaining Identifying Presentation	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 77	Chalkboard Exercise books	
11		REVISION Revision Tests Multiple choice Structured questions	Learners should be able to: Give correct answers to the revision work given to show content mastery	The teacher explains the instructions of the paper The facilitator issues learning materials to pupils Individual written work while the facilitator monitors Learners and the facilitator revises the work given while the teacher marks Learners do corrections	Critical thinking Problem solving Choosing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 1- 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 1 -181	w/cards c/board question papers	
12		REVISION	Learners should be	The teacher explains the instructions	Critical	HBC	w/cards	

		Revision Tests Multiple choice Structured questions	able to: Give correct answers to the revision work given to show content mastery	of the paper The facilitator issues learning materials to pupils Individual written work while the facilitator monitors Learners and the facilitator revises the work given while the teacher marks Learners do corrections	thinking Problem solving Choosing	PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 1- 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 1 -181	c/board question papers	
13		REVISION Revision Tests Multiple choice Structured questions	Learners should be able to: Give correct answers to the revision work given to show content mastery	The teacher explains the instructions of the paper The facilitator issues learning materials to pupils Individual written work while the facilitator monitors Learners and the facilitator revises the work given while the teacher marks Learners do corrections	Critical thinking Problem solving Choosing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 1- 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 1 -181	w/cards c/board question papers	

14		REVISION Revision Tests Multiple choice Structured questions	Learners should be able to: Give correct answers to the revision work given to show content mastery	The teacher explains the instructions of the paper The facilitator issues learning materials to pupils Individual written work while the facilitator monitors Learners and the facilitator revises the work given while the teacher marks Learners do corrections	Critical thinking Problem solving Choosing	HBC PHYSICAL EDUCATION & ARTS Junior Syllabus Grade 3-7 Page 1- 60 2 HBC Plus one PE &ARTS learner book Grade 6 page 1 -181	w/cards c/board question papers	
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MATHEMATICS

Topics to be covered term 2

1 Operations

2 Measures

GENERAL AIM

By the end of term 2 the heritage based syllabus intend to develop a positive attitude towards mathematics Foster problem solving skills into learners and the ability to give solutions Communicate mathematical skills and information to develop critical thinking and logical reasoning

Develop an awareness of national heritage in learning of mathematics as well as to apply mathematical skills and knowledge in their daily lives and transaction as well as to develop digital skills

1	1	Operations Adding whole numbers whose sum is less than 1000 000	Learners should be able to: Arrange numbers as per place value and add numbers up to the given range	A.K: Learners can read numbers Intro:Learners say the place value of each digit on the given problems Step 1: Addition mental work Step 2:Learners add numbers on given cards in groups Step 3: Learners give report back demonstrating on chalkboard with the help of the facilitator Step 4: Individual written work Conclu: Revising the written work	Reading Arranging Adding	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 81 -82 Exercise 9.1 page 82	Number line Cards	
	2	Adding whole numbers to the given range with carrying	Learners should be able to: Add numbers up to 1000 000 with correct adding and carrying	A.K: Learners can add numbers Intro:Additional mental work Step 1: Facilitator demonstrating adding with carrying Step 2:Learners add numbers on given on work cards in groups Step 3: Learners give report back with the help of the facilitator Step 4: Individual written work Conclu: Revising the written work	Arranging Adding Carrying	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 83 Exercise 9.2 page 83	Number line Work cards Abaci	
	3	Using the associative law and	Learners should be able to: Use the associative	A.K: Learners can add numbers Intro:Additional mental work Step 1: Facilitator explains the	Adding Sequencing Comparing	HBC Mathematics Junior	Charts with the 2 laws of	

		accumulative law	law and the cumulative law where possible	associative law Step 2: Demonstrating of the law Step 3: Learners do work on cards in groups and give report back with the help of the facilitator Step 4: Individual written work Conclu: Revising the written work		Syllabus Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 81 -82 Exercise 9.1 page 82 Unit revision pge 89 -90	adding	
	4	Subtraction of whole numbers 0 -1000 000	Learners should be able to: Subtract whole numbers involving one to three equal addition	A.K: Learners can subtract numbers Intro: Playing a traditional subtracting game eg nhodo Step 1: Learners do work on cards in groups Step 2: Learners give report back with the help of the facilitator Step 3: Learners do more subtraction games using number lines Step 4: Individual written work Conclu: Revising the written work	Subtracting Arranging	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 91 -93 Exercise 10.1 page 93	Number lines Counters Work cards	
	5	Subtraction stories	Learners should be able to: Read subtraction stories to the work	A.K: Learners can subtract numbers Intro: Oral number stories Step 1: Reading the stories by the facilitator	Reading Subtracting arranging	HBC Mathematics Junior Syllabus	Counters Work cards	

			given	Step 2: Discussing of some subtraction terms Step3: In groups learners do work on cards and report back on the chalkboard Step 4: Individual written work Conclu: Revising the written work		Grade 3-7 Page56 2 HBC Plusone Grade 6 learners book page 94 -95 Exercise 10.2 page 94		
	6	Subtraction stories involving 3 equal addition	Learners should be able to: Read subtraction stories and subtract up to 3 equal addition	A.K: Learners can read and understand Intro:Recap of previous lesson Step 1: Reading the subtraction stories by the learners Step 2: Discussing of some subtraction terms Step3: In groups learners do work on cards and report back on the chalkboard Step 4: Individual written work Conclu: Revising the written work	Reading Subtracting arranging	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 81 -82 Exercise 9.1 page 95-98 Unit revesion Exercise 9.8 page 99-100	Number lines Work cards Counters	
2	1	Operations Highest Common Factor(HCF)	Learners should be able to: -find the highest common factor of	A.K: Learners can divide Intro:Saying out multiples Step 1: Facilitator explains how to find out factors	Dividing Arranging Writing Sequencing	HBC Mathematics Junior Syllabus	Multiplica tion chart Workcards Examples	

		of two numbers which is less than 10	any two numbers. The factors should not be above 10	Step 2: Finding factors of given numbers Step 3: In groups learners find the highest common factors of given numbers and report back with the facilitator's help Step 4: Individual written work Conclu: Revising the written work		Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 101 -102 Exercise 11.1 page 102	on C/B	
	2	Operations Highest Common Factor (HCF) of two numbers	Learners should be able to: -Find the highest common factor of any two given numbers which is below 10	A.K: Learners can divide Intro: Division mental work Step 1: Explanation by the teacher Step 2: Listing factors of given numbers Step 3: In groups learners find the highest common factors of given numbers and report back with the facilitator's help Step 4: Individual written work Conclu: Revising the written work	Dividing Listing	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC Plusone Grade 6 learners book page 102 -103 Exercise 11.2 page 103	Workcards Counters Multiplication chart	
	3 4	Lowest Common Multiple Which is less than 100	Learners should be able to: -find the LCM of two numbers where the LCM is less than 100	A.K: Learners can multiply Intro: Multiplication mental work Step 1: Explanation of LCM by the teacher Step 2: Using the times chart to find the LCM Step 3: In groups learners find the	Adding Arranging Matching Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC	Workcards Counters Multiplication chart	

				lowest common multiple of given numbers and report back with the facilitator s help Step 4: Individual written work Conclu: Revising the written work		Plusone Grade 6 Mathematics learnerer book page 106 -107 Exercise 11.6 page 108		
	5	Addition of proper fractions with the same denominator	Learners should be able to: -add proper fractions with the same denominator	A.K: Learners know fractions Intro:Using the fraction chart to find those that are equivalent Step 1: Explanations of the fractions with the same denominators Step 2:In groups learners identify these fractions Step 3:Finding the fractions and the LCM Step 4:Discussion of multiples of 5 up to 50 Step5:Individual written work Conclu:Revising the work written	Adding Arranging Matching Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page56 2 HBC Plusone Mathematics Grade 6 learners book page 110 -111 Exercise 12.1 page 111	Equivalent fractions Chart Counters Rods	
	6	Revision Revision of addition Subtraction Lcm HCF fractions	Learners should be able to: -write and pass the revision exercise given	A.K: Learners can read and write Intro:Facilitator lays out the rules Learners write the test Revision and consolidation	Critical thinking communicat ion	HBC Mathematics Junior Syllabus Grade 3-7 Page 56 2 HBC	Charts work on chalkboar d	

						Plusone Mathematics Grade 6 learners book page 81 -108 Unit Revision page 108		
3	1	OPERATION S Addition of proper fractions with different denominator	Learners should be able to: - add proper fractions with different denominators	A.K: Learners know fractions Intro: Learners read given fractions Step 1: Demonstration by the teacher Step 2: Discussion of multiples and factors Step 3: In pairs learners find the common denominator and report back with the help of the teacher Step 4: Individual written work Conclu: Revising the work written	Comparing Arranging Problem solving	HBC Mathematics Junior Syllabus Grade 3-7 Page 57 2 HBC Plusone Mathematics Grade 6 learners book page 111 -112 Exercise 12.1 page 112.	Counters Fraction chart Rod	
	2	OPERATION S Addition of proper fractions with different	Learners should be able to: - add fractions with 2 denominators of the range 2-10	A.K: Learners know fractions Intro: Recap of the previous lesson Step 1: Explanation of a common denominator by the teacher Step 2: In groups learners find common denominators	Matching Reading Critical thinking	2 HBC Plusone Mathematics Grade 6 learners book page 111 -113	Counters Fraction chart Rod	

		denominator of 2-10		Step 3: In pairs learners divide the denominators and multiply and report back with the help of the teacher Step 4: Individual written work Conclu: Revising the work written		Exercise 12.1 page 112. Unit Revision pg 114		
	3 4	OPERATION S Subtraction of the fractions with different denominators and same	Learners should be able to: -subtract fractions with the same and different denominators of 2-10 and multiples of 5 up to 50	A.K: Learners know fractions Intro: Learners identify the same and different denominators Step 1: Facilitator demonstrates subtraction of fractions with the different denominators Step 2: Learners imitate on the chalkboard Step 3: Facilitator demonstrates subtracting of fractions with different denominators Step 4: Individual written work Conclu: Revising the work written	Matching Observing Reading Writing	HBC Mathematics Junior Syllabus Grade 3-7 Page 57 2 HBC PlusOne Mathematics Grade 6 learners book page 117 -119 Exercise 13.3 page 119 -121	Number line Fraction chart Multiplication chart	
	5	OPERATION S Addition of decimals up to 3 decimal places	Learners should be able to: -add decimals up to 3 decimal places	A.K: Learners know decimals Intro: Reading decimal numbers Step 1: Facilitator explains arrangement Step 2: Learners arrange noting position of comma Step 3: In groups learners do given	Adding Arranging Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page 57 2 HBC	abacuses	

				tasks and give feedback. Class discussion Step 4: Individual written work Conclu: Revising the work written		Plusone Mathematics Grade 6 learners book page 122 -126 Exercise 14.1 page 124		
	6	OPERATION S Subtraction of decimals up to 3 decimal places	Learners should be able to: -subtract decimals up to 3 decimal places	A.K: Learners know decimals Intro: Subtraction mental work Step 1: Facilitator explains the arrangement of digits Step 2:Learners arrange given problems noting position of comma Step 3:In groups learners do given tasks on subtraction and give feedback. Class discussion Step 4: Individual written work Conclu: Revising the work written	Adding Arranging Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page57 2 HBC Plusone Mathematics Grade 6 learners book page 126 -128 Exercise 15.1 page 128-129	abacuses	
4	1	OPERATION S Multiplication of whole numbers whose product	Learners should be able to: -multiply and demonstrate understanding basic multiplication facts	A.K: Learners can multiply Intro: Multiples chart reading Step 1: Discussion on the multiplication facts Step 2: Demonstration of multiplication by the teacher	Critical thinking Writing Arranging	HBC Mathematics Junior Syllabus Grade 3-7 Page57	Workcards Multiplication chart Counters	

		is less 10000		Step 3: In groups learners do task cards and report their findings with the facilitator's help Step 4: Individual Written work Conclu: Revising the written work		2 HBC Plusone Mathematics Grade 6 learners book page 130 -131 Exercise 16.1 page 131		
	2	Multiplying numbers up to 2 digit numbers	Learners should be able to: -multiply with 2 digit numbers	A.K: Learners can multiply Intro: Reading the multiplication chart Step 1: Explanation of multiplication using 2 digits Step 2: Discussion on arrangements of digits Step 3: In groups learners do given tasks and report back with facilitator's help Step 4: Individual written work Conclu: Revising the written work and discussing main points	Critical thinking Writing Arranging	HBC Mathematics Junior Syllabus Grade 3-7 Page 57 2 HBC Plusone Mathematics Grade 6 learners book page 132 -134 Exercise 16.2 page 133	Workcards Multiplication chart Counters	
	3 4	Long and short method of multiplying	Learners should be able to: -demonstrate long and short method of multiplying with	A.K: Learners can multiply Intro: Multiplication tables Step 1: Explanation of arrangement and demonstration of long and short method	Critical thinking Writing Arranging	HBC Mathematics Junior Syllabus Grade 3-7	Workcards Multiplication chart Counters	

			accuracy	Step 2:Learners practice in groups and give feedback Step 3: Discussion of work done Step 4: Individual written work Conclu:Revising the written work and discussing main points		Page 57 2 HBC Plusone Mathematics Grade 6 learers book page 133 -136 Exercise 16.6page 136		
	5	Division of whole numbers by 2 digits	Learners should be able to: -divide using two digits divisors	A.K: Learners can divide Intro:Division mental work Step 1: Introducing the long method Step 2:Discussion and group work Step 3:Report back and facilitator helps learners Step 4: Individual written work Conclu:Revising the written work and discussing main points	Critical thinking Writing Arranging	HBC Mathematics Junior Syllabus Grade 3-7 Page57 2 HBC Plusone Mathematics Grade 6 learers book page 138 -140 Exercise 17.2page 141	Workcards Multiplication chart Counters	
	6	Revision of work covered so far	Learners should be able to: -Write a revision exercise	A.K: Learners can read and write Intro:Facilitator lays out rules Step 1: Writing the test Step 2:Revision and consolidation	Critical thinking Writing Arranging	HBC Mathematics Junior Syllabus	Fraction chart Number line	

			-revise the test			Grade 3-7 Page 56-57 2 HBC Plusone Mathematics Grade 6 learners book page 138 -140 Exercise 17.2 page 141-144	Chalk board	
5	1	OPERATION S Multiplication of fractions	Learners should be able to: -multiply fractions with up to 4 digit whole numbers	A.K: Learners know fractions and wholes Intro: Revisiting multiplication tables Step 1: Explanation and demonstration by the teacher Step 2: In pairs learners multiply tasks on cards Step 3: Multiplying fractions by wholes and report back Step 4: Individual written work Conclu: Revising the written work and discussing main points	Arranging Problem solving Critical thinking Matching	HBC Mathematics Junior Syllabus Grade 3-7 Page 58 2 HBC Plusone Mathematics Grade 6 learners book page 145 -146 Exercise 18.1 page 16	Fraction chart Number line Chalk board	
	2	OPERATION S	Learners should be able to:	A.K: Learners know fractions Intro: Identifying numerators and	Arranging Problem	HBC Mathematics	Fraction chart	

		Multiplication of proper fractions by proper fractions	-demonstrate accurately how to multiply a fraction with another fraction	denominators Step 1: Explanation and demonstration by the facilitator Step 2: In groups learners workout given tasks Step 3: Report back and discussion Step 4: Individual written work Conclu: Revising the written work and discussing main points	solving Critical thinking Matching	Junior Syllabus Grade 3-7 Page 58 2 HBC Plusone Mathematics Grade 6 learners book page 147 -148 Exercise 18.2 page 149 - 150	Number line Chalk board	
	3 4	Addition of decimals with up to 3 decimal places	Learners should be able to: -add decimals with up to 3 decimal places -use abacuses to say the place value of the decimals	A.K: Learners can add Intro: Identifying place values on the abacus Step 1: Facilitator demonstrates arrangement Step 2: Learners use abacuses to arrange given decimals Step 3: Addition of work on cards and report group findings Step 4: Individual written work Conclu: Revising the written work and discussing main points	Arranging Problem solving Critical thinking Matching	HBC Mathematics Junior Syllabus Grade 3-7 Page 57 2 HBC Plusone Mathematics Grade 6 learners book page 122 - 1125 Exercise	Fraction chart Number line Chalk board	

						14.2page 124		
	5	Subtraction of decimals with up to 3 dp	Learners should be able to: -subtract decimals with up to 3 decimal places	A.K: Learners can subtract Intro: Mental work on subtraction Step 1: Facilitator demonstrate on arrangement Step 2:Using abacuses they say place values Step 3:In groups learners do work on cards and report back Step 4: Individual written work Conclu:Revising the written work and discussing main points	Arranging Problem solving Critical thinking Matching	HBC Mathematics Junior Syllabus Grade 3-7 Page57 2 HBC Plusone Mathematics Grade 6 learers book page 126 -128 Exercise 15.1page 127	Fraction chart Number line Chalk board Abacuses	
	6	Multiplication of whole numbers with products of less than 10000	Learners should be able to: -multiply three digits by two digits accurately	A.K: Learners can multiply Intro: multiplication mental work Step 1: Demonstration and discussion Step 2: In groups learners use cards and multiplication tables Step 3: Report back and discussion Step 4: Individual written work Conclu:Revising the written work and discussing main points	Arranging Problem solving Critical thinking Matching	HBC Mathematics Junior Syllabus Grade 3-7 Page 57 2 HBC Plusone Mathematics Grade 6 learers book page 130 -135	Fraction chart Number line Chalk board Multiplication tables	

						Exercise 16.3page 132		
6	1	OPERATION S Division of whole numbers	Learners should be able to: -demonstrate division using the long method	A.K: Learners can divide Intro: Division mental work Step 1: Demonstration by the facilitator Step 2:In groups learners use the long method to divide Step 3:Report back and discussion Step 4: Individual written work Conclu:Revising the written work and discussing main points	Arranging Problem solving	HBC Mathematics Junior Syllabus Grade 3-7 Page 58 2 HBC Plusone Mathematics Grade 6 learners book page 138 -142 Exercise 17.4page 143	Tables Counters Chalk board	
	2	OPERATION S Division of whole numbers by 2 digit divisors with or without remainders	Learners should be able to: -divide whole numbers with 2 digit divisors eg $4890 \div 15 = 326$	A.K: Learners know division Intro:Mental work on division Step 1: Demonstration by the teacher Step 2:Explanation on remainders on problems given Step 3:In groups learners do work on cards and report back to the class Step 4: Individual written work Conclu:Revising the written work and discussing main points	Arranging Problem solving	HBC Mathematics Junior Syllabus Grade 3-7 Page 58 2 HBC Plusone Mathematics Grade 6 learners book	Tables Counters Chalk board	

						page 138 -142 Exercise 17.4page 143		
	3 4	Multiplication of proper fractions with denominators from 2 -10	Learners should be able to: -multiply proper fractions by up to 4 digit numbers -conduct multiplication of proper fractions by proper fractions	A.K: Learners can multiply Intro:multiplication tables and division mental sums Step 1: Facilitator demonstrates multiplication of proper fractions by whole numbers and proper fractions by proper fractions Step 2:In groups learners do problems given on work cards Step 3:Report back and discussion Step 4: Individual written work Conclu:Revising the written work and discussing main points	Arranging Problem solving Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page58 2 HBC Plusone Mathematics Grade 6 learers book page 145-147 Exercise 18.2page 149-150	Fraction chart Number line	
	5 6	REVISION Revision exercise on work covered so far	Learners should be able to: -write a revision exercise on work covered up to the 6 th week	A.K: Learners mastered concepts Intro:Learners answer oral questions on the division and multiplication skills in which they arrange numbers Step 1: Writing the revision exercise Step 2:Revision and consolidation	Recalling Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page56-58 2 HBC Plusone Mathematics	Work on chalkboard	

						Grade 6 learners book page 145-147 Exercise 18.2page 149- 150 Unit Revision 167 -173		
7	1	MEASURES Money Notes and coins	Learners should be able to: -identify notes and coins used in Zimbabwe -say coins that make up notes	A.K: Learners are familiar with money Intro:Naming notes and coins Step 1: Identifying notes and coins Step 2:Converting cents to dollars and vice versa Step 3:In groups learners do the conversions and report back and discussion Step 4: Individual written work Conclu:Revising the written work and discussing main points	Observing Relating	HBC Mathematics Junior Syllabus Grade 3-7 Page 60 2 HBC Plusone Mathematics Grade 6 learners book page 174-175 Exercise 22.1page 175	Coins Notes	
	2	Preparing Invoices	Learners should be able to: -prepare invoices correctly and find total cost	A.K: Learners can read invoices Intro:Learners are shown some invoices Step 1: Learners read some given invoices	Arranging Adding	HBC Mathematics Junior Syllabus Grade 3-7	Examples of invoices List of items with prices	

				Step 2: Learners make out their invoices in groups Step 3:Peport back and discussion on invoices Step 4: Individual written work Conclu:Revising the written work and discussing main points		Page 60 2 HBC Plusone Mathematics Grade 6 learers book page 177-179 Exercise 22.2page 180		
	3 4	Profit and loss Calculation	Learners should be able to: -calculate profit and loss gained	A.K: Learners can add and subtract Intro: Profit and loss stories by facilitator Step 1: Defining and explaining loss and profit by facilitator Step 2:Using items on the shop corner learners sell for profit and loss Step 3: In groups learners calculate profit and loss and report back Step 4: Individual written work Conclu:Revising the written work and discussing main points	Adding Arranging	HBC Mathematics Junior Syllabus Grade 3-7 Page 60 2 HBC Plusone Mathematics Grade 6 learers book page 180-182 Exercise 22.3page 182 - 185	Corner shop Charts on buying and selling	
	5	TIME	Learners should be able to: -tell time units and	A.K: Learners are familiar with time Intro:Observing time units on the gadgets	Converting Arranging Observing	HBC Mathematics Junior	Stop watches Watches	

			convert time units from smaller to bigger units and versa	Step 1: Discussing on the units of time Step 2: Learners observe and convert time Step 3: Changing units from smaller to larger unit and vice versa Step 4: Individual written work Conclu: Revising the written work and discussing main points		Syllabus Grade 3-7 Page 60 2 HBC Plusone Mathematics Grade 6 learners book page 187-188 Exercise 23.1 page 182 - 185	Clock faces	
	6	Calculating time taken	Learners should be able to: -Calculate time taken in doing a given task	A.K: Learners are familiar with time Intro: Learners count seconds taken to do something Step 1: Explanation on time taken on tasks Step 2: Learners do some tasks while others record time taken in minutes, seconds and recording Step 3: Learners tabulate their finding Step 4: Individual written work Conclu: Revising the written work and discussing main points	Calculating Estimating Recording Tabulating	HBC Mathematics Junior Syllabus Grade 3-7 Page 60 2 HBC Plusone Mathematics Grade 6 learners book page 196-198 Exercise 23.1 page 199	Stop watches Watches Clock faces	
8	1	MEASURES	Learners should be	A.K: Learners are familiar with time	Relating	HBC	12hr clock	

		Time in 12 hour and 24 hour notation	able to: -say and write time in both 12hr and 24 hr notation	Intro:Learners convert time units orally Step 1:Learners are taught 24hr notation Step 2: Learners say out time and write in groups Step 3:Telling time 24hr notation and report back and discussion Step 4: Individual written work Conclu:Revising the written work and discussing main points	Converting	Mathematics Junior Syllabus Grade 3-7 Page 61 2 HBC Plusone Mathematics Grade 6 learners book page 195-196 Exercise 23.11page 196	24hr digital timers watches	
	2	Time in SI notation	Learners should be able to: -say and write time in SI notation	A.K: Learners can say out time Intro: Facilitator says out the time shown Step 1:Discussion on 24hr a day and 12 hr as half Step 2: Learners in groups change 12hr to 24 hr Step 3:In groups learners change the given times and report back Step 4: Individual written work Conclu:Revising the written work and discussing main points	Relating Converting	HBC Mathematics Junior Syllabus Grade 3-7 Page 61 2 HBC Plusone Mathematics Grade 6 learners book page 201-202 Exercise 23.19page	12hr clock 24hr digital timers watches	

						202-203		
	3 4	Ordinary year Leap year Decades Centuries	Learners should be able to: -describe an ordinary year and a leap year -state the number of years in a decade and century	A.K: Learners are familiar with an ordinary year Intro:Learners state months of the year Step 1:Observing on calendar ordinary and leap year Step 2:Listing leap years from a given period and describe centuries and decades Step 3:In groups learners find numbers of years in given decades and centuries Step 4: Individual written work Conclu:Revising the written work and discussing main points	Relating Converting Stating Describing	HBC Mathematics Junior Syllabus Grade 3-7 Page61 2 HBC Plusone Mathematics Grade 6 learners book page 195-196 Exercise 23.11page 196	Calendars Chart on units of time	
	5	Writing dates in SI notation eg yyyy/mm/dd	Learners should be able to: -write dates in SI notation starting with any of the three time units	A.K: Learners can use a calendar Intro: Learners say dates for public holidays Step 1: Learners write dates in the usual way Step 2:Facilitator demonstrates how to write dates in SI notation Step 3:In groups learners write the given dates and report back Step 4: Individual written work Conclu:Revising the written work	Relating Converting Stating Describing	HBC Mathematics Junior Syllabus Grade 3-7 Page61 2 HBC Plusone Mathematics Grade 6 learners book	Calendars Chart on units of time	

				and discussing main points		page 201-202 Exercise 23.19page 202-203		
	6	REVISION Revision exercise on work covered so far	Learners should be able to: -write a revision exercise on work covered up to the 6 th week	A.K: Learners mastered concepts Intro:Learners answer oral questions on the division and multiplication skills in which they arrange numbers Step 1: Writing the revision exercise Step 2:Revision and consolidation	Recalling Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page56-61 2 HBC Plusone Mathematics Grade 6 learners book page 195-196 Exercise 23.19page 202-203	Work on chalkboar d	
9	1	MEASURES Length Standard measures up to 1000m	Learners should be able to:	A.K: Learners are familiar with 30cm rulers and what they show Intro:Observing markings on 30cm rulers Step 1: Discussing about units of measurement Step 2:Learners measure in mm then in cm	Estimating Measuring Comparing	HBC Mathematics Junior Syllabus Grade 3-7 Page 2 HBC Plusone	30cm rulers 300mm rulers Measuring tape	

				Step 3:Learners record what they have measured Step 4: Individual written work Conclu:Revising the written work and discussing main points		Mathematics Grade 6 learners book page 218-220 Exercise 25.1page 219		
	2	Estimating in mm and cm and finding actual length	Learners should be able to: -estimate length in mm and cm then find actual length and compare	A.K: Learners know mm and cm Intro:Teacher ask learners to convert mm to cm Step 1: Revisiting the 30cm ruler in mm and cm Step 2:Learners estimate some given lengths and record Step 3:Measuring actual length and record Step 4: Individual written work Conclu:Revising the written work and discussing main points	Estimating Measuring Comparing	HBC Mathematics Junior Syllabus Grade 3-7 Page62 2 HBC Plusone Mathematics Grade 6 learners book page 218-220 Exercise 25.1page 219	30cm rulers 300mm rulers Measuring tape	
	3 4	Measuring using non formal units	Learners should be able to: -use paces and spans to measure some given lengths	A.K: Learners can count paces and spans Intro: Counting paces and spans Step 1: Learners measure given lengths in paces and spans Step 2:Approximating actual lengths Step 3:Measuring using rulers and	Estimating Measuring Comparing	HBC Mathematics Junior Syllabus Grade 3-7 Page62 2 HBC	30cm rulers 300mm rulers Measuring tape	

				find actual lengths Step 4: Individual written work Conclu:Revising the written work and discussing main points		Plusone Mathematics Grade 6 learners book page 218-221 Exercise 25.3page 222 Revision 25.5 224-225		
		SHAPES Lines of symmetry	Learners should be able to: -identify and illustrate lines of symmetry on given shapes	A.K: Learners can divide into half Intro:Equal parts games Step 1: Teacher explains and demonstrate on lines of symmetry Step 2:Learners in groups find lines of symmetry for the given shapes Step 3:Report back and corrections Step 4: Individual written work Conclu:Revising the written work and discussing main points	Observing Illustrating drawing	HBC Mathematics Junior Syllabus Grade 3-7 Page62 2 HBC Plusone Mathematics Grade 6 learners book page 226-228 Exercise 26.1page 228	Chart with shapes Drawings pictures	
	6	Parts of a circle	Learners should be able to: -draw a circle and	A.K: Learners can draw a circle Intro: Circle run game Step 1: Teacher explains the parts of	Observing Illustrating drawing	HBC Mathematics Junior	Chart with shapes Drawings	

			show its parts -describe parts of a circle	a circle Step 2: Drawing circles on the ground Step 3: In groups learners label parts of the circle and report back Step 4: Individual written work Conclu: Revising the written work and discussing main points		Syllabus Grade 3-7 Page 62 2 HBC Plusone Mathematics Grade 6 learners book page 228-229 Exercise 26.2 page 230	pictures	
10	1	MEASURES Perimeter of plane shapes	Learners should be able to: -measure the distance around a shape and calculate perimeter	A.K: Learners know plane shapes Intro: Identifying plane shapes in the local environment Step 1: Teacher explains about perimeter Step 2: Learners measure and add up the sides then the facilitator deduces the formula Step 3: learners find perimeter of plane shapes in groups and report back Step 4: Individual written work Conclu: Revising the work done	Measuring Calculating	HBC Mathematics Junior Syllabus Grade 3-7 Page 62 2 HBC Plusone Mathematics Grade 6 learners book page 230-239 Exercise 26.3 page 232-233	Shapes plane rulers	

						Exercise 27.3 pg 240-241		
	2	Rate Use formula $S=D/T$ $D=S \times T$	Learners should be able to: -link two quantities and use the formula as given	A.K: Learners know about rate Intro: Learners record time taken to do some activities Step 1: Explanation of linking quantities by teacher Step 2: Discussing on expressing rate in km/h and m/sec Step 3: In groups learners use the formula to find given rates Step 4: Report back and recording Conclu: Stating formulas	Linking Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page 63 2 HBC Plusone Mathematics Grade 6 learners book page 242-247 Exercise 28.1 page 244 Revision pge 247 -249	Meters charts Cards	
	3 4	AREA of squares rectangles and composite shapes	Learners should be able to: -use the formulae to find area of given types of shapes	A.K: Learners know area Intro: Multiplication mental work Step 1: Teacher explains about area and formula Step 2: In groups learners find area of given shapes Step 3: measuring and finding area	Linking Critical thinking	HBC Mathematics Junior Syllabus Grade 3-7 Page 63 2 HBC	Shapes pictures	

				Step 4: Individual written work Conclu: Revising the work done		Plusone Mathematics Grade 6 learners book page 250-261 Exercise 29.2 page 260 Uit revisio 262-263		
	5 6	Volume and Capacity	Learners should be able to: Calculate volume of regular shapes - determine volume of irregular shapes using displacement	A.K: Learners can multiply Intro: Teacher explains about volume and formula Step 1: Teacher demonstrates how to get volume of regular and irregular shapes Step 2: In groups learners find area of given shapes Step 3: Measuring and finding area Step 4: Individual written work Conclu: Class discussion	Determining Calculating Recording	HBC Mathematics Junior Syllabus Grade 3-7 Page 64 2 HBC Plusone Mathematics Grade 6 learners book page 264-268 Exercise 30.3 page 269 Uit revision 270-271	Shapes on cards Some containers	

11		REVISION Addition Subtraction Multiplication Division Measures	Learners should be able to: -write the given revision test correctly with speed	A.K: Learners know how to write a test Intro: Laying of instructions on the board Step 1: Teacher explains the instructions to the learners Step 2: Teacher writes the test on the board while the learners write in their books Step 3:Revising the test as a class Step 4:learners do corrections	Critical thinking Answering Choosing	HBC Mathematics Junior Syllabus Grade 3-7 Page 56-64	Chalkboard Question papers	
12		REVISION Addition Subtraction Multiplication Division Measures	Learners should be able to: -write the given revision test correctly with speed	A.K: Learners know how to write a test Intro: Laying of instructions on the board Step 1: Teacher explains the instructions to the learners Step 2: Teacher writes the test on the board while the learners write in their books Step 3:Revising the test as a class Step 4:learners do corrections	Critical thinking Answering Choosing	HBC Mathematics Junior Syllabus Grade 3-7 Page 56-64	REVISION Addition Subtraction Multiplication Division Measures	
13		REVISION Addition Subtraction Multiplication Division	Learners should be able to: -write the given revision test correctly with speed	A.K: Learners know how to write a test Intro: Laying of instructions on the board Step 1: Teacher explains the	Critical thinking Answering Choosing	HBC Mathematics Junior Syllabus Grade 3-7	REVISION Addition Subtraction	

		Measures		instructions to the learners Step 2: Teacher writes the test on the board while the learners write in their books Step 3:Revising the test as a class Step 4:learners do corrections		Page 56-64 2 HBC Plusone Mathematics Grade 6 learers book page 250-261 Exercise 29.2page 260 Uit revisio 262-263	Multiplication Division Measures	
14		REVISION Addition Subtraction Multiplication Division Measures	Learners should be able to: -write the given revision test correctly with speed	A.K: Learners kow how to write a test Intro: Laying of instructions on the board Step 1: Teacher explains the instructions to the learners Step 2: Teacher writes the test on the board while the learners write in their books Step 3:Revising the test as a class Step 4:learners do corrections	Critical thinking Answering Choosing	HBC Mathematics Junior Syllabus Grade 3-7 Page 56-64 2 HBC Plusone Mathematics Grade 6 learers book page 250-261 Exercise 29.2page 260 Uit revisio 262	REVISION Addition Subtraction Multiplication Division Measures	

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SCIENCE AND TECHNOLOGY

Topics to be covered term 2

- 1 Crop plants and animal
- 2 Environmental awareness and conservation
- 3 Tool ,equipment and implements

By the end of term two the learners should have developed an understanding of basic scientific and indigenous knowledge concepts

Instil use of traditional technologies to solve day to day problems.Develop problem solving skills through hands on experiencesAnalyse scientific information Cultivate curiosity and exploration and ppreciate innovative solutions

1	1 2	Crops, plants and animals Condition necessary for germination Condition necessary for germination	Learners should be able to: 1 .Define germination 2.Discuss conditions necessary for germination	A.K: Learners know that seeds germinate Intro:Teacher explains what is germination and conditions necessary for germination Step 1: Learners with the aid of diagrams discuss on conditions necessary for germination	Discussing Experiencin g Listing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 66 2HBC Plus	Seed Water Soil	
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				Step 2: In groups learners answer question on germination Step 3: Groups report their findings Step 4: Individual written work Conclu: Revising the work		one Science And Tecchnology Learners book Grade 6 page 49 -51 Exercise 9.1 page 50		
	3 4	Crops, plants and animals Germination stages There are conditions necessary for germination	Learners should be able to: Describe germination stages	A.K: Learners Know that seeds germinate Intro: Class observe germinating seeds Step 1: Learners study diagrams of germinating seeds Step 2: In groups learners draw and label stages of germination Step 3: Feedback from groups with teacher's help Step 4: Individual written work Conclu: Revising the work written	Observing Drawing Listing	2HBC Plus one Science And Tecchnology Learners book Grade 6 page 52 -53 Exercise 9.3 page 54 Unit revision page 54-55	Diagrams Showing stages of germination	
	5 6	Experiment on germination There are conditions necessary for germination	Learners should be able to: Carry out an experiment on seed germination	A.K: Learners know that seeds germinate Intro: Class discuss on conditions necessary for germination Step 1: In groups learners plant the seeds under different conditions Step 2: Learners record what they did	Recording Experimenting	HBC Science and Technology Junior Syllabus Grade 3-7 Page 66	Water Seeds Apparatus Local environment	

				Step 3: Learners explain what they expect under each condition Conclu: Visiting of main ideas of the lesson		2HBC Plus one Science And Tecchnology Learners book Grade 6 page 52 -53 Exercise 9.3 page 54 Unit revision page 54-55		
	7 8	Nutrition deficiency Major plant nutrients Plants need nutrients to grow	Learners should be able to: Identify plant nutrients and their functions 2 identify signs of plant nutrient deficiency	A.K: Learners know some plant nutrients Intro: Learners explain what nutrients are Step 1: Class discuss on where plant nutrients come from Step 2: Facilitator explains on major plant nutrients Step 3: In groups learners identify major plant nutrients and report back Step 4: Individual written work Conclu: Revising the work done	Observing Drawing Listing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 57 -58 Exercise 9.3 page 54	School garden Local environment	

						Unit revision page 54-55		
	9	Nutrition deficiency Majorr plant nutrients Signs of nutrition deficiency	Learners should be able to: Identify major plant nutrients Discuss signs of nutrition deficiency	A.K: Learners have seen plants with nutrient deficiency Intro: Learners explain what nutrients are Step 1: Class discuss on minor plant nutrients Step 2: Facilitator explains on minor plant nutrients Step 3: In groups learners explain the importance of plant nutrients and report back Step 4: Individual written work Conclu: Revising the work done	Discussing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 57 -61 Exercise 10.1 page 61 Unit revision page 62	school garden Local environme nt	
	1 0	School based project stage 1 Problem identification 1.1:description of the problem, innovation or	Learners should be able to: Describe the innovation or identified gap through learning experiences	A.K: Learners can briefly describe the statement linking to the problem identified Intro:The facilitator explains the problem identification while giving examples Step 1: Learners identify a problem	Identifying Critical thinking	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67	Charts Pictures	

		the identified gap		or innovation while the facilitator guides them Step 2: Learners write their problem they have identified while facilitator guides them Conclu: Oral view of the lesson				
2	1 2	Nutrition deficiency KC Signs of plant nutrition deficiency SC Plant needs nutrients to grow	Learners should be able to: -identify signs of plant nutrient deficiency	A.K: Learners have seen plants with nutrient deficiency Intro: Learners explain what nutrients are Step 1: Class discuss on minor plant nutrients Step 2: Facilitator explains nutrients deficiency Step 3: Learners state plant nutrients and observe and identify nutrient deficiency Step 4: Individual written work Conclu: Revising the work done	Identifying Critical thinking	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 57 -61 Exercise 10.1 page 61 Unit revision page 62	School garden Local environment	
	3 4	NUTRITION DEFICIENCY KC Minor	Learners should be able to: -identify signs of	A.K: Learners have seen plants with nutrient deficiency Intro: Learners explain what	Identifying Critical thinking	HBC Science and Technology	School garden Local	

		plant nutrients SC Signs of nutrient deficiency	plant nutrient deficiency	nutrients are Step 1: Class discuss on minor plant nutrients Step 2: Facilitator explains nutrients deficiency Step 3: Learners state plant nutrients and observe and identify nutrient deficiency Step 4: Individual written work Conclu: Revising the work done	Classifying	Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 57 -61 Exercise 10.1 page 61 Unit revision page 62	environme nt	
	5 6	NUTRITION DEFICIENCY KC Plant nutrient deficiency SC organic and inorganic fertilisers	Learners should be able to: -carry out an experiment on plant nutrient deficiency	A.K: Learners know some fertilisers Intro: Children list down some fertilisers they know Step 1: Class discussion on plant nutrient deficiency Step 2: Learners use different types of fertilisers Step 3: In groups learners record their experiments Step 4: report back their findings Conclu: Oral review of the lesson	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book	Local environme nt Fertilisers School garden	

						Grade 6 page 57 -61 Exercise 10.1 page 61 Unit revision page 62		
	78	NUTRITION KC Animal nutrients SC Animals need nutrients to grow	Learners should be able to: -identify animal nutrients 2 explain the importance of animal nutrients	A.K: Learners know that animals need food Intro: Learners give examples of food eaten by animals Step 1: Teacher explains animal nutrients Step 2: Learners identify animal nutrients Step 3: In groups learners list the sources of animal nutrients and report back Step 4: Individual written work Conclu: Oral review of the lesson	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 63 -64 Exercise 11.1 page 64	Local environment Fertilisers School garden	
	910	SCHOOL BASED Project Brief statement	Learners should be able to: -briefly describe the statement linking to	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas	Identifying Critical thinking Classifying	HBC Science and Technology Junior	Charts Pictures w/cards prepared	

		of intent 1.2 Linking to the problem innovation or identified gap	the problem innovation or the identified gap	Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress		Syllabus Grade 3-7 Page 67	notes	
3	1 2	NUTRITION KC Animal diet SC animals eat different kinds of food	Learners should be able to: -classify animals according to diet	A.K: Learners know that animals need food Intro: Learners give examples of food eaten by animals Step 1: Teacher explains classes of animals Step 2: Learners classify animals according to their diet Step 3: In groups learners name the groups of animal and report back Step 4: Individual written work Conclu: Oral review of the lesson	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 65 -66 Exercise 11.2 page 66 Unit revision page 67	Animals in the local environme nt Diaries	
	3	NUTRITION	Learners should be	A.K: Learners know what animals	Identifying	HBC Science	Animals in	

4	KC Predator prey relationship SC Predators feed on other animal	able to: -explain the roles of predators and prey in the ecosystem	feed on Intro: Recap of the previous lesson Step 1: Teacher explains predator prey relationship Step 2: Learners describe adaption of predators and of prey Step 3: In groups learners will answer questions and report back Step 4: Individual written exercise Conclu: Oral review of the lesson	Critical thinking Classifying	and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 68 -69 Exercise 12.1page 70	the local environme nt Diaries Pictures	
5 6	NUTRITION KC Predator prey relationship SC Importance of balance in an ecosystem	Learners should be able to:	A.K: Learners know what animals feed on Intro: Recap of the previous lesson Step 1: Teacher explains the importance of a balanced ecosystem Step 2: Learners describe on a balanced ecosystem Step 3: In groups learners will answer questions and report back Step 4: Individual written exercise	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And	Print media Local environme nt	

				Conclu: Oral review of the lesson		Tecchnology Learners book Grade 6 page 69 -71 Exercise 12.2page 72		
	7 8	NUTRITION KC Adaptation of Predator and prey to their relationship SC Characteristics of prey animals	Learners should be able to: -describe adaptation of predator and prey to their relationship	A.K: Learners know what animals feed on Intro: Recap of the previous lesson Step 1: Teacher explains the adaptation of predator and prey Step 2: Learners explain the adoption of predator and prey giving examples Step 3:In groups learners will answer questions and report back Step 4: Individual written exercise Conclu: Oral review of the lesson	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 67 2HBC Plus one Science And Tecchnology Learners book Grade 6 page 68 -69 Exercise 12.2page 71 Unit revision page 72-73	Animals in the local environment Pictures w/cards	
	9	School Based	Learners should be	A.K: Learners can briefly describe	Identifying	HBC Science	Charts	

	10	Project Stage 1 Brief statement of intent 1.3 Design project specification or related parameters	able to: -briefly describe the statement linking to the problem innovation or the identified gap -design a project specification	the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress	Critical thinking Classifying	and Technology Junior Syllabus Grade 3-7 Page 67	Pictures Work cards Prepared notes	
4	12	WEATHER KC Factors that influence local weather SC Weather changes with seasons	Learners should be able to: 1 describe weather patterns -explain how weather changes seasonally	A.K: Learners know whether elements Intro: Learners list down weather elements they know Step 1: Teacher illustrates on factors that influence local weather Step 2: Learners with the help of the teacher discuss on the factors that influence local weather Step 3: In groups learners answer questions and report back Step 4: Individual written work Conclu: Revising the work done	Discussing Explaining Observing	2HBC Plus one Science And Tecchnology Learners book Grade 6 page 74 -77 Exercise 13.2 page 76	Local environment Chart with weather elements	
	34	WEATHER KC Factors that influence local weather	Learners should be able to: -describe effects of seasonal changes on	A.K: Learners know weather elements Intro: Learners list down weather elements they know	Discussing Explaining Observing	HBC Science and Technology Junior	Local environment Digital	

		SC Seasonal changes	human activities	Step 1: Teacher explains factors that influence local weather Step 2:Learners with the help of the teacher discuss on the factors that influence local weather Step 3: In groups learners study factors that that influence weather changes and report back Step 4:Individual written work Conclu:Revising the work done		Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 77-79 Exercise 13.3page 79-80	tools Print media	
	5 6	Soil Plants and Animals KC soil erosion SC There are different types of soil erosion	Learners should be able to: -define soil erosion	A.K: Learners know some eroded areas Intro: Teacher describe and explain soil erosion Step 1: learners are shown pictures of eroded land Step 2:Teacher illustrates agents of soil erosion Step 3:Learners identify agents of soil erosion Step 4:Individual written work Conclu:Revising the work done as class	Observing Explaining	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 81-83	Local environment Areas affected by soil erosion	

						Exercise 14.1page 83-		
	7 8	Soil Plants and Animals KC Agents of soil erosion SC Soil erosion is caused by different agents	Learners should be able to: -explain types of soil erosion and their causes	A.K: Learners know some eroded areas Intro: Teacher describe and explain soil erosion Step 1: learners are shown pictures of eroded land Step 2:Learners field trip Step 3:Learners identify types of soil erosion and record their findings Step 4:Individual written work Conclu:Revising the work done as class	Explaining Studying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 81-83 Exercise 14.1page 83	Local environment Areas affected by soil erosion	
	9 & 1 0	School Based Project Stage 2 Investigation of related ideas 2.1 Evidence of related idea	Learners should be able to: -examine ideas that would solve his her problem related to the innovation	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 83	Charts Pictures Work cards Prepared notes	

				specifications while the facilitator monitors progress				
5	1 2	SOIL KC effects of soil erosion SC Soil erosion has some negative effects to the environment	Learners should be able to: -describe effects of soil erosion	A.K: Learners know some eroded areas Intro: Teacher describe and explain effects soil erosion Step 1: Teacher guides learners to identify and describe effects of soil erosion Step 2:Learners in groups list down effects of soil erosion Step 3:Learners report back to the class Step 4:Individual written work Conclu:Revising the work done as class	Recording Listing Identifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 83-84	Local environment Areas affected by soil erosion	
	3 4	Soil Ways of preventing soil erosion There are different ways of preventing soil erosion	Learners should be able to: -discuss ways of preventing soil erosion	A.K: Learners know some causes of soil erosion Intro: Learners list down types of soil erosion Step 1: Learners and teacher discuss ways of preventing soil erosion Step 2: Learners in groups record ways of preventing soil erosion Stage3: report back to the class Step 4:Individual written work Conclu:Revising the work done as	Discussing Explaining	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology	Local environment Areas affected by soil erosion	

				class		Learners book Grade 6 page 83-84 Exercise 14.2p		
	5 6	Nutrition Animal diet Characteristic of carnivores	Learners should be able to: Classify animals according to their diet	A.K: Learners know different animals Intro: Learners list down animals they know Step 1: Learners name domestic and wild animals Step 2: Teacher describe carnivores and their characteristics Step 3: Learners in groups name the carnivores from the list and report back to the class Step 4: Individual written work Conclu: Revising the work done as class	Recording Listing Identifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 63-64	Picture of animals in the local area	
	7 8	Crops, plants and animals Animal diet Herbivores Characteristics of herbivores	Learners should be able to: Classify animals according to the herbivores	A.K: Learners know different animals Intro: Learners list down animals they know Step 1: Learners name domestic and wild animals Step 2: Teacher describe herbivores and their characteristics	Recording Listing Identifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus	Pictures of animals	

				Step 3:Learners in groups name the herbivores from the list and report back to the class Step 4:Individual written work Conclu:Revising the work done as class		one Science And Technology Learners book Grade 6 page 63-64		
	9 1 0	Ground water extraction	-discuss the importance of ground water 2 eplain methods of ground water extraction and ground water conservation	A.K: Learners are aware of the different sources of water Intro: Explaining what is ground water Step 1: Learners state different ways of extracting the ground water Step 2: Learners explain the different ways of conreving ground water Learners write an individual	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 63-64	Charts Pictures Work cards Prepared notes	
6	1 2	Importance of natural resources Natural	Learners should be able to: Explain ways of conserving natural	A.K: Learners know some natural resources Intro: Recap of the previous lesson Step 1: Learners identify ways of	Discussing Listing Recording	HBC Science and Technology Junior	Resource books Digital tools	

		resources are important. There are ways of conserving natural resources	resources	conserving natural resources Step 2:Learners discuss in groups about natural resources Step 3: Report back their findings Step 4:Individual written work Conclu:Revising the work done		Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 63-64	Work cards charts	
	3 4	Natural land use Importance of natural resources Natural resources are important	Learners should be able to: Explain the importance of natural resources	A.K: Learners know some natural resources Intro: Recap of the previous lesson Step 1: Learners identify some natural resources Step 2:Teacher briefly explains what natural resources are Step 3: Learners discuss the importance of natural resources in groups and report back their findings Step 4:Individual written work Conclu:Revising the work done	Discussing Listing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 102-108	Work cards Natural resource charts	

						Exercise 17.1 Page 107.1-108		
	5 6	Natural land use Natural resources Human activities that destroy natural resources	Learners should be able to: Explain how human activities destroy natural resources	A.K: Learners know the importance of natural resources Intro: Recap of the previous lesson Step 1: Learners identify some natural resources Step 2:Teacher briefly explains key terms Step 3: Learners discuss the impact of human activities on natural resources in groups and report back their findings Step 4:Individual written work Conclu:Revising the work done	Identifying Explaining Observing recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68 2HBC Plus one Science And Technology Learners book Grade 6 page 96-98 Exercise 16.1 Page 99	Charts Digital tools	
	7 8	Ways of land reclamation SC identify ways of land reclamation	Learners should be able to: -discuss ways of reclamation of land	A.K: Learners know the importance of natural resources Intro: Recap of the previous lesson Step 1: Learners identify some natural resources Step 2:Teacher briefly explains key terms	Identifying Explaining Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page	Resources Books Digital tools w/cards charts	

				Step 3: Learners discuss the impact of human activities on natural resources in groups and report back their findings Step 4: Individual written work Conclu: Revising the work done		2HBC Plus one Science And Technology Learners book Grade 6 page 96-98 Exercise 16.1 Page 99		
	910	School Based Project Stage 3 Generation of ideas or possible solutions 3.3 demerits and weaknesses	Learners should be able to: -explain illustrate and demonstrate possible solutions to the problem identified	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68	Charts Pictures Work cards Prepared notes	
7	12	TOOLS, Equipment and implements KC Farm machines SC Types of farm machines	Learners should be able to: -identify types of farm machines	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learner list farm tools they know Step 2: Learners state farm machines in groups	Stating Identifying Discussing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 70	Digital media Print media Local environment	

				Step 3: Learners report back their findings Step 4: Individual written work Conclu: Revising the work done		2HBC Plus one Science And Technology Learners book Grade 6 page 109		
	3 4	TOOLS, Equipment and implements KC Farm machines SC Importance of farm implements	Learners should be able to: -discuss the importance of farm implements	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learner list farm tools they know Step 2: Learners discuss the importance of farm machines in groups Step 3: Learners report back their findings Step 4: Individual written work Conclu: Revising the work done	Discussing Observing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 70 2HBC Plus one Science And Technology Learners book Grade 6 page 109-110	Digital media Print media Local environment	
	5 6	TOOLS, Equipment and implements KC Farm	Learners should be able to: -discuss the functions of farm	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learner list farm tools they	Discussing Observing Recording	HBC Science and Technology Junior	Digital media Print media	

		machines SC Functions of farm implements	machines	know Step 2: Learners discuss the functions of farm machines in groups Step 3: Learners report back their findings Step 4: Individual written work Conclu: Revising the work done		Syllabus Grade 3-7 Page 70 2HBC Plus one Science And Technology Learners book Grade 6 page 109-112 Exercise 18.3 Page 112 -113	Local environment	
	7 8	TOOLS, Equipment and implements KC Farm machines SC Storage of farm implements	Learners should be able to: -discuss the storage of farm implements/ machines	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learner list farm tools they know Step 2: Learners discuss the storage of farm machines in groups Step 3: Learners report back their findings Step 4: Individual written work Conclu: Revising the work done	Discussing Observing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 70 2HBC Plus one Science And Technology Learners book Grade 6 page 113-114 Exercise 18.3	Digital media Print media Local environment	

						Page 112 -113		
	9 1 0	School Based Project Stage 3 Generation of ideas or possible solutions 3.3 demerits and weaknesses	Learners should be able to: -explain illustrate and demonstrate possible solutions to the problem identified	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 70	Charts Pictures Work cards Prepared notes	
8	1 2	TOOLS, Equipment and implements KC Farm machines SC Identify farm implements- ploughs, cultivator, harrows etc	Learners should be able to: -identify farm implements	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learner list farm tools they know Step 2: Learners identify and discuss the uses of farm machines in groups Step 3: Learners report back their findings Step 4: Individual written work Conclu: Revising the work done	Discussing Observing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And Technology Learners book Grade 6 page 116-117 Exercise 19.1	Digital media Print media Local environme nt	

						Page 118		
	3 4	TOOLS, Equipment and implements KC Farm machines SC Identify farm implements- ploughs, cultivator, harrows etc	Learners should be able to: -explain the functions of farm implements	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learner list farm tools they know Step 2: Learners identify and discuss the uses of farm machines in groups Step 3: Learners report back their findings Step 4: Individual written work Conclu: Revising the work done	Discussing Observing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And Technology Learners book Grade 6 page 116-117 Exercise 19.3 Page 118 -119	Digital media Print media Local environme nt	
	5 6	TOOLS, Equipment and implements KC Farm machines SC Storage of farm implements- ploughs, cultivator,	Learners should be able to: -discuss the storage of farm implements	A.K: Learners know some farm machines Intro: Facilitator explains main ideas Step 1: Learners list farm tools they know Step 2: Learners identify and discuss the storage of farm machines in groups Step 3: Learners report back their findings	Discussing Observing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And	Digital media Print media Local environme nt	

				Step 4: Individual written work Conclu: Revising the work done		Technology Learners book Grade 6 page 117-118 Exercise 19.3 Page 118 Unit revision page 119 -120		
	78	TOOLS, Equipment and implements KC Measuring tools SC Tools used for measuring temperature, mass and volume	Learners should be able to: -identify the tools used for measuring temperature mass and volume	A.K: Learners know some measuring tools Intro:Facilitator explains main ideas Step 1: Naming tools used for measuring temperature, mass and volume in groups Step 2:Practical work Step 3: Group feedback Step 4: Individual written work Conclu:Revising the written work	Discussing Observing Recording Listing	HBC Science and Technology Junior Syllabus Grade 3-7 Page71 2HBC Plus one Science And Technology Learners book Grade 6 page 121-123 Exercise 20.1 Page 124	Thermometer Balance Displacements cans water	
	910	School Based Project Stage 3	Learners should be able to: -explain illustrate	A.K: Learners can briefly describe the statement linking to the problem identified	Identifying Critical thinking	HBC Science and Technology	Charts Pictures Work	

		Generation of ideas or possible solutions 3.1 Evidence of possible solutions	and demonstrate possible solutions to the problem identified	Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress	Classifying	Junior Syllabus Grade 3-7 Page 70	cards Prepared notes	
9	1 2	TOOLS, Equipment and implements KC Measuring tools SC Tools used for measuring temperature, mass and volume	Learners should be able to: -measure mass and volume and record findings	A.K: Learners know some measuring tools Intro: Facilitator explains main ideas Step 1: Measuring mass and volume Step 2: Discussing as a group on measures done Step 3: Group feedback Step 4: Individual written work Conclu: Revising the written work	Discussing Observing Recording Listing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And Technology Learners book Grade 6 page 121-123 Exercise 20.1 Page 124	Thermometer Balance Displacements cans water	
	3 4	TOOLS, Equipment and implements	Learners should be able to: -identify a digital	A.K: Learners know a digital camera Intro: Facilitator explains what a digital camera is	Discussing Observing Recording	HBC Science and Technology	Cell phone Digital camera	

		KC Digital tools SC Digital camera	camera	Step 1: Learners explain function of a digital camera Step 2: Learners work as a group on digital cameras Step 3: Group feedback Step 4: Individual written work Conclu: Revising the written work	Listing	Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And Technology Learners book Grade 6 page 126-129 Exercise 21.1 Page 128	w/cards c/board	
	5 6	TOOLS, Equipment and implements KC Digital tools SC Capturing photos	Learners should be able to: -capture photos -record videos for various events	A.K: Learners know a digital camera Intro: Facilitator explains what a digital camera is Step 1: Learners explain function of a digital camera Step 2: Capturing photos and videos for various events Step 3: Editing videos and photos Step 4: Individual written work Conclu: Revising the written work	Discussing Observing Recording Listing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And Technology Learners book Grade 6 page 126-129	Cellphone Digital camera w/cards c/board	

						Exercise 21.1 Page 128		
	7 8	TOOLS, Equipment and implements KC Digital tools SC Graphics and music – features of digital devices	Learners should be able to: -edit videos and photos	A.K: Learners know videos and photos Intro:Facilitator explains main ideas Step 1: Learners explain function of a digital camera Step 2:Capturing photos and videos and photos and video editing in groups Step 3: Report back from groups Step 4: Individual written work Conclu:Revising the written work	Discussing Observing Recording Listing Editing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71 2HBC Plus one Science And Technology Learners book Grade 6 page 121-130 Exercise 20.1 Page 124	Cellphone Digital camera w/cards c/board	
	9 1 0	School Based Project Stage 4 Choosing the best idea from the listed one	Learners should be able to: -explain illustrate and demonstrate possible solutions to the problem identified	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 71	Charts Pictures Work cards Prepared notes	

				specifications while the facilitator monitors progress				
10	1 2	TOOLS, Equipment and implements KC Digital tools SC Spreadsheet structure	Learners should be able to: -create a spreadsheet	A.K: Learners know digital tools Intro: Explaining main ideas Step 1: Learners enter data on a spreadsheet Step 2: Groupwork to check findings Step 3: Report back Step 4: Written work individually Conclu: Revisiting findings	Discussing Observing Recording Listing Editing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 72 2HBC Plus one Science And Technology Learners book Grade 6 page 131-149 Exercise 22.4 Page 149	Spreadsheet Microsoft excel Computers smart phones	
	3 4	TOOLS, Equipment and implements KC Digital tools SC Excel formula to perform calculations	Learners should be able to: -use formula to perform calculations	A.K: Learners know laptops and how they are used Intro: Facilitator explains how calculations are done Step 1: Demonstration by the teacher Step 2: Learners carry out the activities in groups Step 3: Feedback on findings Step 4: Individual work	Discussing Observing Recording Listing Editing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 72	Spreadsheet Microsoft excel Computers smart phones	

				Conclu:Reviewing work covered				
	5 6	TOOLS, Equipment and implements KC Digital tools SC Graphics from data- to solve problems	Learners should be able to: -produce graphs from excel -filter data to solve a problem	A.K: Learners know how to use laptops Intro: Facilitator explains main ideas Step 1: Learners work on graphs from data and search data to solve a problem Step 2:Group feedback on findings Step 3:Individual written work Conclu:Revisiting work covered	Discussing Observing Recording Listing Editing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 72 2HBC Plus one Science And Technology Learners book Grade 6 page 131-149 Execise 22.4 Page 149	Spreadshe et Microsoft excel Computers smart phones	
	7 8	TOOLS, Equipment and implements KC Digital tools SC Spreadsheet	Learners should be able to: -sort data to solve a problem -filter data to solve a problem	A.K: Learners know how to work with laptops Intro: Facilitator explains main ideas Step 1: Learners work in groups on assigned tasks Step 2: Group feedback on assigned tasks Step 3:Individual written work Conclu:Revisiting work covered	Discussing Observing Recording Listing Editing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 72 2HBC Plus one Science And	Spreadshe et Microsoft excel Computers smart phones	

						Technology Learners book Grade 6 page 131-149 Exercise 22.4 Page 149		
	9 1 0	School Based Project Stage 3 Generation of ideas or possible solutions 3.3 demerits and weaknesses	Learners should be able to: -explain illustrate and demonstrate possible solutions to the problem identified	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 72	Charts Pictures Work cards Prepared notes	
11	1 2	Tools, equipment and implements Machine designs and models There are machines designs and models	Learners should be able to: Identify types of farm machines and state the types of farm machines	A.K: Learners know some machines Intro: Recap of the previous lesson Step 1: Teacher explains key terms Step 2: Learners work in groups on types of farm machines Step 3: Group feedback Step 4: Individual written work Conclu: Revisit the work covered	Observing Identifying Recording Analysing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 69-70 2HBC Plus one Science And	Real machines Work cards Pictures Charts	

						Technology Learners book Grade 6 page 131-149 Exercise 22.4 Page 149		
	3 4	Tools, equipment and implements Farm machines Importance of farm machines	Learners should be able to: Discuss and state the importance of farm machines	A.K: Learners know types of machines and models Intro: Recap of the previous lesson Step 1: Learners identify machines and models Step 2: Learners discuss the importance of farm machines Step 3: Feedback from groups Step 4: Individual written work Conclu: Oral questions on covered work	Describing Identifying Observing	HBC Science and Technology Junior Syllabus Grade 3-7 Page 68-71 2HBC Plus one Science And Technology Learners book Grade 6 page 131-149 Exercise 22.4 Page 149	Real machines Pictures Work cards	
	5 6	Tools, equipment and implements Ways of	Learners should be able to: Discuss and state ways of storing farm	A.K: Learners can spell out the importance of storing farm implements Intro: Recap of the previous lesson	Describing Identifying observing	HBC Science and Technology Junior	Farm implements Video	

		storing farm implements There are ways of storing farm implements	implements	Step 1: Facilitator explains key terms Step 2: Learners discuss ways of storing farm implements Step 3: Feedback from learners Step 4: Written work individually Conclu: Learners revise work written		Syllabus Grade 3-7 Page 70 2HBC Plus one Science And Technology Learners book Grade 6 page 131-149 Exercise 22.4 Page 149	clips Work cards	
	7 8	Tools, equipment and implements Farm implements Importance of farm implements	Learners should be able to: Explain the importance of farm implements	A.K: Learners know names of farm implements Intro: Brief class discussion on implements Step 1: Facilitator explains key terms Step 2: Learners work in groups highlighting the importance of farm implements Step 3: Feedback Step 4: Written work Conclu: Revising written work	Observing Identifying Describing Recording	HBC Science and Technology Junior Syllabus Grade 3-7 Page 70 2HBC Plus one Science And Technology Learners book Grade 6 page 131-149 Exercise 22.4	Farm implements Video clips Work cards	

						Page 149		
	9 1 0	School Based Project Stage 3 Generation of ideas or possible solutions 3.3 demerits and weaknesses	Learners should be able to: -explain illustrate and demonstrate possible solutions to the problem identified	A.K: Learners can briefly describe the statement linking to the problem identified Intro: Explaining main ideas Step 1: Learners write brief statements of intent linking to the problem while the facilitator guides them Step 2: Learners write project specifications while the facilitator monitors progress	Identifying Critical thinking Classifying	HBC Science and Technology Junior Syllabus Grade 3-7 Page 70	Charts Pictures Work cards Prepared notes	
12		END OF TERM REVISION TESTS	Learners should be able to: Write their end of term tests basing on the topics covered	A.K: Learners can read and write Step 1: Chalk board work Step 2: Explaining instructions Step 3: Written work individually Conclu: Class revise the work	Analysing Listening Observing Writing Revising	HBC Science and Technology Junior Syllabus Grade 3-7 Page	Prepared tests	
13		END OF TERM TESTS	Learners should be able to: Write their end of term tests	A.K: Learners can read and write Step 1: Chalk board work Step 2: Explaining instructions Step 3: Written work individually Conclu: Class revise the work	Revising	HBC Science and Technology Junior Syllabus Grade 3-7 Page	Question papers Answer sheet	

