PlusOne
Primary School Textbooks (ECD - Grade 7)

GRADE 7 SCHEMES OF WORK

TERM 2026

SUBJECTS SCHEMED

PHYSICAL EDUCATION AND ART

MATHEMATICS

SCIENCE AND TECHNOLOGY

SOCIAL SCIENCE

ENGLSH

SHONA

PE AND ARTS

TOPICS TO BE COVERED

1. **SAFETY AND HEALTH**

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2. **HUMAN BODY**
3. **HISTORY OF ARTS**
4. **GYMNASTICS**
5. **SPORTS AND GAME SKILSS**

BROAD AIMS

By the end of 12 weeks learners should have developed developed an understanding of safety rules and regulations in physical activities ,appreciate the importance of healthy living habits, physical activity, and sanitation,understand diseases caused by lack of physical exercise and poor sanitation and develop an understanding of the types of music and dance in Zimbabwe.

TIME ALLOCATION

9x30 minutes period per week

WEEK	TOPIC/ CONTENT	OBJECTIVES	COMPETENCE /SKILLS	S.O.M	MEDIA	METHODS /ACTIVITIES	EVALUATION
1 **16/01/26** **L1**	**Safety and health : Safety** Safety Rules and Regulations When Participating in Various Physical	**During the lesson learners should be able to** -identify appropriate safety rules and precautions for various physical activities in different environments	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64	Sports kits Pictures Work cards Magazines Flash cards	**Assumed knowledge** : Learners know safety rules and regulations for various physical activities **Intro**: Learners and facilitator explain the term safety and rules **Step 1**: learners state safety rules for various physical activities and environments like swimming	

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	Activities and environment			HBC Plusone PE and Arts learner book page 1 -2 Exercise 1.1 page 2		pool,gymnasium ,sports fields ,adventure and indoor activities **Step:2** In groups learners state precautions at swimming pool, sports fields and in athletics as well as in gymnasium **Step 3**. Groups report back their findings with the help of the teacher **Step 4**; As a class learners state main points of the lesson objectives **Con;** Revising written work	
L2	**Safety and health:** **Safety** Safety rules in various sporting activities	**During the lesson learners should be able to:** - Identify appropriate safety rules and precautions for various sporting activities and environment .	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC Plusone PE and Arts learner book page 1 -2 Exercise 1.1 page 2	Sports kits Pictures Work cards Magazines Flash cards	**Assumed knowledge :** Learners know safety rules and regulations for various physical activities **Intro:**Recapping the previous lesson . **Step 1:** Class discussion on safety and precaution related to various physical activities **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Summing up the main points	
L3	**Safety and health** Safety rules	**During the lesson learners should be able to:** -state atleast 5 dsafety rules when	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30	Sports kits Pictures Work cards Magazines Flash cards	**Assumed knowledge :** Learners know safety rules and regulations for various physical activities **Intro:** Learner sand facilitator state the safety rules	

		participating in physical activities		Gr 3-7 P64 HBC Plusone PE and Arts learner book page 2 -3 Exercise 1.2 page 3		**Step 1:** Class discussion on safety needed in various sporting activities **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives	
L4	**Safety and healthy** Warm up and cool down acrivities	**During the lesson learners should be able to:** **-** demonstrate warm up and cool down in physical activities	Listing Discussing Stating Describing Naming Demonstrating	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC Plusone PE and Arts learner book page 4 -5 Exercise 1.3 page 5	Pictures Work cards Magazines Flash cards	**Assumed knowledge**: Learners know injuries related to various physical activities. **Intro:** Facilitator explain the importance of warm up and cool down **Step 1**: Class discussion on activities done during warm up **Step: 2** In groups learners stretches ,jog ,twisting and running as warm up activities **Step 3**. Groups report back their findings with the help of the teacher and teacher add more information **Step 4;** As a class learners state main points of the lesson objectives **Con;** Learnesr demonstrate as conclusion on warm up	
L5	**Safety and Health:** Safety rules when participating in Physical activities	**During the lesson learners should be able to:** - describe the safety rules needed in physicsl sctivities	Listing Discussing Stating Describing Naming	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 64	Pictures Work cards Magazines Flash cards	**Assumed knowledge :** Learners know safety rules and regulations for various physical activities **Intro:** warm up activities such as jogging and stretching. **Step1:**The facilitator asks learners to state the safety rules of varius sporting activities .	

				HBC Plusone PE and Arts learner book page 2 -3 Exercise 1.2 page 3		**Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L6	**Healthy and Safety Rules of storing apparatus**	**During the lesson learners should be able to:** -describe safe rules of storing and caring for equipment	Listing Discussing Stating Describing Naming	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC Plusone PE and Arts learner book page 5 -6 Exercise 1.4 page 7	Playing ground	**Assumed knowledge :** Learners know different sporting equipment **Intro:** learners state various sporting equipment **Step1:**The facilitator explains the storage rules of sporting apparatus **Step: 2** In groups' learners practice stste the safety rules in storage of apparatus . **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L7	**Safety and health** - **Safety rules for apparatus and equipments**	**During the lesson learners should be able to:** -describe the safety rules of equipment's and apparatus	Listing Discussing Stating Describing Naming Discussing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 64	Playing ground	**Assumed knowledge:** Learners have knowledge of different sports activities. **Intro:** Learner sand facilitator explain the key terms. **Step1:** The facilitator explains to wtha are safety rules in storage and use of sport equipment **Step: 2** In groups' learners practice whilst the teacher assess progress.	

				HBC Plusone PE and Arts learner book page 5 -7 Exercise 1.4 page 7 .Exercise 1.5 page 8 unit revesion page 8-9		**Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L8	**School based project Stage 1 Problem identification 1.1 description of the problem**	**During the lesson learners should be able to:** Describe the innovation or identified gap through learning experiences	Observation Critical Thinking, Communication	HBC Junior syllabus 75 Circular no 9 of 2024	Teachers file Circular no 9 0f 2024 Learnrer sample project	**Assumed knowledge:** learners are able to identify problems through learning experiences**.** **Intro:** the facilitator explains of problem identification while giving examples to learners. **Step** 1: Learners identify a problem or innovation while the facilitator guides them. **Step 2**.learners write their problems they have identified while facilitator guides them **Con** : Oral review of the lesson	
2 23/01/26 L1	**Health and Safety Health living lifestyles at home ,school and society**	**During the lesson learners should be able to:** -identify healthy living styles at home ,school and society	Naming Listing Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64	Pictures Work cards Magazines Flash cards Ict tools	**Assumed knowledge:** Learnt about eating habits ,personal hygiene and exersices . **Intro:** Facilitator explain the key words health living style **Step1:** Teacher explain the health living habits and learners state the habits at home ,school and society **Step: 2** In groups learners stete the heath living habits .	

				HBC PLusone Learners book Unit 2 page 10 - 12 Exercise 2.1 page 12		**Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives	
L2	**Safety and Health:** Healthy living projects	**During the lesson learners should be able to:** Describe health living projects	Listing Discussing Stating Describing Naming Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC PLusone Learners book Unit 2 page 12 14 Exercise 2.2 page 13-14	Pictures Work cards Magazines Flash cards Resource person	**Assumed knowledge:** Learner are aware of planned physical activities **Intro:** Recap of the previous lesson. **Step1:** learners state living projects like school garden ,walk to school .community fitness and hygiene awareness programme **Step: 2** In groups learner describe the projects **Step 3.** Groups report back their findings with the help of the teacher and add more **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**Health Living Habits** Heathy living lifestyles at home .school and society	**During the lesson learners should be able to:** List the healthy living and lifestyle at home -identifying health living styles at home and schools ociety	Naming Listing Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 64 HBC PLusone Learners book Unit 2 page 10 -	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with daily activities at home . **Intro:** Recap of the previous lesson. **Step1:** learners and teacher explain what are health living styles . **Step: 2** In groups learners state the heaith living habits such as cyling ,walking ,jogging and teacher add more information . **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives	

				12 Exercise 2.1 page 12		**Conclusion ;** Revising written work	
L4	**Safety and Health:** Health living projects	**During the lesson learners should be able to:** - describe health living projects	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC PLusone Learners book Unit 2 page 12 14 Exercise 2.2 page 13-14	Speed ladder Batons Hurdels Cones Pictures Work cards Magazines	**Assumed knowledge:** Learners are familiar with health living habits **Intro**: Discussion on health living projects . **Step 1:** Pupils share their knowledge on health living **Step 2:** Teacher demonstrates health living projects . **Step 3:** Pupils practice identifying tests in groups. **Step 4:**Written Work and describing The importance of health measurement	
L5	**Safety and Health:** Causes of injuries in sport	**By the end of the lesson pupils should be able to**: -state the causes of injuries in sport .	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC PLusone Learners book Unit 2 Page14 -15 Exercise 2.3 page 15	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with inuries caused in sport **Intro**: recapping of the previous lesson . **Step 1:** Pupils share their knowledge on causes of injuries during sporting activities **Step 2:** learners state the injuries and their causes . **Step 3:** in groups learners state waye of preventing the injuries **Step 4:**Written Work and describing On injuries in sport **Con:** Oral recap	

L6	**Health Living Habits Prevention of injuries**	**During the lesson learners should be able to :** - state ways of preventing injuries in sport and management	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 64 HBC PLusone Learners book Unit 2 Page15 -16 Exercise 2.4 page 16	Pictures Work cards Magazines Flash cards	**Assumed knowledge** ; learners know injuries insport **Intro:** Discussion on the causes of the injuries **Step 1**. Pupils share their knowledge the causes of the injuries **Step 2**. Teacher explain and also show pictures of injuries in sport . **Step 3**. Pupils in groups state the causes of the injuries . **Step 4.** Report back and more explanation from facilitator **Step 5.** Stating ways of preventing injuries .	
L7	**Health Living Habits** – Health and Wellbeing Test Unit Revesion	**During the lesson learners should be able to :** Partake in health and wellbeing tests and measurement 2 revise and consolidate all the concepts learnt	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC PLusone Learners book Unit 2 Page17-19 Exercise 2.5page 16 Unit revision page 20 -21	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of health living **Intro**: learners state instruments used to measure health . Step1: Teacher shows learners a thermometer ,bp and sugar testing machine **Step: 2** In groups learners test their temperature and Bp and also measure their mass and height **Step 3**. Groups report back their body mass index **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	

L8	**School based project** **Stage 1** 1.2 Brief statement of intent (linking to the problem, innovation or identified gap).	**Learners will:** -briefly describe the statement linking to the problem, innovation or the identified gap -design a project specification	Observation, Critical Thinking, Communication	HBC National Syllabus PE and Arts page 75	Charts pictures Teachers file Prepared notes Samples	**Assumed knowledge**; Learners can briefly describe the statement linking to the problem identified. **Intro:** Class discussion on previous topic. **Step 1:** Learners write brief statement of intent linking to the problem while the facilitator guides them **Step 2:** Learners write project specification while the facilitator monitors progress. **Con:** Revision and consolidation.	
L9	**Revision test on work covered** Safety and health Health living habits	**Learners will:** -write a revision exercise - revise the test	Thinking, Communication	HBC Junior syllabus page 64 Plusone unit revision page 20 -21	Charts Work cards	**Assumed knowledge: learners are able to read and write** **Intro:** teacher gives the rules -learners write the test **Con :**revision and consolidation	
3 **30/01 /26** **L1**	**Health and living Habits** **Roleplay injury prevention**	**During the lesson learners should be able to :** Roleplsy injury prevention and management	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 HBC PLusone Learners book Unit 2 Page15 -16 Exercise 2.4 page 16	Pictures Work cards Magazines Flash cards Vedio on ict tools about inury management	**Assumed knowledge:** Learners know that there are injuries in sport . **Intro**: Recap of the previous lesson. **Step1:** Teacher explain and demonstrate first aid ,mouth to mouth resuscitation and wound bandaging .**Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3**. Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con:** Revising written work	

L2	**Human body** -Organs of the body Organs that transport food	**During the lesson learners should be able to :** Distinquish the organs that store and transport food ,air and blood	Naming Listing Discussing Stating Describing Explaining	HBC PLusone Learners book Unit 3 Page22 -25 Exercise 3.1 page 24 -	Pictures Work cards Magazines Flash cards	**Assumed knowledge**: Learners are familiar with internal and external body parts **Intro**: Teacher show learners the heart and lungs . Step1: learners and teacher name the parts of the respiratory system and its function. **Step: 2** In groups learners name the organs which transport food ,air and bloood **Step 3**. Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**Human body** **Organs of the body**	**During the lesson learners should be able to: -** Explain the process of storing and transporting food air and blood	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Unit 3 Page22 -25 Exercise 3.1 page 24 – Exercise 3.2 page 25	Models Pictures of heart and lungs Work cards Magazines Flash cards	**Assumed knowledge**: Learners know body part which transport food ,air and blood **Intro**: recapping the previus work **Step 1:** Teacher explain and also explain the process of transporting food ,blood and air . **Step 2 :** Teacher shows learners a vedio on how blood is pumped using Pictures and concrete media. **Step 3**. Pupils in groups explain the circulatory system and respiratory system. **Step 4**. Written Work and describing the significance of music and dance types. **Con:** Recap and feedback.	

L4	**Human bodyOrgans of the body**	-drawing and modelling the organs which transport food ,air and blood	Naming Listing Discussing Stating Describing Explaining Drawing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Unit 3 Page22 -25 Exercise 3.1 page 24 -	Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with the body parts which transport food **Intro:** Recap of the previous lesson. **Step1:** learners draw the oic of the heart nad lungs from chart . **Step: 2** In groups learners label the parts **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L5	**Human body parts**	-explain the process of storing and transporting food air and blood	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Unit 3 Page22 -25 Exercise 3.1 page 24 -	Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of the circulatory system . **Intro:** Recap of the previous lesson. **Step1:** learners in pairs explain the process of bllod ,air and food circulationn. **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L6	**Human Body parts** -Blood vessels	-identify the vessels that store and transport food	Naming Listing Discussing	HBC National Syllabus	Models Work cards Magazines	**Assumed knowledge:** Learners are aware of body organs which transport food . **Intro:** Recap of the previous lesson .	

			Stating Describing Explaining	PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Unit 3 Page26	Flash cards	**Step1:** learner study the picture of the heart on the chart . **Step: 2** In groups learners state the vessels which transport blood . **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L7	**Human Body Parts** **Model of heart and lungs** **Unit Revision**	Design a project that shows the storage and transportation of food ,air and blood	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Unit 3 Page25 Unit Revision29 -30	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with body organs which store and transport food . **Intro:** Recap of the previous lesson. **Step1:** learners make models of the heart and lungs **Step: 2** In groups learners explain and also demonstrate how blood is transported . **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives	
L8	**School based project** **Stage 1** Brief statement of intent **1.3** design project specification or related parameters	**Learners will:** -briefly describe the statement linking to the problem, innovation or the identified gap -design a project specification	Observation, Critical Thinking, Communication	HBC National Syllabus PE and Arts page 75 Circular no 9 2024	Charts pictures Work cards Prepared notes Project sample	**Assumed knowledge**; Learners can briefly describe the statement linking to the problem identified. **Intro** : Recap of the previous lesson **Step 1**:Learners write brief statement of intent linking to the problem while the facilitator guides them	

						Step 2:Learners write project specification while the facilitator monitors progress **Con**: Revision of work done.	
4 **06/02/26** **L1**	**History of arts** Music and Dance	-examine the representation of different cultures in the contemporary world of music	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Gr 7 Unit 4 Page31 -33 Exercise 4.1 page 33	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of music and dances **Intro:** Learners state different types of music genre . **Step1:** learners state the origin of different music genre . **Step: 2** In groups learners state the contemporaty music and musician . **Step 3.** Groups download and play different music genre **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L2	**History of Arts** **Music and dance** -dance and ceremonies in Zimbabwe	-identify different types of indigenous and contemporary dances and ceremonies in Zimbabwe(.eg uniting people)	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone Learners book Gr 7 Unit 4 Page31 -33 Exercise 4.1 page 33	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners have knowledge of difference dances. **Intro:** Facilitator explains key concept using pictures and concrete media. **Step 1:** Facilitator asks learners to define the key terms while he \she helps. **Step 3:** In groups learners do tasks on work cards while the facilitator assesses progress. **Step 4:** Groups report their findings with the help of the facilitator. **Step 5:** Written work. **Con:** Revision and consolidation.	

L3	**History of Arts: Music and dance** Functions of Dance and Ceremonies in Life	Identify the functions of dance and ceremonies in life (e.g., celebrations, rituals, storytelling).	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC Plusone Learners book grade 7 page 31-2 Exercise 4.1page 33	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with functions of dances. **Intro:** Recap of the previous lesson. **Step1:** learners read some new words the facilitator flash on flash cards. **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L4	**History of arts Music and dance** -Instruments	-compare indigenous and foreign musical instruments of southern Africa	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66 HBC PLusone PE and Arts Learners Book gr 7 page 33-34	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners known different instruments **Intro:** Facilitator explains key concept using pictures and concrete media. **Step 1:** Facilitator asks learners to state the musical instruments **Step 3:** In groups learners do tasks on work cards classifying instruments as foreign and indigenous **Step 4:** Groups report their findings with the help of the facilitator. **Step 5:** Written work. **Con:** Revision and consolidation.	
L5	**History of Arts: Music and dance** Instruments	Compare indigenous and foreign musical instrumets of southern Africa	Naming Listing Discussing Stating	HBC National Syllabus PE and	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with music and dance . **Intro:** teacher shows learners musical instruments .	

			Describing Explaining	Arts 2024-30 Gr 3-7 P65 HBC PLusone PE and Arts Learners Book gr 7 page 33-34		**Step1:** learners state the uses of the musical instrumets . **Step: 2** In groups learners group the instruments into indigenus and forengn. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L6	**History of Arts: Music and Dance** Musicians who sing social issues Eg love ,health	-identify musicians who sang songs on health and social issues	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P65 HBC PLusone PE and Arts Learners Book gr 7 page 36-38 Exercise 4.3 page 38	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with different songs. **Intro:** Recap of the previous lesson. **Step1:** learners state different musicians and the types of music themes they sing . **Step: 2** In groups learner groups musicians according to the type of music messages . **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L7	**History of Arts: Visual Arts** Dance ceremonies from southern Africa	- discuss some dance ceremonies from southern Africa	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 66	Pictures Work cards Magazines Flash cards Vedio	**Assumed knowledge:** Learners are familiar with dances in Zimbabwe . **Intro:** Recap of the previous lesson. **Step1:** learners read some new words the facilitator flash on flash cards. **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress.	

				HBC Plusone Learners book grade 7 page 38 -39 Exercise 4.5 page 39		**Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L8	**School based project** **Stage 2** Investigation of related ideas **2.1** Evidence of related ideas	**Learners will** -examine ideas that would solve his/ her problem related to the innovation	Critical thinking Problem solving	HBC Junior syllabus PE and Art page 75 Circular 9 of 2024	Teachers file Samples	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** The facilitator guides learners on how to examine ideas that might solve his/her problem related to the innovation **Intro:** Recap of the previous lesson -Learners examine their ideas while the facilitator asses projects and assists **Con :** Oral questions	
L9	**History of arts** **Dances from different periods**	**Learners will:** -dance performance from different periods	Thinking, Communication	HBC Junior syllabus page 66 HBC Plusone Learners book grade 7 page 38 -41 Exercise 4.5 page 39 Exercise 4,6 page 41	Pictures Charts Work on cb	**Assumed knowledge:** Learners are aware of different dances **Intro:** teacher and learners discuss ,the colonial ,precolonial and post colonial dances and demonstration 1 .The teacher demonstrate some of the dances 2 learners practice in groups **Con :**demonstration from learners	
5 **13/02 /26** **L1**	**History of arts** **Visual art** Functions of dances in	State the function of dances indifferent age groups	Naming Listing Discussing Stating Describing	HBC National Syllabus PE and Arts	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners have knowledge of different dances. **Intro:** Facilitator explains key concept using pictures and concrete media.	

	different age groups		Explaining	2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 page 38 -41 Exercise 4.4 page 39 Exercise 4,6 page 41 Unit revision Page 44 -45		**Step 1:** Facilitator and learners discuss the function of dances in different age groups **Step 3:** In groups learners do tasks on work cards while the facilitator assesses progress. **Step 4:** Groups report their findings with the help of the facilitator. **Step 5:** Written work. **Con:** Revision and consolidation.	
L2	**History of Arts: Visual art**	State the different cultural values of various artworks in Zimbabwe and southern Africa	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 Unit 5 Page 46 -49 Exercise 5.1 page 50	Basketry Pottery Carvings Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of visual arts eg paintings ,pottery ,carvings ,sculpture ,basketry **Intro:** Recap of the previous lesson. **Step1:** learners state the value of different artworks . **Step: 2** In groups learners state the use of different artworks and media used . **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**History of Arts: Visual art**	State the cultural values of artworks in	Naming Listing Discussing	HBC National Syllabus	Pictures Work cards Magazines	**Assumed knowledge:** Learners have knowledge of artworks .	

		Zimbabwe and southern Africa	Stating Describing Explaining	PE and Arts 2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 Unit 5 Page 49-50 Exercise 5.1 page 50	Flash cards Models	**Intro:** Facilitator explain the use of artworks for different cultures . **Step 1:** Facilitator shows learners artworks for southern Africa **Step 3:** In groups learners do tasks on work cards while the facilitator assesses progress. **Step 4:** Groups report their findings with the help of the facilitator. **Step 5:** Written work. **Con:** Revision and consolidation.	
L4	**History of Arts: Visual Arts** **REVISION**	**By the end of the lesson pupils should be able to**: Compare the development in art style s from precolonial and post conial era in Zimbabwe and Southern Africa 2.revise and consolidate concepts learnt	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 Unit 5 Page 50-54 Exercise 5.2 page 55 unit revision pg 56 to 57	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar visual artworks **Intro:** Recap of the previous lesson. **Step1:** learner and teachers discuss the development of artworks . **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	

L5	**History of Arts: Theatre** -Precolonial theatrical styles	Compare precolonial ,colonial and post-colonial theatrical styles of Zimbabwe	Modelling Discussing Namimg	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 Unit 6 Page 58- Exercise 5.2 page 55	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners have knowledge on props ,sets and customes used in performance **Intro:** Facilitator explains key concept using pictures and concrete media. **Step 1:**The learners and facilitator explain precolonial theatrical styles egg storytelling ,rituals and praise poems **Step 3:** In groups learners do precolonial theatrical styles **Step 4:** Groups report their findings with the help of the facilitator. **Step 5:** Written work. **Con:**Displaying of artworks .	
L 6	**School based project** **Stage 2** Investigation of related ideas **2.2** merits/strengths	**Learners will:** -examine ideas that would solve his/ her problem related to the innovation	Critical thinking Problem solving	HBC Junior syllabus PE and Arts page 75	C/B illustrations Sample project	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro;** The facilitator guides learners on how to examine ideas that might solve his/her problem related to the innovation -Learners examine their ideas while the facilitator asses projects and assists **-Con ;** Oral questions	
L7	**<u>History of Arts</u>** **<u>theatre</u>**	Compare precolonial ,colonial and post colonial styles of Zimbabwe	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7	Sports kits Pictures Work cards Magazines Flash cards	**Assumed knowledge** : Learners aware of different era in Zimbabwe in theatre **Intro**: Teacher explain what is theatre and give examples **Step 1**: Teacher and learners discuss theatre for various period	

				P4 to 66 HBC Plusone Learners book grade 7 Unit 6 Page 58-61 Exercise 6.1 page 61		**Step:2** In groups learners state different thaetre actors and their wotk . **Step 3**. Groups report back their findings with the help of the teacher **Step 4**; As a class learners state main points of the lesson objectives **Con;** Revising written work	
6 **L1**	**<u>History of Art</u>** Theatrical genre from southern Africa	**During the lesson learners should be able to:** - identify theatrical genre from southern Africa	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 Unit 6 Page 62-63 Exercise 6.2 page 64	Sports kits Pictures Work cards Magazines Flash cards	**Assumed knowledge :** Learners know musical genre **Intro:**Facilitator explain what is theatre and give example of genre **Step 1:** Class discussion on theatre genre **Step: 2** In groups learner state the theatre genre of southern Africa **Step 3.** Groups report back **Step 4;** As a class learners state main points of the lesson objectiv	
L2	**<u>History of Arts</u>** **Theatrical styles**	**During the lesson learners should be able to:** -state the theatrical styles from precolonial to post colonial Zimbabwe	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66	Vedios Pictures Audios Magazines Flash cards	**Assumed knowledge :** Learners are aware of theatre **Intro:** Learners and facilitator discuss the theatre styles in colonial and post colonial . **Step 1:** Class discussion on the differences in theatrical styles **Step: 2** In groups learner are shown theater for different eras and compare .	

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				HBC Plusone Learners book grade 7 Unit 6 Page 58-60 Exercise 6.1 page 61		**Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Learners demonstrate to the class	
L3	**History of Arts** **Theatrical styles in southern Africa**	**During the lesson learners should be able to:** -compare theatrical styles from different countries in Southern Africa.	Comparing Listing Discussing Stating Describing Naming Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P66 HBC Plusone Learners book grade 7 Unit 6 Page 62-63 Exercise 6.2 page 64 exercise 6.3 page 66 Revision unit page 67-69	Pictures Work cards Magazines Flash cards	**Assumed knowledge**: Learners know a lot about theatre **Intro:** Learners and facili **Step 1**: Class discussion on healthy living habits. **Step: 2** In groups learner state the theatrical style in southern A frica **Step 3**. Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L4	**Gynamstics** **Fitness related components**	**During the lesson learners should be able to:** Demonstrate mastery	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts	Pictures Work cards Magazines Flash cards	**Assumed knowledge :** Learners are aware of health living habits **Intro:** The teacher explain what are health related components	

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		of fitness related fitness	Naming Explaining	2024-30 Gr 3-7 P73 HBC Plusone Learners book grade 7 Unit 7 Page 70-72	cones	**Step1:**Facitator and learners discuss on fitness related components **Step: 2** In groups learners state the fitness related components **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L5	**<u>Gymnastics</u>** Safety in gymnastics balances and locomotion	**During the lesson learners should be able to:** -practise safety in gymnastics balances	Listing Discussing Stating Describing Naming Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P67 HBC Plusone Learners book grade 7 Unit 7 Page 72-74 Exercise 7.1 page 72 Exercise 7.2 page 74	Playing ground	**Assumed knowledge :** Learners are aware of safety **Intro:** teacher explain the safety precautions in gymnastics . **Step1:**The facilitator explains the the main concepts and what is locomotion **Step: 2** In groups' learners state the safety in gynmanstics **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L6	**<u>Gymnastics</u>** **Balances and locomotion**	**During the lesson learners should be able to:** -execute high order balances with	Listing Discussing Stating Describing Naming	HBC National Syllabus PE and Arts	Playing ground	**Assumed knowledge:** Learners are aware of different types of balances . **Intro:** Facilitator explain and also demonstrate balancing three and four point balancing	

		empasiss on coordination and agility	Explaining	2024-30 Gr 3-7 P67 HBC Plusone Learners book grade 7 Unit 7 Page 72-74 Exercise 7.1 page 74 Exercise 7.3 page 75		**Step1:** The facilitator demonstrate as learners imitate three and four point balancing **Step: 2** In groups' learners practice whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L 7	**School based project** **Stage 2** Investigation of related ideas **2.2** demerits/weaknesses	Learners will ; -examine ideas that would solve his/ her problem related to the innovation	Critical thinking Problem solving	HBC Junior syllabus	C/B illustrations	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro;** The facilitator guides learners on how to examine ideas that might solve his/her problem related to the innovation -Learners examine their ideas while the facilitator asses projects and assists **-Con ;** Oral questions	
7 **27/02/26** **L1**	**<u>Gynmastics</u>** **Balances and locomotion**	**During the lesson learners should be able to:** -practise two or more locomotion movement with flexibility ,agility .power and safely landing	Naming Listing Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P67	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with balances **Intro:** Teacher explain what is locomotion **Step1:** Facilitator explain and demonstrate locomotion **Step: 2** In groups learners practiselocomotion. **Step 3.** Groups report back their findings with the help of the teacher	

				HBC Plusone Learners book grade 7 Unit 7 Page 74-76 Exercise 7.4 page 76		**Step 4;** As a class learners state main points of the lesson objective	
L2	**Gymnastics Balances and locomotion**	Practice complex sequential movement through guided and or discovery approach		HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P67 HBC Plusone Learners book grade 7 Unit 7 Page 74-76 Exercise 7.4 page 76	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of locomotion and balances **Intro:** Recap of the previous lesson. **Step1:** Teacher explain and also demonstrate **Step: 2** In groups learner practice sequential movement without guidance . **Step 3.** Groups report back on the balances and evaluation **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**Gymnastics** **Balances and locomotion**	**During the lesson learners should be able to:** -combine two or more locomotion movement with flexibility ,agility,power and safely landing	Naming Listing Describing Explaining Combining	HBC Plusone Learners book grade 7 Unit 7 Page 74-76 Exercise 7.4 page 76	Pictures Work cards Magazines Flash cards Pictures with balances	**Assumed knowledge:** Learners are aware of balances **Intro:** Recap of the previous lesson. **Step1:** The teacher explain and also demonstrate . **Step: 2** In groups learners practice combined locomotion. **Step 3.** Groups demonstrate **Step 4;** As a class learners state main points of the lesson objectives	

L4	**<u>Gynmastics</u>** **Balances and locomotion**	**During the lesson learners should be able to:** - synchronise movements in response to rhythm amd tempo	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P73 HBC Plusone Learners book grade 7 Unit 7 Page 74-76 Exercise 7.4 page 76	Pictures Work cards Magazines Flash cards Marked area Radio	**Assumed knowledge:** Learners are familiar with balances and locomotion **Intro**: Teacher explain amd also demonstrate **Step 1:** Learners practice locomotion and balances while responding to music . **Step 2:** Teacher demonstrates how to respond to stimuli . **Step 3:** Pupils practice movements in groups responding to rhythm **Step 4:**Written Work and describing gymnastics . **Con:** Recap and feedback.	
L5	**<u>Gynmastics</u>** **Balances and lomotion**	**By the end of the lesson pupils should be able to**: -coordinate the body movements in combination of directions in the air or on the ground (rotary ,twist ,bend	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 67 HBC Plusone Learners book grade 7 Unit 7 Page 76-78 Exercise 7.5 page 78	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of sequential movements **Intro**: Facilitator explain and also demonstrate . **Step 1:** Pupils share their knowledge on wellbeing tests. **Step 2:** Teacher demonstrates balances using pictures and concrete media. **Step 3:** Pupils practice balancing tests in groups. **Step 4** Individual balances **Con:** Recap and feedback.	

L6	**<u>Gymanstics</u>** **Balances and locomotion**	**During the lesson learners should be able to :** - synchronise movements in response to rhythm and tempo	Practicing Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P67 HBC Plusone Learners book grade 7 Unit 7 Page 76-78 Exercise 7.5 page 78	Mates Cone Beams Marked area	**Assumed knowledge** ; are aware of balances **Intro:** Teacher explain summersault and cartwheel **Step 1**. Pupils combine pushing off then ground ,flying and stretching in the air **Step 2**. Teacher demonstrates also demonstrate to the learners . **Step 3**. Pupils practice high push ups **Step 4.** Written Work **Step 5.** Describing the functions of digestive organs. **Con:** Recap and feedback	
L7	**<u>Gymnastics</u>** **Testing and measurements**	**During the lesson learners should be able to :** -measure and test body weight and height	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P67 HBC Plusone Learners book grade 7 Unit 7 Page 78-79 Exercise 7.6 page 79 -80	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with different body parts. **Intro**: Recap of the previous lesson. Step1: learners are aware that the body has mass and height . **Step: 2** The teacher eaxplain and also demonstrate . **Step 3**. Groups learners measure their height and mass **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	

L8	**School based project** **Stage 3** 3Generation of ideas or possible solutions **3.1**Evidence of possible solutions	Learners will: - explain, illustrate or demonstrate possible solutions to the problem identified	Observation, Critical Thinking, Communication	HBC Junior syllabus 75	Charts pictures Work cards Prepared notes	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** recap of the concept taught - The facilitator gives explanation - learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
8 **13/03/26** **L1**	**<u>Sport and Game skills</u>** **Invasion Games** **Space awareness**	**During the lesson learners should be able to :** State the invasion games -demonstrate defending and attacking as a team	Naming Listing Discussing Stating Describing Explaining Demonstrating	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P68 HBC Plusone Learners book grade 7 Unit 8 Page 83-86 Exercise 8.1 page 86	Balls Whistle Cones Bibs ICT tools Charts pictu Work cards Prepared not Balls Whistle Cones Bibs ICT tools	**Assumed knowledge:** Learners are aware of game skills and invasion games . **Intro**: Teacher explain what is an invasion game **Step1:** Facilitator explain that there are skills in invasion games demonstration .**Step: 2** In groups learner practice defending and attacking skills **Step 3**. The teacher and learners play a min game **Step 4;** As a class learners state the main skills needed in defending and attacking **Con:** Mini game and cooldown	
L2	**<u>Game skills</u>** **Invasion games** **Space awareness**	**During the lesson learners should be able to :** Demonstrate attacking and defending as a team	Naming Listing Discussing Stating Describing Explaining Demonstrating	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P67	Pictures Balls Cones Bibs	**Assumed knowledge**: Learners are familiar with defending and attacking **Intro**: Recap of the previous lesson. Step1: Facilitator explain and also demonstrate **Step: 2** In groups learners do defending and attacking as a team	

				HBC Plusone Learners book grade 7 Unit 8 Page 83-86 Exercise 8.1 page 86		**Step 3**. Groups demonstrate defending and attacking as a team **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**Sports and Game skills** **Space awareness** Team formations	**During the lesson learners should be able to:** **-**Discus advantages and disadvantages of using various formations	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P68 HBC Plusone Learners book grade 7 Unit 8 Page 86-88 Exercise 8.2 page 88	Pictures ball Magazines Flash cards Ict tools Whistles	**Assumed knowledge**: Learners know the skills in invasion games . **Intro**: Teacher explain the team formation and demonstrate **Step 1:** Pupils state the different formation which they know **Step 2 :** Teacher demonstrates types using Pictures and concrete media. **Step 3**. Pupils practice different formations and give marits and demerits of formations . **Step 4**. Written Work on merits and demerts of formations **Con:** Recap and feedback.	
L4	**Sports and Game Skills** **Invasion Games Positioning**	-demonstrate positioning within boundaries in relation to opponents	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P68	Balls Bibs Cones Play area Whistle Work cards Magazines Flash cards	**Assumed knowledge:** Learner are aware of positions in invasion games . **Intro:** Recap of the previous lesson. **Step1:** learners practice positions of various games in relation to games **Step: 2** In groups learner practice positioning in relation to opponents **Step 3.** Groups report back and staing the iportants of positioning	

				HBC Plusone Learners book grade 7 Unit 8 Page 89-92 Exercise 8.3 page 90 Exercise 8.4 page 92		**Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L5	**<u>Sports and Games skills</u>** **Invasion Games** Reaction	-execute ways of dislodging an opponent	Executing Stating Demonstrating Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P68 HBC Plusone Learners book grade 7 Unit 8 Page 93-96 Exercise 8.3 page 90 Exercise 8.5 page 95	Balls Whistls Cone S Ict tools Bibs	**Assumed knowledge:** Learners are aware of the invasion skills. **Intro:** Recap of the previous lesson. **Step1:** Facilitator explain what is reaction in invasion games . **Step: 2** Learners demonstrate how do they react in games to deceive an opponent **Step 3.** Groups demonstrate on reaction to beat an opponent **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L6	**<u>Sports and Game skills</u>**	-state target and combat games	Naming Listing Discussing	HBC National Syllabus	Balls Whistle	**Assumed knowledge:** Learners are aware of invasion games **Intro:** Recap of the previous lesson.	

	Target and Combat games Aiming and targeting	-aim at stationary targets within 50m distance aim at fast mobile within a distance of 50m	Stating Describing Explaining	PE and Arts 2024-30 Gr 3-7 P68 HBC Plusone Learners book grade 7 Unit 8 Page 93-96 Exercise 8.3 page 90 Exercise 8.5 page 95 Unit Revision page 97-99	Cones ICT Tools	**Step1:** learners state the combat and target games **Step: 2** Facilitator demonstrate aiming and stationary and moving objects **Step 3.** Groups practice aiming and demonstarte to the class **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L7	**<u>Sport and game skills</u>** <u>Stance</u>	-adjust body position by twisting ,tuening ,squatting and jumping	Adjusting Twisting Discu Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P54	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of aiming and targerting **Intro:** Recap of the previous lesson. **Step1:** Teacher explain what is body stance and the teacher demonstrate , **Step: 2** In groups learners twist ,turn,squat and jump **Step 3.** Groups demonstrate to the class **Step 4;** The teacher explain the importance of stance in target games games **Con;** Revising written work	
L8	**Revision TesT 1** **1 Safety and health** **2,Human body**	Learners will: - revise and consolidate concepts	Observation, Critical Thinking,	HBC Junior syllabus 60 -66 pe and arts	Charts pictures Work cards	**Assumed knowledge**; Learners grasped the concepts learnt **Intro:**Teachers gives learners instructions - learners write the revision test	

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	3.History of arts **4.Gymnastics** **5.Sport and game skills**		Communication	HBC Plusone learners book Grade 7 page 100 to 107	Prepared notes	2 revision of the written test **Con** : Oral review of the lesson	
9 **13/03/26** **L1**	**<u>Sport and Game skills</u>** **<u>Target /combat games</u>** **<u>Aiming /targeting</u>** **<u>Stance</u>**	-make fast movements and and release energy towards certain directions -aim at stationary targets within a 50m distance	Moving Targeting Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P68 HBC Plusone Learners book grade 7 Unit 9 Page 108-117 Exercise 9.1 page 110 Exercise 9.2 pg112 Execise 9.3 pg 115 Exerc 9.4 pg 116 Unit revision pg 118 to 119	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of targeting **Intro:** Recap of the previous lesson. **Step1:** teacher explain and also demonstrate **Step: 2** learners practice making fast movements toward certain direction **Step 3.** Groups demonstrate to the learners **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L2	**<u>Sport and Game Skilss</u>** **Netgames**	-execute strokes for height ,spin ,distance	Executing Listing Discussing Stating	HBC National Syllabus PE and	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners some game skills **Intro:** Facilitator explains and also demonstrate different strokes	

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		and power in relation to time	Describing Explaining	Arts 2024-30 Gr 3-7 69 HBC Plusone Learners book grade 7 Unit 10 Page 120-124 Exercise 10.1 page 122 Exercise 10,2 pg 124 Exer 10.3 page 125 Pg 126 unit revision		**Step 1:** Learners practice some of the strokes in groups . **Step 3:** In groups learners demonstrate all the strokes . **Step 4:** The teacher aslo help by demonstrating all the strokes **Step 5:** Written work.	
L3	**<u>Sport and Game Skills</u>** Net games Strokes for height ,spin ,and power	-strike the ball or object to a target not more than 10m away from starting point	Striking Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC Plusone Learners book grade 7 Unit 10 Page 120-124	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of different strokes **Intro:** Recap of the previous lesson. **Step1:** Facilitator explain and also demonstrate striking the ball **Step: 2** In groups learner do some demonstration on ball striking **Step 3.** Teacher further explain and also demonstrating to correct mistakes **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	

				Exercise 10.1 page 122 Exercise 10,2 pg 124			
L4	**<u>Sport and Game Skills</u>**	-strike the ball over a barrier not more than 2m high	Striking Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 page 124 -125 Exercise 10.3 Unit revision page 126	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners have knowledge of the community. **Intro:** Facilitator explains key concept using pictures and concrete media. **Step 1:** Facilitator asks learners to define the key terms while he \she helps. **Step 3:** In groups learners do tasks on work cards while the facilitator assesses progress. **Step 4:** Groups report their findings with the help of the facilitator. **Step 5:** Written work. **Con:** Revision and consolidation.	
L5	**<u>Sport and Game skills</u>** **Striking games**	-explain the difference between applying and receiving force	Explaining Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7	Balls cards Magazines Flash cards	**Assumed knowledge:** Learner aware of other games and their skills . **Intro:** Learners state the examples of striking games **Step1:** learners explain the difference between applying and receiving force **Step: 2** . **Step 3.**Learners demonstrate the role of legs ,shoulders ,forearms on maintaining grip	

				Unit 11 page 128-134 Exercise 11.1 Unit revision page 130			
L6	**<u>Sport and Game skilss</u>** **<u>Striking games</u>**	-demonstrate the execution forehand or backstroke accurately	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts pg. 69 HBC plusone Learners book grade 7 Unit 11 page 128-134 Exercise 11.1 Unit revision page 130	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of striking games **Intro:** teacher explain and also demonstrate forehand and back stroke striking **Step1:** learner s practice in pairs the striking **Step: 2** In pairs learners demonstrate **Step 3.** Facilitator also demonstrate **Con;** Revising written work	
L7	**<u>Sport and Game skills</u>** **Striking games**	- Illustrate how angle at a time of contact with the object affects direction demonstarte spin and rebound	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 11 page 128-134	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with visual art works. **Intro:** Recap of the previous lesson. **Step1:** learners read some new words the facilitator flash on flash cards. **Step: 2** In groups learner do work on work cards issued whilst the teacher assess progress. **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	

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				Exercise 11.1 Unit revision page 130			
L8	**School based project** **Stage 3** 3Generation of ideas or possible solutions **3.3** demerits /weaknesses	Learners will: - explain, illustrate or demonstrate possible solutions to the problem identified	Observation, Critical Thinking, Communication	HBC Junior syllabus	Charts pictures Work cards Prepared notes	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** recap of the concept taught - The facilitator gives explanation - learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
10 **20/03/26** **L1**	**<u>Sport and and Game skills</u>** Adventure games	**During the lesson learners should be able to:** -perfom mountain climbing -state the water based activities	Mountaineering Listing Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 13 page 146-1147 Exercise 13.1 Pg 148	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners sknow the different games and their skills **Intro:**teacher explain what is mountain climbing **Step1:** learners state the water based activitiesb **Step: 2** In groups learners state equipments needed in mountain climbing **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state different types of water based activiti	
L2	**<u>Sport and Game skills</u>** **Abseiling**	**During the lesson learners should be able to:** Climb down a mountain	Naming Listing Describing Explaining	HBC National Syllabus PE and Arts	Pictures Nets Strings raftas	**Assumed knowledge:** Learners are aware of mountain climbing **Intro:** teacher explain what is abseiling **Step1:** learners state the materials used abseiling	

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				2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 13 page 150-151 Exercise 13.4 Pg 151		**Step: 2** In groups learners discus and practice different abseiling techniques **Step 3.** Groups demonstration **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**Sport and Game skills** **Orienteering**	**During the lesson learners should be able to:** -use compass to locate points	Reading maps Using compass Climbing Describing Explaining Locating	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 13 page 146-148 Exercise 13.1 Pg 148	Pictures Whistles Composa Magazines Flash cards	**Assumed knowledge** learners are aware of mountain climbing and abseiling **Intro:** Recap of the previous lesson. **Step1:** Facilitotor explain what is orienteering **Step: 2** Learners and facilitator watch videos of orienteering **Step 3.** Groups practice oreentering in the small bush area at school **Step 4;** teacher explain the main objective **Con;** Revising written work	
L4	Sport and Game skills **Camping**	**During the lesson learners should be able to:** - set up camping sites	Setting camping sites Listing Discussing Stating	HBC National Syllabus PE and Arts 2024-30	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with other adventure games **Intro**: Discussion on the camping requirements **Step 1:** Pupils share their knowledge on camping	

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			Describing Explaining	Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 13 page 146-148 Exercise 13.1 Pg 148 Unit revision page 152 -153		**Step 2:** Teacher demonstrates using pictures and concrete media. **Step 3:** Pupils practice camping tests in groups. **Step 4:**Written Work pn camping **Con:** Recap and feedback.	
L5	**<u>Sports and Game skills</u>** Kids athletics Running techniques	**By the end of the lesson pupils should be able to**: -complete a timed endurance race	Running Running with obstacles Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 14 page 154-155 Exercise 14.1 Pg 155	Cones Baton sticks Obstacles Mini hundles	**Assumed knowledge:** Learners are familiar with athletics **Intro**: Discussion on kids athletics **Step 1:** Pupils share their knowledge on timed endurance race. **Step 2:** Teacher demonstrates timed endurance race **Step 3:** Pupils practice endurance race in groups. **Step 4:**Demonstartion by the groups	
L6	**<u>Sports and Game Skills</u>** **Kids athletics**	**During the lesson learners should be able to :**	Running Demonstrating Stating	HBC National Syllabus PE and	Pictures Work cards Magazines Flash cards	**Assumed knowledge** ; learners are aware of endurance race **Intro:** Discussion on running on curve and bends	

	Running	- demonstrate correct bend sprint techniques	Describing Explaining	Arts 2024-30 Gr 3-7 P69 HBC plusone Learners book grade 7 Unit 14 page 154-155 Exercise 14.1 Pg 155		**Step 1**. Facilitator explain and also demonstrate bend running . **Step 2**. Learners practice **Step 3**. Mini athletics competition running on bends **Step 4.** Demonstration **Step 5.** Stating the techniques of bend running **Con:** tr sum up the main points	
L7	**<u>Sports and Game skills</u>** Button exchange	**During the lesson learners should be able to :** -demonstrate proper baton exchange Measure and test performance	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P70 HBC plusone Learners book grade 7 Unit 14 page 154-155 Exercise 14.1 Pg 155	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are familiar with relay and their types **Intro**: Recap of the previous lesson. Step1: Facilitator explain the two main techniques in baton exchange upsweep and down sweep **Step: 2** Facilitator explain and also demonstrate **Step 3**. Groups practice baton exchange **Step 4;** Demonstration from the learners **Con;** Revising written work	
L8	**School based project** **Stage 3**	Learners will: - explain, illustrate or demonstrate possible solutions to the problem identified	Observation, Critical Thinking, Communication	HBC Junior syllabus page 77	Teachers file Prepared notes	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** recap of the concept taught - The facilitator gives explanation	

	3Generation of ideas or possible solutions 3.1 Evidence of possible solutions				Project sample	- learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
11 **L1**	**<u>Sports and Game skills</u>** **Running with obstacles** **Running through marked bends**	**During the lesson learners should be able to :** - practice sprint and hudle events -run through marked bends with maximum speed -participate in competition	Demonstrating Jumping Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P77 HBC plusone Learners book grade 7 Unit 14 page 156-157 Exercise 14.2 Pg 157	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are awre of relays and sprints . **Intro**: Recap of the previous lesson. **Step1:** Teacher explain hurdles and sprints .**Step: 2** In groups learners practice huddle and sprints . **Step 3**. Groups demonstrate **Step 4;** As a class learners state main points of the lesson objectives **Con:** Revising written work	
L2	**<u>Sport and Game skills</u>** <u>Jumping</u> <u>Scissors kick</u> <u>Fosbury flop</u> <u>Hitch kick</u>	**During the lesson learners should be able to :** Demonstrate horizontal and vertical jumps techniques	Jumping Demonstarting Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P70 HBC plusone Learners book	Tape measuer Pole Sand Magazines Flash cards	**Assumed knowledge**: Learners are aware jumping techniques **Intro**: Learners state the vertical and horizontal jumps Step1: Teacher explain and also demonstrate different techniques in jumps **Step: 2** Learners practice the different jumps **Step 3**. Teacher demonstrate the different techniques	

				PE and Arts Pg 162 grade 7 Unit 15 page 162-166 Exercise 15.2 Pg 166		**Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L3	**<u>Sport and Game skills</u>** **Jumping using apparatus** **Pole vault**	**During the lesson learners should be able to: -** Jump using apparatus	Naming Listing Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P70 HBC plusone Learners book PE and Arts Pg 162 grade 7 Unit 15 page 162-166 Exercise 15.2 Pg 166	Tape measure Wooden pole Mats rope Flash cards	**Assumed knowledge**: Learners know different jumps **Intro**: Teacher explain what is jumping with a n aid of apparatus **Step 1:** Teacher explain and demonstate pole vault . **Step 2 :** Learners imitate as they practice . **Step 3**. In groups learners practice pole vault **Step 4**. Learners demonstarte **Con:** Recap and feedback.	
L4	**<u>Sport and Game skills</u>** **Jumping**	-jump from a relative short run up	Jumping Demonstarting Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P54	Tap Measure Sand Wooden pole Mats Rope	**Assumed knowledge:** Learners are aware of different jumps . **Intro:** Recap of the previous lesson. **Step1:** Teacher explain and also demonstrate **Step: 2** In groups learners practice jumping from a short run . **Step 3.** Groups report back their findings with the help of the teacher	

				HBC plusone Learners book PE and Arts Pg 162 grade 7 Unit 15 page 162-166 Exercise 15.2 Pg 166		**Step 4;** min competition and measuring performance **Con;** Revising written work	
L5	**<u>Sports and Game skills</u>** **<u>Jumping</u>** <u>High jump</u>	-clear heights while jumping	jumping demonstrating Discussing Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 70 HBC plusone Learners book PE and Arts Pg 162 grade 7 Unit 15 page 162-166 Exercise 15.2 Pg 166	Rope Measure Mat Pole	**Assumed knowledge:** Learners can jump **Intro:** Recap of the previous lesson. **Step1:** Teacher explain and aslo demonstrate high jump **Step: 2** In groups learners practice jumping **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners compete in high jump **Con;** Revising written work	
L6	**<u>Sport and Game skills</u>** **Jumping**	-jump for distance	Jumping 3 step rhythm jump Listing Discussing Stating	HBC National Syllabus PE and Arts 2024-30 Gr 3-7	Work cards Magazines Flash cards	**Assumed knowledge:** Learner are aware of jumping techniques . **Intro:** Recap of the previous lesson. **Step1:** Facilitator explain and also demonstrate **Step: 2** In groups learners practice long jump and triple jump	

			Describing Explaining	P70 HBC plusone Learners book PE and Arts Pg 162 grade 7 Unit 15 page 162-166 Exercise 15.2 Pg 166		**Step 3.** Groups report back their findings with the help of the teacher **Step 4** min competition on jumps **Con;** Teacher sum up the main points	
L7	**<u>Sport and Game skills</u>** **Throwing**	-state the types of throws -display proper handling of implement I short put ,discuss ,javelin -demonstrate proper execution of throws for distance and accuracy	Naming Stating Demonstrating Stating Describing Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P70 HBC PLusone Learners book grade 7 180 -170 Exercise 16.1 page 184 Revision page 188 189	Pictures Work cards Magazines Flash cards	**Assumed knowledge:** Learners are aware of different throwing events **Intro:** Teacher explain proper implement handling . **Step1:** Using concrete media the learners practice and also remonstrate throwing and implement handling . **Step: 2** In groups learners do practice **Step 3.** Groups demonstration **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L8	**School based project** **Stage 1** Brief statement of intent	Learners will: -briefly describe the statement linking to the problem, innovation or the identified gap	Observation, Critical Thinking, Communication	HBC National Syllabus PE and Arts 2024-30 Gr 3-7	Charts pictures Work cards Prepared notes	**Assumed knowledge**; Learners can briefly describe the statement linking to the problem identified. **Intro** : Recap of the previous lesson **Step 1**:Learners write brief statement of intent linking to the problem while the facilitator guides them	

	1.3 design project specification or related parameters	-design a project specification		P77		**Step 2**:Learners write project specification while the facilitator monitors progress **Con**: Revision of work done.	
12 **03/04 /26** **L1**	**<u>Sport and Game skills</u>** **<u>Quatic skills</u>** **<u>Water safety</u>**	**During the lesson learners should be able to:** State the swimming strokes 2demonstrate survival strokes in water 3 practice resuscitation techniques	Swimming Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P70 HBC PLUSONE learners book grade 7 Unit 17 page 191-192 Exercise 17.1 Page 193	Charts Goggles Pictures Floater Tyrel tubes Rubber balls Ropes	**Assumed knowledge :** Learners are aware of aquatic skills and water activities **Intro:** Learners state swimming precautions and safety . **Step 1:** Class discussion on swimming strokes **Step: 2** Teacher and learner discus on survival strokes and demonstration . **Step 3.** Groups practice resuscitation **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	
L2	**<u>Sport and game skills</u>** **Strokes**	**During the lesson learners should be able to:** -demonstrate front ,back breast and butterfly	Listing Discussing Stating Describing	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P70 HBC PLUSONE learners book grade 7 Unit 17 page 191-192	Sports kits Pictures Work cards Magazines Flash cards	**Assumed knowledge :** Learners know swimming **Intro:** recapping the previous lessons **Step 1:** teacher explain and also demonstrate **Step: 2** In groups learners practice swimming **Step 3.** Groups report back their findings with the help of the teacher **Step 4;** As a class learners state main points of the lesson objectives **Con;** Revising written work	

				Exercise 17.1 Page 193			
L3	**REVISION** and end of term 1 test	Revise and consolidate all the concepts learnt	Listing Discussing Stating Describing Naming Explaining	HBC National Syllabus PE and Arts 2024-30 Gr 3-7 P64 to 70 HBC PLusone learners Book grade 7 test 2 page 172 - 179	Pictures Work cards Magazines Flash cards	**Assumed knowledge**: Learners have grasped the concepts learnt **Intro:** Learners bare given instruction **Step 1**: learners write end of the term test **Step: 2** Revision of the written test **Step 3**. Tr sum up the main points **Step 4;** remediation	

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Mathematics

Topics To be covered

Number

Operations

GENERAL AIM

By the end of 12 weeks learners should have developed positive attitude towards Mathematics and problem solving skills as well as developing communicating Mathematical information to develop critical thinking and logical reasoning such that they will use mathematics in entrepreneurship and other facets of life

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
1 16.01.26	**NUMBER** Whole numbers (0-10 000 000)	***During the lesson learners will:*** 1. read at least twenty numbers in words and numerals correctly.	-reading -writing -expressing -counting -arranging	Grade 3-7 Maths syllabus pg. 66. 2, 2.Plusone Learners book grade 7 HBC Page 4 Activity 1.3 page 4	-abacuses -f/cards -number cards -work cards	**Introduction** .Teacher explain different types of numbers -The facilitator explains and demonstrates to the class reading of numbers -pupils practice reading -Learners read in groups and report back -Learners write the given exercise individually.	

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	.Numerals in words	2. write at least twenty numbers in words and in numerals properly.	-writing -expressing -counting Arranging	Grade 3-7 Maths syllabus pg. 66 2.Plusone Learners book grade 7 HBC Page 4 Activity 1.3 page 4		**Introduction**.recapping the previous work -The teacher explain and also demonstrate writing numbers in numerals -Learners write the numbers . -Learners write in groups and feedback . -summarising	
	Number Notation	3. express at least twenty numbers in expanded notation clearly	-writing -expressing -expanding	Grade 3-7 Maths syllabus pg. 66 2.Plusone Learners book grade 7 HBC Page 4 Activity 1.4 page 4		**Introduction** .The facilitator explains the digit value . -teacher explain and also demonstrate writing numbers in expanded notation -Learners practice writing numbers in expanded notation . -Learners write in groups and feedback . -The facilitator give individual questions on the lesson.	
	Ascending and descending	4. count ten numbers in ascending and	-writing -expressing -expanding	Grade 3-7 Maths syllabus	counters	-The facilitator explains and demonstrates to the class.	

		descending order correctly.		pg. 66 2.Plusone Learners book grade 7 HBC Page 7 Activity 1.7 page 7		-Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Number magnitude	5. properly arrange ten numbers in order of magnitude.		2.Plusone Learners book grade 7 HBC Page 4 Activity 1.3 page 4	Chalkboard Flascards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Revision	6. answer at least 25 questions correctly.		2.Plusone Learners book grade 7 HBC Pag1		-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
2 23.01.26	**NUMBER** Whole numbers (0-10 000 000) Digit values	***During the lesson learners will:*** 1. give values of digits in a number properly.	-giving -writing -using -identify	Grade 3-7 Maths syllabus pg. 66 2.Plusone Learners book grade 7 HBC Page 1 Activity 1.1 page 3	-abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Ordinal numbers	2. write ordinal number up to hundredth correctly.	Writing Discussing	Grade 3 - 7 syllabus Page 66 2.Plusone Learners book grade 7 HBC Page 7	Chalkbord counters	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

		3. use ordinal numbers in ranking and positioning well.		Activity 1.9page 8		-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
				Grade 3 - 7 syllabus Page 66 2.Plusone Learners book grade 8 HBC Page 7 Activity 1.10page 9			
		4. write ordinal numbers in words and numerals clearly.				-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
		5. correctly write number sequences. Identify prime numbers in the range 0 t0 100		Grade 3 - 7 syllabus Page 66 2.Plusone Learners book grade 7		-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually.	

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				HBC Page 7 Grade 3 - 7 Maths syllabus page 67		-The facilitator give oral questions on the lesson.	
		6. identify any problem in the learning area				Introduction The facilitator explains what is problem identification. -learners state problems -discussion of the problems in groups and report back . -Learners are given task to go and find problems . -The facilitator give oral questions on the lesson.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON

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3 30.01.26	**NUMBER** Whole numbers (0-10 000 000)	***During the lesson learners will:*** 1. find prime factors of numbers in the range 0-100 properly.	-finding -rounding (approximating) -comparing -converting -identifying -reading	Grade 3 - 7 Maths syllabus page 67 2.Plusone Learners book grade 8 HBC Page 12 Activity 1.13page 14	-abacuses -f/cards -number cards -work cards -fraction chart	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	Rounding off numbers	2. round numbers to the nearest 10, 100, 1 000, 10 000, 100 000 ant 1 000 000 correctly.	Stating Estimating	Grade 3 - 7 Maths syllabus page 67 2.Plusone Learners book grade 8 HBC Page 12	Number line Pictures Newspapers	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	Compare numbers	3. compare at least twenty numbers properly.		Grade 3 to 7 syllbus page 67 2.Plusone Learners book grade 8 HBC Page 12 Activity 1.13page 14		-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Roman Numerals	4. convert Roman numerals to Arabic numerals within the range (1-50) and vice versa properly.	Converting Stating	Grade 3 to 7 syll maths pg67 2.Plusone Learners book grade 8 HBC Page 25 Activity 3.1page 25	Chalkboard Shapes	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Converting Roman to numerals	5. identify proper fractions with denominators in the	Idenfying Stating	Grade 3 to 7 Maths		-The facilitator explains and	

		rangin 2 to 10 and multiples of 5 to 100		syllabus page 67 2.Plusone Learners book grade 7 HBC Page 25 Activity 3.1page 25		demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Project Problem identification Stage 1 Problem disscription	6. Project ,Stage 1 Problem identification	Identfying Stating	Maths syllabus grade 3	Circular no of 2024 Trs file Sample project	-The facilitator explains what is problem description . -teachers gives a clear example on problem discription -Learners give give their descriptions feedback to the class.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
4 03.10.25	**NUMBER** Proper fractions (2 to 10 and multiples of 5 up to 100)	***During the lesson learners will:*** 1. write fractions with denominators in the given range properly.	-writing -comparing -interpreting -arranging -converting -simplifying	Grade 3-7 Maths syllabus pg. 67 2.Plusone Learners	-prepared diagrams -f/cards -number cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class.	

	Proper Fraction			book Mathematics grade 7 HBC Page 33 -35 Exercise 4.1 Page 35	-work cards	-Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Fraction comparison a	2. comparing fractions and arrange them in order of size correctly.	writing -comparing -interpreting -arranging -converting -simplifying	Grade 3-7 Maths syllabus pg. 67 2.Plusone Learners book Mathematics grade 7 HBC Page 37 -40 Exercise 4.2 Page 40	prepared diagrams -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	Read/ sign fractions	3. interpret diagrams representing proper fractions properly.	Writing Interprteting	Grade 3-7 Maths syllabus pg. 67 2.Plusone Learners book Mathematics grade 7 HBC Page 41 -43 Exercise 4.4 Page 42 -43	prepared diagrams -f/cards -number cards -work cards Diagrams	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
		4. arrange proper fractions order of size well.	Writing Enterpreting	Grade 3 to 7 hbc Maths syllabus page 67 2.Plusone Learners book Mathematics grade 7	Diagrams to represent fraction	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

				HBC Page 44-45 Exercise 4.5 Page 44			
	Conversions	5. convert proper fractions to decimals correctly.	Stating Siging Writing Drawing	Maths syllabus grade 3 to 7 page 67 2.Plusone Learners book Mathematics grade 7 HBC Page 45-46 Exercise 4.6	Fraction charts Number lines Diagrams	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Lowest terms	6. simplify proper fractions to their lowest terms properly.	Stasting Singing Writing Drawing diagrams	Maths syllabu grde 3 to 7 page 67 2.Plusone Learners book	Fraction charts Number lines Diagrams Ict tool	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class.	

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				Mathematics grade 7 HBC Page		-Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
5 13.02.26	**NUMBER** Mixed numbers (denominators are 2 to 10) Numeration a	***During the lesson learners will:*** 1. identify mixed numbers correctly.	-identifying -reading -writing -drawing	Grade 3-7 Maths syllabus pg. 68. 2.Plusone Learners book Mathematics grade 7 HBC Page 46- 48 Exercise 4.7 Page 48	-prepared diagrams -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Numeration	2. read mixed number properly.and writing mixed numbers correctlty		Grade 3-7 Maths syllabus pg. 68. 2.Plusone Learners book Mathematics		-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually.	

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				grade 7 HBC Page 50 Exercise 4.9 page 51 -52		-The facilitator give oral questions on the lesson.	
	Project Stage 1 Problem identification	3. write a brief statement of intend ,state the main idea of as a topic and state design specification s	Writing ,statiting	Mathy grde 3 to 7 page 65	Trs file Sample	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Mixed numbers	4. represent mixed numbers on diagrams and vice-versa correctly.	Representing Reading Signing Writing Recognizing Stating Converting Expressing	Grade 3 to 7 Syllabus page 68 2.Plusone Learners book Mathematics grade 7 Unit 5 HBC Page 55-57 Exercise page 57 -58	Number strips Abacus Equvalent fractions	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

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	Mixed Fractions	5. identify whole number and fraction parts of a mixed number well.	Representing Reading Signing Writing Recognizing Stating Converting Expressing	Grade 3 to 7 syllabus page 68 2.Plusone Learners book Mathematics grade 7 HBC Page 55-57 Exercise 5.2 Page 58	Number strips Abacuses Equivalent fractions Ict tools	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	revision	6. revise and consolidate the concepts learnt . Number	Revising	Grade 3 to 7 syllabus page 68 2.Plusone Learners book Mathematics grade 7 HBC Page 59	Test item Chalkboard	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

WEEK ENDING	**TOPIC & CONCEPT**	**OBJECTIVES**	**COMPETENCES**	**S.O.M.**	**MEDIA**	**METHODS & ACTIVITIES**	**EVALUATON**
6	**NUMBER**	***During the lesson learners will:***	-writing -identifying -reading	Grade 3 to 7 syllabus page 68	-abacuses -f/cards	-The facilitator explains and demonstrates to the class.	

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20.02.26	Mixed numbers multiplication (denominators are 2 to 10)	1. write mixed numbers as improper fractions correctly.		2.Plusone Learners book Mathematics grade 7 HBC Page 59	-number cards -work cards	-Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Decimals (up to three decimal places	2. write mixed numbers as decimals well.	Writing Stating Reading Recognizing Converting	Grade 3-7 Maths syllabus pg. 68 2.Plusone Learners book Mathematics grade 7 HBC Page 61-62 Exercise 6.1 Page 64	abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Numeration	.3 identify decimal numbers well		Grade 3-7 Maths syllabus pg. 68	abacuses -f/cards -number cards	-The facilitator explains and demonstrates to the class. -Group discussion	

				2.Plusone Learners book Mathematics grade 7 HBC Page 62	-work cards	-Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Read/sign decimal numbers	4. read decimal numbers properly.	Writing Sating Expressing Reading	Grade 3-7 Maths syllabus pg. 68 2.Plusone Learners book Mathematics grade 7 HBC Page 63	abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Decimal numbers	5. write decimal numbers clearly.	Writing Sating Expressing Reading	Grade 3-7 Maths syllabus pg. 68 2.Plusone Learners book Mathematics grade 7 HBC Page 65	abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	Project ,Stage 2 Investigation of related ideas	Identify current situations of the problem to find out exstisting solutions that might solve the problem	Identifying Stating Expressing	Grade 3-7 Maths syllabus pg. 68	Teachers fie Notes circuler number 9 of 2024	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

WEEK ENDING	**TOPIC & CONCEPT**	**OBJECTIVES**	**COMPETENCES**	**S.O.M.**	**MEDIA**	**METHODS & ACTIVITIES**	**EVALUATON**
7 27.02.26	**NUMBER** Decimals (up to three decimal places)	***During the lesson learners will:*** 1. find place values of digits in decimals correctly.	-finding -writing -comparing -rounding -identifying	Grade 3-7 Maths syllabus pg. 68-69. 2.Plusone Learners book Mathematics grade 7 HBC Page 63	-abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	estimation	2. write decimal numbers in in expanded notation properly.	-finding -writing -comparing -rounding -identifying	Grade 3-7 Maths syllabus pg. 69 2.Plusone Learners book Mathematics grade 7 HBC Page 65	abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	comparisons	3. compare decimal fractions clearly.	-finding -writing -comparing -rounding -identifying	Grade 3-7 Maths syllabus pg. 69 2.Plusone Learners book Mathematics grade 7 HBC Page 66 Exercise 6.3 page 66	abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Round off decimals	4. round off decimal numbers to the nearest unit, tenth and hundredth correctly.	-finding -writing -comparing -rounding -identifying	Grade 3-7 Maths syllabus pg. 69	abacuses -f/cards -number cards	-The facilitator explains and demonstrates to the class. -Group discussion	

				2.Plusone Learners book Mathematics grade 7 HBC Page 68 Exercise 6.14 page 69	-work cards	-Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Perctanges	5. identify percentages correctly.	-finding -writing -comparing -rounding -identifying	Grade 3-7 Maths syllabus pg. 69 2.Plusone Learners book Mathematics grade 7 HBC Page 72 Exercise 7.1 page 73 -74	abacuses -f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Project stage2 Investigation of the related ideas	6. Search for information on related ideas	Searching Collecting Recording	Grade 3-7 Maths syllabus pg. 69		-The facilitator explains and demonstrates to the class. -Group discussion	

		Collect data and recording data using various methods		2.Plusone Learners book Mathematics grade 7 HBC Page		-Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
8 06.03.26	**NUMBER** Percentages	***During the lesson learners will:*** 1. read percentages correctly.	-reading -writing -expressing -adding	2.Plusone Learners book Mathematics grade 7 HBC Page 2.Plusone Learners book Mathematics grade 7 HBC Page	-abacuses -f/cards -number cards -work cards -counters	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	Project Stage 3 Generation of ideas Percentages	Create own possible ideas or solutions to solve the probleoms 2. write percentages properly.	reading -writing -expressing -adding Reading Writing Adding Expressing fractions as precentages	Maths syll grade 3 to 7 pg 69 to 79 2.Plusone Learners book Mathematics grade 7 HBC Page 75	Teachrs file Fraction chart Conversions charts calculator	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	OPERATIONS Addition of whole numbers (less than or equal to 10 000 000)	3. express fractions as percentages and vice versa correctly.	Saying Reading Expressing Converting Discussing	Maths syll grade 3 to 7 Page 69 to 70 2.Plusone Learners book Mathematics grade 7 HBC Page 83 Exercise 8.2 page 85	Fraction chart Conversions charts Calculator Ict tools	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

	addition	4. add whole numbers less than or equal to 10 000 000 correctly.	Solving Finding difference	Maths syll Grde 3 to 7 page 69 2.Plusone Learners book Mathematics grade 7 HBC Page 86 Exercise 8.3 page 86	Number strips Abcus Number line Counters	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	addition	5. use associative and commutative law in adding whole numbers.	Finding difference Solving	Maths syll Grde 3 to 7 page 69 2.Plusone Learners book Mathematics grade 7 HBC Page 88	Abacuses Work card Number line Place value	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Project Stage 3	6. Analyse each item on whether it will solve the problem by looking at strenths and weaknesess.	Anlysing Critical thinking	Maths syll Grde 3 to 7 page 69	Number stripes Workcard Number lines	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually.	

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						-The facilitator give oral questions on the lesson.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
9 13.03.26	**OPERATIONS** Subtraction of whole numbers (less than or equal to 10 000 000)	***During the lesson learners will:*** 1. subtract whole numbers within the range properly.	-subtracting -illustrating -multiplying -dividing	Grade 3-7 Maths syllabus pg. 70-71. 2.Plusone Learners book Mathematics grade 7 HBC Page 91 -93 Exercise 9.2 page 93	-abacuses -f/cards -number cards -work cards - multiplication table	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Multiplication of whole numbers (whose product is less than 100 000)	Multiply whple numbers	subtracting -illustrating -multiplying -dividing	Grade 3-7 Maths syllabus pg. 70-71. 2.Plusone Learners book	Multiplication table counters	The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually.	

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				Mathematics grade 7 HBC Page 91 -95		-The facilitator give oral questions on the lesson.	

	of whole numbers (whose product is less than 100 000)	2. illustrate multiplication using the long and short methods well.				-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	M

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	Multiplication	2. multiply numbers by up to three-digit numbers correctly.	Addition Subtraction Multiplication division	Grade 3-7 Maths syllabus pg. 70-71. 2.Plusone Learners book Mathematics grade 7 HBC Page 91 -95	Multiplication table Counter Number line	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Muitiplication	Muitiply the given numbers	Addition Subtraction Multiplication division	Grade 3-7 Maths syllabus pg. 70-71. 2.Plusone Learners book Mathematics grade 7 HBC Page 91 -95	Multiplication table Counter Number	The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson	
	Division of whole numbers whose dividend	4. divide whole numbers by three-digit numbers well.	Addition Subtraction Multiplication	Grade 3-7 Maths syllabus	Multiplication table Counter	-The facilitator explains and demonstrates to the class.	

	is less than 100 or equal to 100 000)		division	pg. 70-71. 2.Plusone Learners book Mathematics grade 7 HBC Page 91 -95	Number	-Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
	Multiplication of proper fractions and mixed numbers	5. multiply any two proper fractions with denominators from 2 to 10 properly.		Mathematics Junior Syllabus pg. 70-71. 2.Plusone Learners book Mathematics grade 7 HBC Page 91 -95		-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

		6. answer at least 25 questions correctly.				-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

WEEK ENDING	TOPIC & CONCEPT	OBJECTIVES	COMPETENCES	S.O.M.	MEDIA	METHODS & ACTIVITIES	EVALUATON
10 20.03.26	**OPERATIONS** Multiplication of proper fractions and mixed numbers Highest	***During the lesson learners will:*** 1. multiply any two mixed numbers with denominators from 2 to 10 well.	-multiplying -listing -finding -calculating -adding	Grade 3-7 Maths syllabus pg. 71-72. Grade 3-7 Maths syllabus pg. 70-71. 2.Plusone Learners 114 -115 Exercise 12.1 Page 115	-f/cards -number cards -work cards	-The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
						-The facilitator explains	

	Common Factors (HCF) of two numbers (where the HCF is less than 20)	2. list factors and multiples of given numbers well.		Maths syllabus grade 3 -7 junior hbc page 72 Plusone learners book Mathematics grade 7 HBC Page 91 -95		and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	
						-The facilitator explains and demonstrates to the class. -Group discussion	

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11 @ 12	Lowest Common REVESION AND END OF TERM 1 TEST NUMBER AND OPERARTIONS PREVIOUS GRADES	REVISE AND CONSOLIDATE CONCEPTS LEARNT END OF TERM TEST				-Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson. -The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson. -The facilitator explains and demonstrates to the class. -Group discussion -Learners give feedback to the class. -Learners write the given exercise individually. -The facilitator give oral questions on the lesson.	

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SOCIAL SCIENCE

GENERAL AIM

By the end of the term learners should be able to develop an understanding of their heritage, it`s importance and preservation.Develop pride in their identity and self- awarenessa nd develop an awareness of the global challenges and possible ways to address them.Recognize the value and dignity of work, recreation and the need to participate in national development Recognise the value and dignity of work, recreation and the need to participate in national development

TOPICS TO BE COVERED

1. Identity
2. National history, Sovereignty and Governance
3. Heritage
4. Work and Leisure
5. Transport and Communication

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6. Shelter

L3	**IDENTITY** KEY CONCEPT Marital Relationships SUB-CONCEPT Characteristics of ideal marital status - Honesty - respect	identify characteristics of ideal marital relationships	Social Science Syllabus (2024-2030) Grade 3-7 Page160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 1 page 1 -4 Exercise 1.1 Page 4	Identifying -naming -discussing	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners have learnt about different types of families and their roles in the community **Introduction:** Learners state different types of families and answer questions from the teacher 1. The facilitator explains on characteristics of ideal relationships'2. In groups learners list some characteristics of an ideal marital relationship3. Feedback and more class dicussion4.individual written work **Conclusion**: learners list at least four characteristics of an ideal marital relationship	

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L4	**IDENTITY** KEY CONCEPT Marital Relationships SUB-CONCEPT Characteristics of ideal marital status - fidelity - love	Identify characteristics of ideal marital relationships	Social Science Syllabus (2024-2030) Grade3-7 Page160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 1 page 1 -4 Exercise 1.1 Page 4	-stating - discussing	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners have learnt about different types of families and their roles in the community **Introduction:** Learners state different types of families and answer questions from the teacher1.0 Recap of the previous lesson 1.1The facilitator explains on characteristics of ideal relationships'2. In groups learners list some characteristics of an ideal marital relationship 3. Feedback and more class dicussion4.individual written work **Conclusion**: learners list at least four characteristics of an ideal marital relationship	
L5	**IDENTITY** KEY CONCEPT Marital Relationships SUB-CONCEPT Causes of marital disputes	State possible causes and effects of marital disputes	2.PlusOne Social Science HBC Learners book Grade 7 Unit 1 page 4 -6 Exercise 1.2	Identifying Discussing defining	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of marital relationships. **Introduction**: Learners answer recap questions on characteristics of an ideal marital relationships 2.The teacher gives focus of the lesson by stating that there are disputes in a family3. In pairs	

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			Page			learners discuss possible causes of marital dispute. 4.feedback by learners and more explanation from the facilitator **Conclusion:** Learners state at least three causes of marital dispute	
L6	**IDENTITY** KEY CONCEPT Marital Relationships SUB-CONCEPT Effects of marital disputes	State possible causes and effects of marital disputes	Social Science Syllabus (2024-2030) Page 160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 1 page 6 -9 Exercise 1.3 Page 9	Identifying Discussing defining	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of causes of conflicts from previous grades**.** **Introduction** learners state causes of conflict in a family 1. .class discussion on causes of disputes. 2. In groups learners discuss possible effects of marital disputes.3. Learners give feedback4. Further elaboration by the teacher. 5.Oral review of the lesson **Conclusion:** Oral review of the lesson	
L7	**IDENTITY** KEY CONCEPT Marital Relationships	Suggest possible solutions to marital disputes	Social Science Syllabus (2024-2030) Grade3-7 Page 160	Identifying Discussing defining	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge** **L**earners are aware of problems in their families: **Introduction:** Learners answer oral recap questions on family disputes	

	SUB-CONCEPT Solutions to marital disputes		2.PlusOne Social Science HBC Learners book Grade 7 Unit 1 page 9-10 Exercise 1.4 Page 10-12		-related literature -ICT tools -Resource person	1.The teacher gives focus of the lesson 2.Learners in groups research on identified marital disputes and give feedback on their possible solutions 3.Learners write individual work in their exercise books **Conclusion**: Oral review of the lesson	
L8 &9	**SCHOOL BASED PROJECT** STAGE1 Problem Identification Pupils are required to describe the problem, innovation or identified gap	-describe the problem, innovation or identified gap	Social Science Syllabus (2024-2030) Page 193 2.Circular no 9 of 2024	Critical thinking Problem solving, tolerance	Pictures -related literature -ICT tools -Resource person Trs resource File Sample projects	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator explains on problem identification while giving examples 1 .Learners identify a problem or innovation while the facilitator guides them. 2. The learners write the problem they have identified down while the facilitator guides them **Conclusion:** Oral review of the lesson	
L10	**IDENTITY** KEY CONCEPT	-identify conflicts at home, school and community	Social Science Syllabus Grade 3-7	Identifying Discussing defining	Pictures -related literature -ICT tools	**Assumed Knowledge:** Learners are aware of types of conflicts **Introduction:** Defining the term conflict as a class.	

	Conflict Management SUB-CONCEPT Conflict at home		(2024-2030) Page160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 13-14 Exercise 2.1 Page 15		-Resource person	1 .Class discussion of conflicts and naming them for school, home and community. 2. Teacher explains on each type of conflict giving examples. 3. In groups learners state the type of conflicts found at home. 4. Feedback and more class discussion. 5. individual written work **Conclusion:** oral review of the lesson.	
11	**IDENTITY** KEY CONCEPT Conflict Management SUB-CONCEPT Conflict at school	identify conflicts at home, school and community	Social Science Syllabus Grade3-7 (2024-2030) Page 160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 14-15 Exercise 2.1 Page 15	Identifying Discussing defining	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different conflicts Introduction: Oral recap of the previous lesson 1. Class discussion of conflicts and naming them for school, home and community. 2. Teacher explains on each type of conflict giving examples. 3. In groups learners state the type of conflicts found at home. 4. Feedback and more class discussion. 5. Individual written work **Conclusion**: Oral review of the lesson.	

12	**IDENTITY** KEY CONCEPT Conflict Management SUB- CONCEPT Conflict in the community	identify conflicts at home, school and community	Social Science Syllabus Grade3-7 (2024-2030) Page1 160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 15- Exercise 2.1 Page 15	Identifying Discussing defining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of conflicts **Introduction:** Recap of the previous lesson 1. Oral recap of conflicts at home and at school. 2. In groups learners state the kind of conflict found in their communities. 3. Feedback and more class discussion on the type of community conflicts. 4. Learners answer oral questions from the teacher. Conclusion: Oral review of the lesson	
Weekly Aim: To help learners to develop pride in their identity and self -awareness.							
2. **L1**	**IDENTITY** KEY CONCEPT Conflict Management SUB CONCEPT Causes of conflicts at home	Examine causes of conflicts at home, school and community	Social Science Syllabus Grade 3-7 (2024-2030) Page160-161 2.PlusOne Social Science HBC Learners	Researching, Defining, Discussing, identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed knowledge:** Learners are aware of types of conflicts **Introduction:** Defining the term conflict as a class. 1. Class discussion of conflicts and naming them for school, home and community. 2. Teacher explains on each type of conflict giving examples. 3. In groups learners state the causes of conflicts found at home. 4. Feedback and more class	

			book Grade 7 Unit 2 page 14-15 Exercise 2.1 Page 15			discussion. 5. Individual written work **Conclusion:** Oral review of the lesson.	
L2	**IDENTITY** KEY CONCEPT Conflict Management SUB- CONCEPT Causes of conflicts at school	Examine causes of conflicts at home, school and community	Social Science Syllabus (2024-2030) Page 160 2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 14-15 Exercise 2.1 Page 15	Researching, Defining, Discussing, identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of conflicts **Introduction:** Learners state the type of conflicts found at school. 1. Class discussion on causes of conflicts at school.2. More explanation from the facilitator. 3. In groups learners state the causes of conflicts at school under the guidance from the teacher.4. Feedback and more class discussion. 5. Individual written work **Conclusion**: learners answer oral questions from the facilitator	
L3	**IDENTITY** KEY CONCEPT Conflict management	examine causes of conflicts at home, school and community	Social Science Syllabus Grade3-7 (2024-2030)	role playing, identifying, discussing, defining	Flash cards, Work cards with activities,	**Assumed Knowledge:** learners are aware of conflicts **Introduction:** Learners state the type of conflicts found in the community	

	SUB- CONCEPT Causes of conflict in the community		Page160-161 2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 14-15 Exercise 2.1 Page 15		Pictures, -related literature, -ICT tools -Resource person	1. Class discussion on causes of conflicts at community.2. More explanation from the facilitator. 3. In groups learners state the causes of conflicts in the community under the guidance from the teacher.4. Feedback and more class discussion. 5. Individual written work **Conclusion**: learners answer oral questions from the facilitator	
L 4	**IDENTITY** KEY CONCEPT Conflict Management SUB- CONCEPT Ways of resolving conflicts	suggest possible ways of resolving conflicts	Social Science Syllabus Grade3-7 (2024-2030) Page160-161 2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 16-17	role playing, identifying, discussing, defining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of conflicts at home, at school and in the community **Introduction:** Learners state the type of conflicts found at school, at home and in the community 1. Class discussion on causes of conflicts at school.2. More explanation from the facilitator on identifying conflict arbiters at home, school and in the community. 3. In groups, learners state ways of resolving conflicts under the guidance from the teacher.4. Feedback and more	

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			Exercise 2.2 Page 117-18 Unit revision page 18			class discussion. 5. Individual written work **Conclusion**: learners answer oral questions from the facilitator	
L 5& 6	**SCHOOL BASED PROJECT** 1.1 Brief Statement of intent 1.2 Design project Specification	briefly describe the statement linking to the problem, innovation or identified gap	Social Science Syllabus (2024-2030) Grade 3-7 Pages 142, 143, 147, 149, 157	critical thinking Problem solving, communicatio n	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experience in Social Science **Introduction:** The facilitator recaps on the previous lesson on problem identification and gives focus of the lesson 1. Learners write brief statement of intent while the facilitator guides them. 2. Learners write project design specification while the facilitator guides them **Conclusion:** Oral review of the lesson	
L7	**IDENTITY** KEY CONCEPT Family disintegration SUB- CONCEPT	define family disintegration	Social Science Syllabus (2024-2030) Grade 3-7 Page 161	Defining Stating illustrating	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners know different types of families **Introduction:** Learners read words on flash cards and pronounce them correctly.	

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	Family Disintegration		2.PlusOne Social Science HBC Learners book Grade 7 Unit 2 page 19-20 Exercise 2.1 Page 20		-related literature, -ICT tools -Resource person	1. Defining the term disintegration as a class 2.teacher gives focus of the lesson. 3. The learners and the facilitator discuss on family disintegration.4. The teacher explains further on family disintegration 5. Learners answer oral questions from the teacher **Conclusion**: Oral review of the lesson	
L 8 &9	**IDENTITY** KEY CONCEPT Family disintegration SUB- CONCEPT Causes of family disintegration -substance abuse -divorce and separation - domestic violence	State causes of family disintegration	Social Science Syllabus (2024-2030) Grade3-7 Page 161 2.PlusOne Social Science HBC Learners book Grade 7 Unit 3 page 19-20 Exercise 3.1 Page 20	-defining stating -researching -explaining -discussing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners know different types of families **Introduction:** Recap of the previous lesson 1. Defining the term disintegration as a class 2.teacher gives focus of the lesson. 3. The learners and the facilitator discuss on causes of family disintegration.4. Learners state at least four causes of family disintegration in groups and give feedback.5. Learners answer oral questions from the teacher 6. Individual written work **Conclusion**: Oral review of the lesson	

L10	**IDENTITY** KEY CONCEPT Family disintegration SUB- CONCEPT Effects 0f family disintegration -poverty -substance abuse -drop in academic performance - social isolation	-outline the effects of family disintegration on identity	Social Science Syllabus (2024-2030) Grade3-7 Pages161 .2.PlusOne Social Science HBC Learners book Grade 7 Unit 3 page 21 Exercise 3.2 Page 21	-stating -identifying -explaining -discussing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners know causes of family disintegration **Introduction:** Recap of the previous lesson 1. The learners and the facilitator discuss on causes of family disintegration.2. Class discussion on effects of family disintegration4. Learners state at least four effects of family disintegration in groups and give feedback.5. Learners answer oral questions from the teacher 6. Individual written work **Conclusion**: Oral review of the lesson	
L-11	**IDENTITY** KEY CONCEPT Family Disintegration SUB CONCEPT Ways of reducing family disintegration	-suggest ways of curbing family disintegration	Social Science Syllabus (2024-2030) Grade3-7 Pages161 2.PlusOne Social Science HBC	Stating -discussing -naming - explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners can define the term family disintegration **Introduction:** 1.Recap of the previous lesson 2. Learners and the facilitator discuss on causes and effects of disintegration as a class 3.Teacher explain ways of reducing family disintegration	

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	-regular family meetings -counselling -respecting each other		Learners book Grade 7 Unit 3 page 21 Exercise 3.2 Page 21		-Resource person	gives 3. The learners discuss on causes of family disintegration. 5. Learners give feedback.6. Learners answer oral questions from the teacher 6. Individual written work **Conclusion**: Oral review of the lesson	
12	**IDENTITY** Revision Test TOPIC: Identity SUB- CONCEPTS: **-Marital Relationships** **-Conflict Management** **-Family disintegration**	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade 3-7 Pages160-162 Plusone Social Science Learners book page 22 -23	-problem solving -explaining -identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts	

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Weekly Aim: To help learners to recognize the value and dignity of work, recreation and the need to participate in national development.							
3. L 1	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT Independence and self - governance SUB- CONCEPT Independence and self-governance	-define independence and self- governance	Social Science Syllabus (2024-2030) Grade3-7 Page163 2.PlusOne Social Science HBC Learners book Grade 7 Unit 5 page 24 -25 Exercise 4.1 Page 25	Defining -explaining -discussing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -heritage sites and artefacts	**Assumed Knowledge:** Learners know about independence and self- governance **Introduction:** The facilitator and learners define independence and self- governance as a class 1. The teacher explains on independence and self-governance 2.Learners answer questions on work card in their groups. 3. Feed-back and more class discussion 4. Individual written work. **Conclusion:** Oral review of the lesson	
L2	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT Independence and self - governance	-describe the importance of independence and self-governance	Social Science Syllabus (2024-2030) Grade 3-7 Page163 2.PlusOne Social	-explaining, -discussing -dramatizing	Flash cards, Work cards with activities, Pictures, -related literature,	Assumed Knowledge: Learners know about independence and self- governance Introduction: Recap of the previous lesson. 1.The facilitator and learners describe the importance of independence and self- governance as a class	

	SUB- CONCEPT The importance of self-governance		Science HBC Learners book Grade 7 Unit 5 page 25 Exercise 4.1 Page 25 Unit revision exercise page 26		-ICT tools -Resource person	2. Learners answer questions on work cards in their groups. 3. Feed-back and more class discussion 4. Individual written work. Conclusion: Oral review of the lesson	
L3	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT The land reform program SUB- CONCEPT Causes of the land reform program -inequality in land distribution	-identify the causes of the land reform program	Social Science Syllabus (2024-2030) Grade 3-7 Pages 163 2.PlusOne Social Science HBC Learners book Grade 7 Unit 5 page 27-28 Exercise 5.1 Page 28	-discussing. -touring -explaining	Constitution of Zimbabwe, -heritage sites Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners know about independence and self- governance from their previous Grades. **Introduction:** The facilitator and learners define independence and self- governance as a class 1. The teacher explains on the course of land reform program. 2. Learners discuss the causes of the land reform program and answer questions on work cards in their groups. 3. Feed-back and more class discussion 4. Individual written work. **Conclusion:** Oral review of the lesson	

L 4	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT The land reform program SUB- CONCEPT The benefits of the land reform program -food security, empowerment, job creation, increased production, reduced poverty, reduced conflicts over land	State the benefits of the land reform program	Social Science Syllabus (2024-2030) Grade3-7 Page163 2.PlusOne Social Science HBC Learners book Grade 7 Unit 5 page 29 Exercise 5.1 Page 25 Unit revision exercise page 30	-discussing -stating -describing touring	Constitution of Zimbabwe, -heritage sites, Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners know about independence and self- governance from their previous Grades. **Introduction:** The teacher explains on the course of land reform program. 1. Learners discuss the causes of the land reform program a class 2. In groups learners state the benefits of the land reform program under the guidance of the teacher. 3. Learners answer questions on work cards in their groups. 3. Feed-back and more class discussion 4. Individual written work. **Conclusion:** Oral review of the lesson	
L5 &6	**SCHOOL BASED PROJECT** STAGE 2	Explain, illustrate or demonstrate three related ideas	Social Science Syllabus	Critical thinking Problem solving	Flash cards,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science	

	Investigation of related ideas (10)		(2024-2030) Grade 3-7 Page 193	Communication	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners examine ideas that might solve their problems while the facilitator guides them. 2. Learners explain, illustrate or demonstrate three related ideas while the facilitator guides them. 3. Learners also state three advantages and three disadvantages of the related ideas **Conclusion:** Oral review of the lesson	
L 7	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT Zimbabwe as a member of other regional and international organizations SUB- CONCEPT Organizations to which Zimbabwe is a member	-state organizations to which Zimbabwe is a member	Social Science Syllabus (2024-2030) Page163 2.PlusOne Social Science HBC Learners book Grade 7 Unit 6 page 30-32 Exercise 6.1	Identifying -discussing, -locating -explaining	Map of Africa, world map Pictures, - Constitution of Zimbabwe -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of their country and its neighbours **Introduction:** Learners answer questions on the neighbours of Zimbabwe, the continents and familiar organisations they know 1. Teacher`s explanation on the terms “regional” and “international” organisations. 2. The facilitator and learners study the map of Africa and the World map. 3. In groups learners identify regional and	

			Page 32			international organisations to which Zimbabwe is a member. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	
L 8& 9	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT Zimbabwe as a member of other regional and international organisations SUB- CONCEPT Importance of belonging to regional and international organisations. -SADC -COMESA -AU -UN	-explain the importance of belonging to regional and international organizations	Social Science Syllabus (2024-2030) Grade 3-7 Pages 163 2.PlusOne Social Science HBC Learners book Grade 7 Unit 6 page 33 Exercise 6.2 Page 32 Unit revision page 34	Identifying, -discussing -explaining	Pamphlets Map: -Africa -world Constitution of Zimbabwe, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of their country and its neighbours **Introduction:** Learners answer questions on the neighbours of Zimbabwe, the continents and familiar organisations they know 1. Teacher`s explanation on the importance of belonging to different organisations as a country 2. The facilitator and learners study the map of Africa and the World map. 3. In groups learners discuss the importance of regional and international organisations to Zimbabwe as a member. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	

L10	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT Zimbabwe as a member of other regional and international organisations SUB- CONCEPT Importance of belonging to regional and international organisations. -SADC -COMESA -AU -UN	-explain the functions of some regional and international organisations	Social Science Syllabus Grade3-7 (2024-2030) Page163-164 2.PlusOne Social Science HBC Learners book Grade 7 Unit 6 page 33 Exercise 6.2 Page 32 Unit revision page 34	-identifying -discussing -explaining -drawing	-pamphlets -related literature, -ICT tools -Resource person -maps of Africa - World map	**Assumed Knowledge**: Learners are aware of regional and international organisations **Introduction:** Recap of the previous lesson 1. Teacher`s explanation on the importance of belonging to different organisations as a country 2. In groups learners discuss the functions of regional and international organisations. 4. Feedback and more class discussion on functions of these organisations. 5. Individual written work **Conclusion:** Oral review of the lesson	
11	**NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE** KEY CONCEPT The land reform program SUB- CONCEPT The benefits of the land reform program	State the benefits of the land reform program	Social science Syllabus (2024-2030) Grade 3-7 Page 164 2.PlusOne Social	-discussing - describing - stating -naming	Flash cards, Work cards with activities, Pictures, -related literature,	**Assumed Knowledge:** Learners are aware of Zimbabwe`s land reform program **Introduction:** The facilitator explains the gains of the Second War of Liberation at Lancaster House Conference.	

	-food security, empowerment, job creation, increased production, reduced poverty, reduced conflicts over land		Science HBC Learners book Grade 7 Unit 6 page 33 Exercise 6.2 Page 32 Unit revision page 34		-ICT tools -Resource person	1. Learners answer oral questions from the teacher.2. Class discussion on the benefits of the land reform program. 3. **Conclusion:**	
L12	**Revision Exercise** Topics: 1.IDENTITY 2.NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE **Concept:** All concepts taught on the above topics **-Revision Test questions**	answer at least half of the given questions correctly	Social Science Syllabus (2024-2030) Grade 3-7 Pages164 2.PlusOne Social Science HBC Learners book Grade 7 Unit 6 page 33 Exercise 6.2 Page 32	-reading Naming -explaining -describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	

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			Unit revision page 34				
Weekly Aim: To help learners to have an understanding of their heritage, its importance and preservation.							
4 **L1**	**HERITAGE** KEY CONCEPT Indigenous courtship and marriage counselors SUB- CONCEPT Indigenous courtship -paternal and maternal uncles -paternal aunt - go-between/mediator (Gwevedzi)	identify indigenous courtship and marriage facilitators /counsellors	Social Science Syllabus (2024-2030) Grade 3-7 Page 165 2.PlusOne Social Science HBC Learners book Grade 7 Unit 7 page 35 Exercise 7.1 Page 36	Stating – discussing - drammatising	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage. 1. Defining courtship as a class. 2. The facilitator explains courtship. 3. In groups learners state indigenous courtship and marriage facilitators/ counsellors. 4. Learners give feedback and the teacher further explains on maternal and paternal uncles and aunts; and the go-between.5. Individual written work **Conclusion :** Oral review of the lesson	
L 2	**HERITAGE** **K**EY CONCEPT Indigenous courtship and marriage counsellors	-identify indigenous courtship and marriage facilitators /counsellors	Social Science Syllabus (2024-2030) Grade 3-7 Page165	Stating Discussing, explaining describing	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage.	

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	SUB- CONCEPT Indigenous courtship -paternal and maternal uncles -paternal aunt - go-between/mediator (Gwevedzi)		2.PlusOne Social Science HBC Learners book Grade 7 Unit 7 page 35 -36 Exercise 7.1 Page 36		-related literature, -ICT tools -Resource person	1. Defining courtship as a class. 2. The facilitator explains courtship. 3. In groups learners state indigenous courtship and marriage facilitators/ counsellors. 4, Learners give feedback and the teacher further explains on maternal and paternal uncles and aunts; and the go-between.5. Individual written work **Conclusion :** Oral review of the lesson	
L3	**HERITAGE** KEY CONCEPT Indigenous courtship and marriage counsellors SUB- CONCEPT Roles of indigenous courtship and marriage counsellors	--explain the role of indigenous courtship and marriage counsellors	Social Science Syllabus (2024-2030) Grade3-7 Page165 2.PlusOne Social Science HBC Learners book Grade 7 Unit 7 page 37 Exercise 7.2 Page 37	Naming Stating Discussing Explaining drammatizing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage. 1. Learners define courtship as a class. 2. The learners state indigenous courtship and marriage facilitators/ counsellors. 4. In groups learners discuss the roles of indigenous courtship and marriage counsellors and give feedback. The facilitator assists them. 5. Individual written work **Conclusion :** Oral review of the lesson	

L4	**HERITAGE** KEY CONCEPT Indigenous courtship and marriage counselors SUB- CONCEPT Roles of indigenous courtship and marriage counsellors	explain the role of indigenous courtship and marriage counsellors	2.PlusOne Social Science HBC Learners book Grade 7 Unit 6 page 33 Exercise 6.2 Page 32	Naming Stating Discussing Explaining drammatising	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage. 1. Learners define courtship as a class. 2. The learners state indigenous courtship and marriage facilitators/ counsellors. 4. In groups learners discuss the roles of indigenous courtship and marriage counsellors and give feedback. The facilitator assists them. 5. Individual written work **Conclusion :** Oral review of the lesson	
L 5& 6	**SCHOOL BASED PROJECT** STAGE 2 Investigation of related ideas 2.1. analysis of ideas - advantages -disadvantages	-Analyze each idea in 2.1 that is giving advantages and disadvantages	Social Science Syllabus (2024-2030) Grade 3-7 Page 193	Critical thinking Problem solving researching	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners examine ideas that might solve their problems while the facilitator guides them. 2. Learners explain, illustrate or	

						demonstrate three related ideas while the facilitator guides them. 3. Learners also state three advantages and three disadvantages of the related ideas **Conclusion:** Oral review of the lesson	
L7	**HERITAGE** KEY CONCEPT Globalisation, courtship and marriage SUB- CONCEPT Globalisation	-define globalisation	Social Science Syllabus (2024-2030) Grade3-7 Page16 2.PlusOne Social Science HBC Learners book Grade 7 Unit 8 page 39-40 Exercise 6.2 Page 40 Unit revision page 41 -42	Reading Discussing defining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage.1. Learners read words on flash cards pronouncing them correctly. 2. Defining globalization as a class. 3 The facilitator explains globalisation. 3. In groups learners discuss how globalisation courtship and marriage is done. 4. Feedback and further explanation by the teacher .5. Individual written work **Conclusion :** Oral review of the lesson	

L 8& 9	**HERITAGE** KEY CONCEPT Globalisation, courtship and marriage SUB- CONCEPT Positive effects of globalization on courtship and marriage	-explain how globalization affects courtship and marriage	Social Science Syllabus (2024-2030) Grade3-7 Pages 165 2.PlusOne Social Science HBC Learners book Grade 7 Unit 8 page 39-40 Exercise 6.2 Page 40 Unit revision page 41 -42	-defining Explaining -naming -stating -outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage. 1. Defining globalization as a class. 3 The facilitator explains globalization courtship. 3. In groups learners discuss the positive effects of globalization on courtship and marriage. 4. Feedback and further explanation by the teacher .5. Individual written work **Conclusion :** Oral review of the lesson	
L10	**HERITAGE** KEY CONCEPT Globalisation, courtship and marriage	explain how globalization affects courtship and marriage	Social Science Syllabus (2024-2030) Grade 3-7 Pages 165-166	defining Explaining -naming -stating -outlining	Flash cards, Work cards with activities, Pictures, -related literature,	**Assumed Knowledge**: Learners are aware of customs of different cultures **Introduction:** Learners state different ways of indigenous marriage. 1. Defining globalization as a class. 3 The facilitator explains	

	SUB- CONCEPT Negative effects of globalization on courtship and marriage		2.PlusOne Social Science HBC Learners book Grade 7 Unit 8 page 39-40 Exercise 6.2 Page 40 Unit revision page 41 -42		-ICT tools -Resource person	globalization courtship. 3. In groups learners discuss the negative effects of globalization on courtship and marriage. 4. Feedback and further explanation by the teacher .5. Individual written work **Conclusion :** Oral review of the lesson	
L11	**Revision Exercise** Topics: 1.Heritage **Concept:** All concepts taught on the above topic. **-Revision Test questions**	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Pages165-167 Hbc plusone learners book page 41 -42	Reading Writing Explaining Naming describing	Work cards with activities, Pictures, -related literature, -ICT tools Useful charts	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	

L12	**Revision Exercise** Topics 1. Heritage CONCEPTS All concepts taught on the above topic **--Revision Test**	-answer at least half of the revision test questions given correctly	Social Science Syllabus Grade3-7 (2024-2030) Page165-167	Reading Writing Explaining Naming Describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
Weekly Aim: To help learners to have an understanding of their heritage, its importance and preservation.							
5 **L1**	**HERITAGE** KEY CONCEPT Preservation of heritage sites SUB CONCET:	Identify major heritage sites of Zimbabwe	Social Science Syllabus (2024-2030) Grade 3-7 Page165-166 2.PlusOne Social Science	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners are aware of heritage sites of Zimbabwe **Introduction:** Learners answer oral questions from the facilitator on natural resources and national strategic reserves 1. The teacher gives focus of the lesson by defining heritage sites.	

	Major heritage sites of Zimbabwe		HBC Learners book Grade 7 Unit 10 page 42-44 Exercise 9.1 pg 44 Exercise 9.2 pge 45		-Resource person -maps	2. In groups learner state major heritage sites of Zimbabwe. 3. The facilitator help learners to identify the places on a map. 4. Learners give feedback on their findings 5. Individual written work **Conclusion:** Oral review of the lesson	
L2	**HERITAGE** KEY CONCEPT: Preservation of heritage sites SUB CONCEPT: Describing major heritage sites of Zimbabwe	Identify major heritage sites of Zimbabwe	Social Science Syllabus (2024-2030) Grade 3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7 Unit 9 page 42-44 Exercise 9.1 pg 44	Identifying Describing Defining Outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of heritage sites of Zimbabwe **Introduction:** Recap of the previous lesson. 2. Learners state examples of heritage sites in Zimbabwe 3. The teacher gives focus of the lesson by giving one example of a heritage site and describing it. 2. In groups learner describe major heritage sites of Zimbabwe. 3. The facilitator help learners to identify the places on a map. 4. Learners give feedback on their findings 5. Individual written work	

			Exercise 9.2 pge 45			**Conclusion:** Oral review of the lesson	
L3	**HERITAGE** KEY CONCEPT: Preservation of heritage sites SUB CONCEPT: Ways of preserving heritage sites of Zimbabwe	Describe ways of preserving heritage sites of Zimbabwe	Social Science Syllabus (2024-2030) Grade 3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7 Unit 9 page 45-46 Exercise 9.3 pg 47 Unit Exercise pge 47	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of heritage sites of Zimbabwe **Introduction:** Learners answer oral questions from the facilitator on natural resources and national strategic reserves 1. The teacher gives focus of the lesson by defining heritage sites. 2. In groups learner state ways of preserving heritage sites of Zimbabwe major heritage sites of Zimbabwe. 3. The facilitator help learners to state indigenous and contemporary ways of preserving. 4. Learners give feedback on their findings 5. Individual written work **Conclusion:** Oral review of the lesson	

L4	**HERITAGE** KEY CONCEPT Describe ways of preserving heritage sites of Zimbabwe SUB- CONCEPT Touring of local heritage sites	Describe ways of preserving heritage sites of Zimbabwe	Social Science Syllabus (2024-2030) Grade 3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7 Unit 9 page 45-46 Exercise 9.3 pg 47 Unit Exercise pge 47	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of heritage sites of Zimbabwe **Introduction:** Learners answer oral questions on heritage sites 1. Learners state heritage sites of Zimbabwe. 2. In groups learners state ways of preserving heritage sites of Zimbabwe. 3. The facilitator help learners to state indigenous and contemporary ways of preserving them. 4. Learners visit the websites of some of these heritage sites using Wi-Fi 5. Individual written work **Conclusion:** Oral review of the lesson	
L 5& 6	**SCHOOL BASED PROJECT** STAGE 3	Explain, illustrate or demonstrate three possible solutions to the	Social Science Syllabus (2024-2030)	Critical thinking Problem solving	Flash cards,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science	

	Generation of Ideas/ Possible solutions 3.1 Evidence of possible solution -Learners create their own solutions to the problem	problem they have identified	Grade 3-7 Page193	Researching communicatio n	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners explain, illustrate or demonstrate three related ideas while the facilitator guides them. 2. Learners creates their solutions to the problem while the facilitator guides them. **Conclusion:** Oral review of the lesson	
L7	**HERITAGE** KEY CONCEPT Indigenous and contemporary ways of preserving food SUB- CONCEPT Indigenous ways of preserving food	state the indigenous and contemporary ways of preserving food	Social Science Syllabus (2024-2030) Grade3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7 Unit 10 page 49-51 Exercise 10.1 pg 47	Identifying Describing Defining Outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: learners list different kinds of food such as beef, chicken fish, mutton, game meat, vegetable etc. 1. Learners define the terms perishable, non -perishable, indigenous and contemporary. 2. In groups learners state indigenous ways of preserving food. 3. Feedback and more class discussion. 4. Individual written work **Conclusion:** Oral review of the lesson.	

			Exercise 10,2 and 10.3 pge 52 Unit revision page 53				
L8 &9	**HERITAGE** KEY CONCEPT Indigenous and contemporary ways of preserving food SUB CONCEPT Contemporary ways of preserving food	state the indigenous and contemporary ways of preserving food	Social Science Syllabus Grade 3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7 Unit 10 page 49-52 Exercise 10.3 pg 52 Unit Exercise pge 53	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: learners list different kinds of food such as beef, chicken fish, mutton, game meat, vegetable etc. 1. Learners define the terms perishable, non -perishable, indigenous and contemporary. 2. In groups learners state contemporary ways of preserving food. 3. Feedback and more class discussion. 4. Individual written work **Conclusion:** Oral review of the lesson.	

L10	**HERITAGE** KEY CONCEPT Indigenous and contemporary ways of preserving food SUB- CONCEPT Comparing indigenous and contemporary way of preserving food	state the indigenous and contemporary ways of preserving food	Social Science Syllabus (2024-2030) Grade 3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7 Unit 10 page 49-52 Exercise 10.3 pg 52 Unit Exercise pge 53	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: learners list different kinds of food such as beef, chicken fish, mutton, game meat, vegetable etc. 1. Learners define the terms perishable, non -perishable, indigenous and contemporary. 2. In groups learners state indigenous and contemporary ways of preserving food. 3. Feedback and more class discussion.4. In pairs learners compare indigenous and contemporary ways of preserving food using a table 4. Individual written work **Conclusion:** Oral review of the lesson.	
L11	**HERITAGE** KEY CONCEPT Indigenous and contemporary ways of preserving food	Explain the importance of preserving food	Social Science Syllabus (2024-2030) Grade 3-7 Page165-166	Identifying Describing Defining Outlining	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: Recap of the previous lesson 1. Learners state indigenous and contemporary ways of preserving	

	SUB- CONCEPT Importance of preserving food		2.PlusOne Social Science HBC Learners book Grade 7 Unit 10 page 52 Exercise 10.3 pg 52 Unit Exercise pge 53		-related literature, -ICT tools -Resource person -maps	food. 2. Class discussion on importance of preserving food 3. The facilitator explains the importance of preserving food. 4. In pairs learners state at least two importance of preserving food. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson.	
L12	**HERITAGE** KEY CONCEPT Indigenous and contemporary ways of preserving food SUB- CONCEPT demonstrating ways of Preserving food	Explain the importance of preserving food	Social Science Syllabus (2024-2030) Grade3-7 Page165-166 2.PlusOne Social Science HBC Learners book Grade 7	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: Recap of the previous lesson 1. Learners state indigenous and contemporary ways of preserving food. 2. Class discussion on importance of preserving food 3. The facilitator explains the importance of preserving food. 4. In pairs learners state at least two importance of preserving food. 4. Feedback and more class	

			Unit 10 page 49-52 Exercise 9.3 pg 53 Unit Exercise pge 53			discussion. 5. Individual written work **Conclusion:** Oral review of the lesson.	
Weekly Aim: To help learners to recognize the value and dignity of work, recreation and the need to participate in national development.							
6 L1	**WORK AND LEISURE** KEY CONCEPT Human Capital development in Zimbabwe SUB- CONCEPT Career opportunities in Zimbabwe	Identify different career opportunities in Zimbabwe	Social Science Syllabus (2024-2030) Grade3-7 Page 167-168 2.PlusOne Social Science HBC Learners book Grade 7 Unit 11 page 54-55 Exercise 11.1 pg 55	Discussing Role playing Visiting Explaining Describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction:** Learners answer questions on importance of work, enterprise skills and employment creation in Zimbabwe 1. Learners in groups, identify factors that influence personal careers choice in their communities. 2.Feedback and more class discussion on different careers Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L2	**WORK AND LEISURE**	Identify different career	Social Science	Discussing Role playing	Flash cards,	**Assumed Knowledge:**	

	KEY CONCEPT Human Capital development in Zimbabwe SUB- CONCEPT Career opportunities in Zimbabwe	opportunities in Zimbabwe	Syllabus (2024-2030) Grade3-7 Page 167-168 2.PlusOne Social Science HBC Learners book Grade 7 Unit 11 page 54-55 Exercise 11.1 pg 55	Visiting Explaining describing	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	Learners are aware of different occupations and employment creation in Zimbabwe **Introduction:** Learners answer questions on importance of work, enterprise skills and employment creation in Zimbabwe 1. Learners in groups, identify factors that influence personal careers choice in their communities. 2.Feedback and more class discussion on different careers Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L3	**WORK AND LEISURE** KEY CONCEPT Human Capital Development in Zimbabwe SUB- CONCEPT	Examine different institutions involved in in human capital development in Zimbabwe	Social Science Syllabus (2024-2030) Grade3-7 Page 167-168 2.PlusOne Social Science HBC Learners	Discussing Role playing Visiting Explaining Describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction**: Recap of the previous lesson. **1.** Learners answer questions on importance of work, enterprise skills and employment creation in Zimbabwe 1. Learners in groups, discussion different institutions involved in	

	Human Capital Development Institutions in Zimbabwe -Universities -Technical and Vocational Training Centers -Teacher`s Colleges		book Grade 7 Unit 11 page 56-58 Exercise 11.2 pg 58 Unit Revision page 58 -59			human capital in Zimbabwe. 2. Feedback and more class discussion on Universities, Technical Vocational Colleges and Teacher`s Colleges. 3.Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L4	**WORK AND LEISURE** KEY CONCEPT Human Capital Development in Zimbabwe SUB- CONCEPT Human Capital Development Institutions in Zimbabwe -Universities -Technical and Vocational Training Colleges -Teacher`s Colleges	Examine different institutions involved in in human capital development in Zimbabwe	Social Science Syllabus (2024-2030) Grade3-7 Page 167-168 2.PlusOne Social Science HBC Learners book Grade 7 Unit 11 page 56-58 Exercise 11.2 pg 58	Discussing Role playing Visiting Explaining Describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction**: Recap of the previous lesson 1. Learners in groups, state different institutions involved in human capital in Zimbabwe and state what they offer. 2. Feedback and more class discussion on Universities, Technical Vocational Colleges and Teacher`s Colleges. 3.Learners write an exercise in their books while the facilitator monitors them	

			Unit Revision page 58 -59			**Conclusion:** Overall review of the lesson	
L 5& 6	**SCHOOL BASED PROJECT** Generation of Ideas /Possible solutions 3.2 Advantages -analysing their possible ideas or solutions	-write at least three advantages of the solutions they have created to the problem	Social Science Syllabus (2024-2030) Grade 3-7 Page 193	Critical thinking Problem solving Researching communicating	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners also give their advantages of the solutions they have identified while the facilitator guides them. 2. Learners write their advantages of the solutions they have identified while the facilitator guides them **Conclusion:** Oral review of the lesson	
L7	**WORK AND LEISURE** KEY CONCEPT	-explain the concept of self-reliance and employment creation	Social Science Syllabus (2024-2030) Grade3-7	Discussing Role playing Visiting Explaining describing	Flash cards, Work cards with activities,	**Assumed Knowledge:** Learners are aware of work and leisure in the past and present **Introduction:**	

	Self – reliance and Employment Creation SUB- CONCEPT Self – reliance and Employment Creation		Page 168-1692 2.PlusOne Social Science HBC Learners book Grade 7 Unit 12 page 60-62 Exercise 12.1 pg 61 Unit Revision page 62		Pictures, -related literature, -ICT tools -Resource person	Defining work and leisure as a class 1. Teacher and learners also define self- reliance and employment creation 2. The facilitator explain those terms by using illustrative examples3.Learners use the terms in own sentences. 4.Individuak written work **Conclusion:** Oral review of the lesson	
L8 &9	**WORK AND LEISURE** KEY CONCEPT Self – reliance and Employment Creation SUB- CONCEPT Ways of self-reliance and employment creation	Suggest ways of being self reliant and employment creation	Social Science Syllabus (2024-2030) Grade3-7 Page 168-169 .PlusOne Social Science HBC Learners	Discussing Role playing Visiting Explaining Describing	demonstrating Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of work and leisure in the past and present **Introduction:** Recap of the previous lesson 1. Learners define self- reliance and employment creation 2. The facilitator explain - ways of being self- reliant. 3 .Learners in groups answer questions on work cards and give feedback. 4.Individuak written work	

			book Grade 7 Unit 12 page 60-62 Exercise 12.1 pg 61 Unit Revision page 62			**Conclusion:** Oral review of the lesson	
L10	**WORK AND LEISURE** KEY CONCEPT Self – reliance and Employment Creation SUB- CONCEPT Tourist destinations in the SADC	Identify tourist destinations in the SADC Countries	Social Science Syllabus (2024-2030) Grade3-7 Page 168-169 .PlusOne Social Science HBC Learners book Grade 7 Unit 13 page 63-66		demonstrating Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction:** Learners answer questions concerning SADC countries 1. Learners in groups, state the roles each SADC country. 2. Feedback and more class discussion on tourist destinations. 3. The facilitator guides the learners in identifying SADC tourist destinations. 4.Learners write an exercise in their books while the facilitator monitors them	

			Exercise 13.1 pg 66 Exercise 13.2 page 67			**Conclusion:** Overall review of the lesson	
L11	**REVISION EXERCISE** TOPICS: 1.Heritage 2. Work and Leisure SUB- CONCEPT All concepts covered on the above concepts	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 168-169	-reading -explaining Defining -describing Naming -identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L12	**REVISION EXERCISE** TOPICS: 1.Heritage 2. Work and Leisure	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7	-reading -explaining Defining -describing Naming -identifying	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week	

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	SUB- CONCEPT All concepts covered on the above concepts		Page 168-169		-related literature, -ICT tools -Resource person	1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts .	
Weekly Aim: : To help learners to recognize the value and dignity of work, recreation and the need to participate in national development							
7 L1	**WORK AND LEISURE** KEY CONCEPT Tourism in SADC Countries SUB- CONCEPT Tourist destinations in the SADC	Identify tourist destinations in the SADC countries	Social Science Syllabus (2024-2030) Grade3-7 Page168-169 .PlusOne Social Science HBC Learners book Grade 7 Unit 13 page 63-66 Exercise 13.1 pg 66	Discussing Listing Naming researching	maps Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction:** Learners answer questions concerning SADC countries 1. Learners in groups, state the roles each SADC country. 2. Feedback and more class discussion on tourist destinations. 3. The facilitator guides the learners in identifying SADC tourist destinations. 4.Learners write an exercise in their books while the facilitator monitors them	

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			Unit Revision page 67-68			**Conclusion:** Overall review of the lesson	
L2	**WORK AND LEISURE** KEY CONCEPT Tourism in SADC Countries SUB- CONCEPT Tourist destinations in the SADC	Identify tourist destinations in the SADC countries	Social Science Syllabus (2024-2030) Grade3-7 Page 168-169 .PlusOne Social Science HBC Learners book Grade 7 Unit 13 page 63-66 Exercise 13.1 pg 66 Unit Revision page 67 -68	Discussing Listing Naming researching	Maps Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction:** Learners answer questions concerning SADC countries 1. Learners in groups, state the roles each SADC country. 2. Feedback and more class discussion on tourist destinations. 3. The facilitator guides the learners in identifying SADC tourist destinations. 4.Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L3	**WORK AND LEISURE**	Explain the importance of tourism in SADC countries	Social Science Syllabus (2024-2030) Grade3-7	Discussing Listing Naming Researching	maps, Work cards with activities,	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe	

	KEY CONCEPT Tourism in SADC Countries SUB- CONCEPT Benefits of tourism in the SADC countries		Page 168-169 2.PlusOne Social Science HBC Learners book Grade 7 Unit 13 page 63-66 Exercise 13.2 pg 67 Unit Revision page 67		Pictures, -related literature, -ICT tools -Resource person	**Introduction:** The facilitator guides the learners in identifying SADC tourist destinations. 1. In their groups learners, discuss and write the benefits of tourism in SADC countries. 2. Feedback by learners and more explanations by the teacher 3.Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L4	**WORK AND LEISURE** KEY CONCEPT Tourism in SADC Countries SUB- CONCEPT Ways of promoting tourism in the SADC countries	Explain the importance of tourism in the SADC Countries	Social Science Syllabus (2024-2030) Grade 3-7 Page 168-169 2.PlusOne Social Science HBC Learners	Discussing Listing Naming Researching	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners are aware of different occupations and employment creation in Zimbabwe **Introduction:** Recap of the previous lesson 1. Learners state the benefits of tourism in SADC countries. 2. Teacher explains on ways of promoting tourism in Zimbabwe.3 Learners answer questions on work cards in groups. 4.Feedback	

			book Grade 7 Unit 13 page 63-66 Exercise 13.2 pg 67 Unit Revision page 67		-Resource person	by learners and more explanations by the teacher 3.Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L5 &6	**SCHOOL BASED PROJECT** STAGE3 Generation of ideas/ Possible solutions 3.3. Disadvantages -analysing their possible ideas or solutions	Write at least three disadvantages of the solutions they have generated to the problem	Social Science Syllabus (2024-2030) Grade3-7 Page 193	Critical thinking Problem solving Researching communicating	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners also give disadvantages of the solutions they have identified while the facilitator guides them. 2. Learners write the disadvantages of the solutions they have identified while the facilitator guides them. 3. Overall quality presentation of idea **Conclusion:** Oral review of the lesson	

L7	**TRANSPORT AND COMMUNICATION** KEY CONCEPT Factors that influence choice of mode of transport SUB- CONCEPT Factors that affect choice of mode of transport and communication such as: -cost/ affordability -status -availability	Explain factors that influence the choice of mode of transport and communication	Social Science Syllabus (2024-2030) Grade3-7 Page169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 14 page 69-71 Exercise 14.1 pg 70 Unit Revision page 71-72	Discussing Listing Naming Researching Tabulating Map reading	Flash cards, Work map reading Tabulating Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of the relationship between population and the transport system **Introduction:** Learners state different modes and means of transport 1. The facilitator and the learners discuss the increasing need for transport. 2. The facilitator briefly describes the factors that influence the choice of mode of transport.3. In groups learners list the factors that influence the choice of transport. 4. Learners give feedback. Individual written work **Conclusion:** Oral review of the lesson	
L8 &9	**TRANSPORT AND COMMUNICATION** KEY CONCEPT Factors that influence choice of mode of transport SUB- CONCEPT	Explain factors that influence the choice of mode of transport and communication	Social Science Syllabus (2024-2030) Grade3-7 Page 269-170 2.PlusOne Social Science	Discussing Listing Naming Researching Explaining Map reading -tabulating	Flash cards, Work cards with activities, Pictures, -related literature,	**Assumed Knowledge:** learners are aware of the relationship between population and the transport system **Introduction:** Oral recap of the previous lesson. 1. Learners discuss on road ports, sea ports and air ports linked to Zimbabwe. 2. The facilitator and the learners discuss the factors that influence	

	Factors that affect choice of mode of transport and communication such as: -cost/ affordability -status -availability		HBC Learners book Grade 7 Unit 14 page 69-71 Exercise 14.1 pg 70 Unit Revision page 71-72		-ICT tools -Resource person	the choice of mode of transport.3. In groups learners answer questions on work cards.4. Learners give feedback and the facilitator explains each of the factors. 5.Individual written work **Conclusion:** Oral review of the lesson	
L10	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Importance of up to date maps and charts for travel purposes SUB- CONCEPT Importance of maps and charts for travelling purposes	Interpret maps and charts for travelling purposes	Social Science Syllabus (2024-2030) Grade3-7 Page 169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 15 page 73-78 Exercise 15.1 pg 77	Tabulating Map reading Discussing Listing Naming Researching explaining	Compass, Maps Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of transport and communication links with other countries **Introduction:** The facilitator and learners discuss road signs, signals and markings2.The facilitator explains on the importance of up to date maps and charts for travel. 3.In groups learners state the importance of maps and charts for travelling purposes.4.Feedback and further class discussion 5.Individual written work **Conclusion:** Oral review of the lesson	

			Exercise 15.2 pg 78 Unit Revision page 79-80				
L11	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Importance of up to date maps and charts for travel purposes SUB- CONCEPT Importance of maps and charts for travelling purposes	Interpret maps and charts for travelling purposes	Social Science Syllabus (2024-2030) Grade3-7 Page169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 15 page 73-78 Exercise 15.1 pg 77 Exercise 15.2 pg 78 Unit Revision page 79-80	Tabulating Map reading Discussing Listing Naming Researching explaining	Compass. Maps, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of maps and their features **Introduction:** The facilitator and learners discuss on maps and charts for travelling. 2. Class discussion on interpreting maps using the key, scale and other features. 3. The facilitator explains on the importance of up to date maps and charts for travel. 3. In groups learners answer questions using a given map, chart and timetable. 4.Feedback and further class discussion 5.Individual written work **Conclusion:** Oral review of the lesson	

L12	**REVISION EXERCISE** TOPICS: 1,Work and Leisure 2.Transport and communication SUB- CONCEPT All concepts covered on the above concepts	answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page167-171 HBC Plusone Social Science learners book 79	Reading Explaining Discussing Interpreting Naming defining	Compass, maps. Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
Weekly Aim: To help learners to develop an awareness of the global challenges and possible ways to address them.							
8 L1	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Importance of up to date maps and charts for travel purposes SUB- CONCEPT	Interpret maps and charts for travelling purposes	Social Science Syllabus (2024-2030) Grade3-7 Page169-170 2.PlusOne Social Science HBC Learners	Tabulating Map reading Discussing Listing Naming Researching explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** learners are aware of maps and their features **Introduction:** The facilitator and learners discuss on maps and charts for travelling. 2. Class discussion on interpreting maps using the key, scale and other features. 3. The facilitator explains on the importance of up to date maps and charts for travel. 3. In groups learners	

	Importance of maps and charts for travelling purposes		book Grade 7 Unit 15 page 73-78 Exercise 15.1 pg 77 Exercise 15.2 pg 78 Unit Revision page 79-80		-Resource person	answer questions using a given map, chart and timetable. 4.Feedback and further class discussion 5.Individual written work **Conclusion:** Oral review of the lesson	
L2	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Hazards and disasters in the transport and communication industry SUB- CONCEPT Hazards and disasters in the transport and communication industry	-identify hazards and disasters in the transport and communication industry	Social Science Syllabus (2024-2030) Grade3-7 Page 169-171 2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81	Discussing Debating touring	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of hazards and disasters in the transport and communication industry **Introduction:** The facilitator and learners discuss on accidents, pedestrian safety and passenger safety.1. The facilitator gives focus of the lesson 2. Learners in their groups, identify hazards and disasters in the transport and communication industry.3.Feedback and further class discussion. 4. The facilitator explains further on disasters and hazards. 5.Individual written work	

			Exercise 16.2 pg 83 Unit Revision page 85			**Conclusion:** Oral review of the lesson	
L3	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Hazards and disasters in the transport and communication industry SUB- CONCEPT Prevention of hazards and disasters in the transport and communication industry	identify hazards and disasters in the transport and communication industry	Social Science Syllabus (2024-2030) Grade 3-7 Page 169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81 Exercise 16.2 pg 83 Unit Revision page 85	Discussing Debating Touring	Flash cards, Work cards with activities, Pictures, -related literature, ICT tools -Resource person	**Assumed Knowledge:** learners are aware of hazards and disasters in the transport and communication industry **Introduction:** The facilitator and learners discuss on accidents, pedestrian safety and passenger safety.1. The facilitator gives focus of the lesson 2. Learners in their groups, state ways of preventing hazards and disasters in the transport and communication industry 3.Feedback and further class discussion. 4. The facilitator explains further on preventing disasters and hazards. 5.Individual written work **Conclusion:** Oral review of the lesson	

L4	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Hazards and disasters in the transport and communication industry SUB- CONCEPT Prevention of hazards and disasters in the transport and communication industry	identify hazards and disasters in the transport and communication industry	Social Science Syllabus (2024-2030) Grade3-7 Page169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81 Exercise 16.2 pg 83 Unit Revision page 85		Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of hazards and disasters in the transport and communication industry **Introduction:** The facilitator and learners discuss on accidents, pedestrian safety and passenger safety.1. The facilitator gives focus of the lesson 2. Learners in their groups, state ways of preventing hazards and disasters in the transport and communication industry 3.Feedback and further class discussion. 4. The facilitator explains further on preventing disasters and hazards. 5.Individual written work **Conclusion:** Oral review of the lesson	
L 5& 6	**SCHOOL BASED PROJECT** STAGE4	-choose the best idea or solution from Stage 3 and justify their choice	Social Science Syllabus (2024-2030)	Critical thinking Problem solving	Flash cards,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science	

	Development of chosen Idea 4.1. Indication of choice 4.2.Justification of choice with two points		Grade3-7 Page193	Researching communicating	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners choose the best idea or solution from Stage 3 2. Learners justify their choice while the facilitator guides them. **Conclusion:** Oral review of the lesson	
L7	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Hazards and disasters in the transport and communication industry SUB- CONCEPT Causes and effects of hazards in the transport and communication industry	Analyse causes and effects of hazards and disasters in the transport and communication industry	Social Science Syllabus (2024-2030) Grade3-7 Page 169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81 Exercise 16.2 pg 83	-discussing Debating Explaining	Flash cards, maps Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of hazards and disasters in the transport and communication industry **Introduction:** Oral recap of the previous lesson. 1. The facilitator gives focus of the lesson 2. Learners in their groups, discuss causes and effects of hazards in the transport and communication industry 3.More explanation from the facilitator. 4. Feedback and further class discussion .5.Individual written work **Conclusion:** Oral review of the lesson	

			Unit Revision page 85				
L8 &9	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Hazards and disasters in the transport and communication industry SUB- CONCEPT Causes and effects of hazards in the transport and communication industry	Analyse causes and effects of hazards and disasters in the transport and communication industry	Social Science Syllabus (2024-2030) Grade 3-7 Page 169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81 Exercise 16.2 pg 83 Unit Revision page 85	-discussing Debating Explaining	Flash cards, maps Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of hazards and disasters in the transport and communication industry **Introduction:** Oral recap of the previous lesson. 1. The facilitator gives focus of the lesson 2. Learners in their groups, discuss causes and effects of hazards in the transport and communication industry 3. Feedback and further class discussion. 4. The facilitator and the learners analyse the causes and effects of the hazards. 5.Individual written work **Conclusion:** Oral review of the lesson	

L10	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT Hazards and disasters in the transport and communication industry SUB- CONCEPT Causes and effects of hazards in the transport and communication industry	Analyse causes and effects of hazards and disasters in the transport and communication industry	Social Science Syllabus (2024-2030) Grade 3-7 Page 169-170 2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81 Exercise 16.2 pg 83 Unit Revision page 85	-discussing Debating Explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of hazards and disasters in the transport and communication industry **Introduction:** Oral recap of the previous lesson. 1. The facilitator gives focus of the lesson 2. Learners in their groups, discuss causes and effects of hazards in the transport and communication industry 3. Feedback and further class discussion. 4. The facilitator and the learners analyse the causes and effects of the hazards. 5.Individual written work **Conclusion:** Oral review of the lesson	
L11	**TRANSPORT AND COMMUN ICATION** KEY CONCEPT	-identify ways of preventing disasters in the transport industry	Social Science Syllabus (2024-2030) Grade 3-7 Page 170	discussing Debating Explaining	Flash cards, Local environme nt	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week	

	Hazards and disasters in the transport and communication industry SUB- CONCEPT Revision Exercise		2.PlusOne Social Science HBC Learners book Grade 7 Unit 16 page 80-84 Exercise 16.1 pg 81 Exercise 16.2 pg 83 Unit Revision page 85		Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L12	**Revision Exercise** **Topics** 1.Work and Leisure 2.Transport and Communication **CONCEPTS** All concepts taught in the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 167-169	Reading Defining Discussing Explaining writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually.	

					-Resource person	4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
Weekly Aim: To help learners to develop an awareness of the global challenges and possible ways to address them.							
9 L1	**TRANSPORT AND COMMUNICATION** KEY CONCEPT Road etiquette SUB- CONCEPT road etiquette and behavior such as: - Road decorum - Road rage - -littering - -drunken driving	-define road etiquette	Social Science Syllabus (2024-2030) Grade3-7 PAGE 171 2.PlusOne Social Science HBC Learners book Grade 7 Unit 17 page 86-89 Exercise 17.1 pg 87 Revision page 89	Explaining Identifying Role playing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of rules and laws **Introduction:** Class discussion on right and wrong behavior 1. Teacher and learners define road etiquette. 2. The facilitator gives focus of road etiquette.3. In groups learners answer questions on how the driver/motorist, pedestrian, passenger and cyclist must behave when using public roads. 4. Feedback and more class discussion. 5. Individual written work. **Conclusion:** Oral review of the lesson	
L2	**TRANSPORT AND COMMUNICATION** KEY CONCEPT	-define road etiquette	Social Science Syllabus (2024-2030)	Explaining Identifying Role playing	Flash cards,	**Assumed Knowledge:** Learners are aware of rules and laws **Introduction:** Class discussion on right and wrong behavior	

	Road etiquette SUB- CONCEPT road etiquette and behavior such as: - Road decorum - Road rage - -littering - -drunken driving	-outline the responsibilities of road users	Grade3-7 Page 171 2.PlusOne Social Science HBC Learners book Grade 7 Unit 18 page 90-92 Exercise 18.1 pg 91 Unit revisdion 92		Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	1. Teacher and learners define road etiquette. 2. The facilitator gives focus of focus of the lesson.3. In groups learners answer questions on how the driver/motorist, pedestrian, passenger and cyclist must behave when using public roads. 4. Feedback and more class discussion. 5. Individual written work. **Conclusion:** Oral review of the lesson	
L3	**TRANSPORT AND COMMUNICATION** KEY CONCEPT Road etiquette SUB- CONCEPT *road etiquette and behavior such as: - Road decorum - Road rage - -littering - -drunken driving	-define broad etiquette - outline the responsibility of road users	Social Science Syllabus (2024-2030) Grade3-7 Page 169-171 2.PlusOne Social Science HBC Learners book Grade 7 Unit 18	Explaining Identifying Role playing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of rules and laws **Introduction:** Class discussion on right and wrong behavior 1. Teacher and learners define road etiquette. 2. The facilitator gives focus of focus of the lesson.3. In groups learners answer questions on how the driver/motorist, pedestrian, passenger and cyclist must behave when using public roads. 4. Feedback and more class discussion. 5. Individual written work.	

	*responsibilities of road users		page 90-92 Exercise 18.1 pg 91 Unit revission 92			**Conclusion:** Oral review of the lesson	
L4	**TRANSPORT AND COMMUNICATION** KEY CONCEPT Road etiquette SUB- CONCEPT *road etiquette and behavior such as: - Road decorum - Road rage - -littering - -drunken driving *responsibilities of road users	define broad etiquette - outline the responsibility of road users	Social Science Syllabus (2024-2030) Grade 3-7 Page 169-171 2.PlusOne Social Science HBC Learners book Grade 7 Unit 18 page 90-92 Exercise 18.1 pg 91 Unit revision 92	Explaining Identifying Role playing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of rules and laws **Introduction:** Class discussion on right and wrong behavior 1. Teacher and learners define road etiquette. 2. The facilitator gives focus of focus of the lesson.3. In groups learners answer questions on how the driver/motorist, pedestrian, passenger and cyclist must behave when using public roads. 4. Feedback and more class discussion. 5. Individual written work. **Conclusion:** Oral review of the lesson	

L5 &6	**SCHOOL BASED PROJECT** STAGE 4 Development of chosen idea 4.3. Three developments or refinements - Changes or advancements to their choice.	-write three developments of their chosen idea.	Social Science Syllabus (2024-2030) Grade3-7 Page 193	Critical thinking Problem solving Researching Communicating	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1.Learners discuss as a class on developments of their chosen ideas while the facilitator guides them 2. Learners write three developments of their chosen ideas while the facilitator guides them 3. Learners are given 1 mark for overall presentation of the final solution. **Conclusion:** Oral review of the lesson	
L7	**SHELTER** KEY CONCEPT Solutions to shortage of shelter SUB- CONCEPT	Suggest possible solutions to shortage of shelter	Social Science Syllabus (2024-2030) Grade3-7 Page 171-172 2.PlusOne Social	Listing Suggesting building	Flash cards, Work cards with activities,	**Assumed Knowledge** Learners are aware of factors that affect siting and design of shelter **Introduction:** Learners list factors that affect the design of shelter under the guidance of the teacher. 1. The teacher gives focus of the lesson.2. Class discussion on	

	Possible solutions to shortage of shelter		Science HBC Learners book Grade 7 Unit 19 page 93-96 Exercise 19.1 pg 95 Unit revision 96		Local environment Pictures, -related literature, -ICT tools -Resource person	shortage of shelter stating clearly the effects. 3. In groups learners state possible solutions to shortage of shelter. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	
L8 &9	**SHELTER** KEY CONCEPT Solutions to shortage of shelter SUB- CONCEPT Possible solutions to shortage of shelter	Suggest possible solutions to shortage of shelter	Social Science Syllabus (2024-2030) Grade3-7 Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 19 page 93-96 Exercise 19.1 pg 95	Listing Suggesting building	Flash cards, Local environment Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge** Learners are aware of factors that affect siting and design of shelter **Introduction:** Learners list factors that affect the design of shelter under the guidance of the teacher. 1. The teacher gives focus of the lesson.2. Class discussion on shortage of shelter stating clearly the effects. 3. In groups learners state possible solutions to shortage of shelter. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	

			Unit revision 96				
L10	**SHELTER** KEY CONCEPT Solutions to shortage of shelter SUB- CONCEPT Possible solutions to shortage of shelter such as: – building low cost houses -use of temporary shelters -building storey buildings	Suggest possible solutions to shortage of shelter	Social Science Syllabus (2024-2030) Grade3-7 Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 19 page 93-96 Exercise 19.1 pg 95 Unit revision 96	Listing Suggesting Explaining -describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge** Learners are aware of factors that affect siting and design of shelter **Introduction:** Recap of the previous lesson 1. The teacher gives focus of the lesson.2. Class discussion on shortage of shelter stating clearly the effects. 3. In groups learners state possible solutions to shortage of shelter. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	
L11	**SHELTER** KEY CONCEPT	List factors that influence the site and design of shelter	Social Science Syllabus (2024-2030) Grade 3-7	Listing Suggesting Explaining -describing	Flash cards,	**Assumed Knowledge** Learners are aware of factors that affect siting and design of shelter **Introduction:** Learners list factors that affect the design of	

	Factors that affect siting and design of shelter SUB- CONCEPT Factors that influence the site and design of shelter		Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 20 page 97-99 Exercise 20.1 pg 98 Unit revision 99		Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	shelter under the guidance of the teacher. 1. The teacher gives focus of the lesson.2. Class discussion on shortage of shelter stating clearly the effects. 3. In groups learners state the factors that influence the site and design of shelter. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	
L12	**SHELTER** KEY CONCEPT Factors that affect siting and design of shelter SUB- CONCEPT Factors that influence the site and design of shelter	Explain factors that influence the site and design of shelter	Social Science Syllabus (2024-2030) Grade 3-7 Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7	Explain factors that influence the site and design of shelter	Flash cards, Local environment Work cards with activities, Pictures, -related literature,	**Assumed Knowledge** Learners are aware of factors that affect siting and design of shelter **Introduction:** Learners list factors that affect the design of shelter under the guidance of the teacher. 1. The teacher gives focus of the lesson.2. Class discussion on shortage of shelter stating clearly the effects. 3. In groups learners state the factors that influence the site and design of shelter. 4. Feedback and more class	

			Unit 20 page 97-99 Exercise 20.1 pg 98 Unit revision 99		-ICT tools -Resource person	discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	
Weekly Aim: To help learners to develop an awareness of the global challenges and possible ways to address them.							
10 L1	**SHELTER** KEY CONCEPT Factors that affect siting and design of shelter SUB- CONCEPT Factors that influence the site and design of shelter	Explain factors that influence the site and design of shelter	Social Science Syllabus (2024-2030)Grade 3-7 Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 20 page 97-99 Exercise 20.1 pg 98 Unit revision 99	Listing Describing Drawing Touring	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge** Learners are aware of health and safety shelter designs **Introduction:** Recap of the previous lesson 1. The teacher gives focus of the lesson.2. Class discussion on shortage of shelter stating clearly the effects. 3. The facilitator explains the factors that influence shelter designs.4. In groups learners answer questions on work cards. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	

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L2	**SHELTER** KEY CONCEPT Factors that affect siting and design of shelter SUB- CONCEPT Factors that influence the site and design of shelter	Explain factors that influence the site and design of shelter	Social Science Syllabus (2024-2030) Grade 3-7 Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 20 page 97-99 Exercise 20.1 pg 98 Unit revision 99	Listing Describing Drawing Touring	Flash cards, Local environment Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge** Learners are aware of health and safety shelter designs **Introduction:** Recap of the previous lesson 1. The teacher gives focus of the lesson.2. Class discussion on shortage of shelter stating clearly the effects. 3. The facilitator explains the factors that influence shelter designs.4. In groups learners answer questions on work cards. 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson	
L3	**SHELTER** KEY CONCEPT Ways of acquiring accommodation	Identify different ways of acquiring accommodation	Social Science Syllabus (2024-2030) Grade 3-7 Page 171-172		Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are aware of shortages of shelter **Introduction:** Recap of the previous lesson. 1. Learners state problems associated with shortage of shelter. 2. Class discussion on ways of acquiring own	

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	SUB- CONCEPT Ways of acquiring accommodation		2.PlusOne Social Science HBC Learners book Grade 7 Unit 21 page 100-104 Exercise 21.1 pg 103 Unit revision 104		-related literature, -ICT tools -Resource person	shelter.3.Teachers explanations and demonstrations.4. In groups learners state ways of acquiring shelter. 5. Feedback and more class discussion.6. Individual written work **Conclusion**: Oral review of the lesson	
L4	**SHELTER** KEY CONCEPT Ways of acquiring accommodation SUB- CONCEPT Ways of acquiring accommodation -renting -buying	Identify different ways of acquiring accommodation	Social Science Syllabus (2024-2030) Grade3-7 Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 21	Identifying -describing Explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of shortages of shelter **Introduction:** Recap of the previous lesson. 1. Learners state problems associated with shortage of shelter. 2. Class discussion on ways of acquiring own shelter.3.Teachers explanations and demonstrations.4. In groups learners state ways of acquiring shelter. 5. Feedback and more class discussion.6. Individual written work	

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	-constructing own accommodation -inheriting		page 100-104 Exercise 21.1 pg 103 Unit revision 104			**Conclusion**: Oral review of the lesson	
L5 &6	**SCHOOL BASED PROJECT** STAGE 5 Presentation of the final solution 5.1Presentation of an artefact 5.2Presentation of a service 5.3Presentation of a product	Present the final solution in the form of an artefact, service or product	Social Science Syllabus (2024-2030) Grade 3-7 Page 193	Critical thinking Problem solving Researching	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1.Learners present their final solutions while the facilitator assists them 2.Learners present their final solutions in the form of an artefact, service or product **Conclusion:** Oral review of the lesson	
L7	**SHELTER** KEY CONCEPT	Identify different ways of acquiring accommodation	Social Science Syllabus (2024-2030) Grade 3-7	Modelling Constructing drawing	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are aware of siting and designing of shelter **Introduction:** Class discussion on designing of shelter. 1. The facilitator explain how the	

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	Ways of acquiring accommodation SUB- CONCEPT Construction of model accommodation of their choice		Page 171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 21 page 100-104 Exercise 21.1 pg 103 Unit revision 104		-related literature, -ICT tools -Resource person	learners can make their models of shelter. 2. Learners construct their own models of shelter. 3. The facilitator guides the learners as they make their models **Conclusion:** Display of constructed models	
L8 &9	**SHELTER** KEY CONCEPT Ways of acquiring accommodation SUB- CONCEPT Construction of model accommodation of their choice	Identify different ways of acquiring accommodation	Social Science Syllabus (2024-2030) Grade3-7 Page171-172 2.PlusOne Social Science HBC Learners	Modelling Constructing drawing	Flash cards, Dioramas Building materials Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are aware of siting and designing of shelter **Introduction:** Class discussion on designing of shelter. 1. The facilitator explain how the learners can make their models of shelter. 2. Learners construct their own models of shelter. 3. The facilitator guides the learners as they make their models **Conclusion:** Display of constructed models	

			book Grade 7 Unit 21 page 100-104 Exercise 21.1 pg 103 Unit revision 104		-related literature, -ICT tools -Resource person		
L10	**SHELTER** KEY CONCEPT Ways of acquiring accommodation SUB- CONCEPT Construction of model accommodation of their choice	Modelling Constructing Drawing	Social Science Syllabus (2024-2030) Grade 3-7 Page171-172 2.PlusOne Social Science HBC Learners book Grade 7 Unit 21 page 100-104 Exercise 21.1 pg 103	Modelling Constructing drawing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of siting and designing of shelter **Introduction:** Class discussion on designing of shelter. 1. The facilitator explain how the learners can make their models of shelter. 2. Learners construct their own models of shelter. 3. The facilitator guides the learners as they make their models **Conclusion:** Display of constructed models	

			Unit revision 104				
L11	**Revision Exercise** Topics 1.Shelter CONCEPTS All concepts covered in the above topic	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 171-173		Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L12	**Revision Exercise** <u>Topics</u> <u>Shelter</u> <u>Concept</u>	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade 3-7 Page 171-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week	

	All concepts taught on the above topics				-related literature, -ICT tools -Resource person	2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
Weekly Aim:							
11 L1	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	

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L2	**Revision Exercise Topics** 1.National History, Sovereignty and Governance 2.Heritage **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L3	**Revision Exercise Topics** 1.Work and Leisure 2.Transport and Communication **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading Writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually.	

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					-Resource person	4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L4	**Revision Exercise** **Topics** 1.Transport and Communication 2.Shelter **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L5 &6	**SCHOOL BASED PROJECT** STAGE 5 Presentation of the final solution 5.1Presentation of an artefact	-present the final solution in the form of an artefact, service or product	Social Science Syllabus (2024-2030) Grade3-7 Page 193	Critical thinking Problem solving Communicating researching	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous	

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	5.2Presentation of a service 5.3Presentation of a product				-related literature, -ICT tools -Resource person	school based project lesson and gives focus of the lesson 1.Learners present their final solutions while the facilitator assists them 2.Learners present their final solutions in the form of an artefact, service or product **Conclusion:** Oral review of the lesson	
L7	**Revision Exercise** **Topics** 1.Identity 2.Heritage 3.Work and Leisure **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading Writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L8 &9	**Revision Exercise** **Topics**	-answer at least half of the revisi Social Science	Social Science	Critical thinking	Flash cards,	**Assumed Knowledge:** Learners are able to answer revision test questions	

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	1.National History, Sovereignty and Governance 2.Transport and Communication **<u>Concepts</u>** All concepts taught on the above topics	Syllabus (2024-2030) Grade3-7 Page 14, 160-173 on test questions given correctly	Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Problem solving Reading writing	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L10	**Revision Exercise** **Topics** 1.Identity 2.Work and Leisure 3.Transport and Communication **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work	

						Conclusion: Revision of written work and recap of concepts.	
L11	**Revision Exercise Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>** All concepts taught on the above topics		Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L12	**Revision Exercise Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature,	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week	

	6.Shelter **Concepts** All concepts taught on the above topics				-ICT tools -Resource person	2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
Weekly Aim:							
12 **L1**	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **Concepts** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030)	Critical thinking Problem solving Reading Writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	

L2	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L3	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>**	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3.Learners write revision test in their books individually.	

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	All concepts taught on the above topics				-Resource person	4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L4	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L5 &6	**SCHOOL BASED PROJECT** STAGE 5 Presentation of the final solution 5.1Presentation of an artefact	--present the final solution as an artefact, service or product	Social Science Syllabus (2024-2030) Grade3-7 Page193	Critical thinking Problem solving communication	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous	

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	5.2Presentation of a service 5.3Presentation of a product				-related literature, -ICT tools -Resource person	school based project lesson and gives focus of the lesson 1.Learners present their final solutions while the facilitator assists them 2.Learners present their final solutions in the form of an artefact, service or product **Conclusion:** Oral review of the lesson	
L7	**Revision Exercise Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly	Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L8 &9	**Revision Exercise Topics** 1.Identity		Social Science		Flash cards,	**Assumed Knowledge:** Learners are able to answer revision test questions	

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	2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **Concepts** All concepts taught on the above topics		Syllabus (2024-2030) Grade3-7 Page 14, 160-173		Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	
L10	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **Concepts** All concepts taught on the above topics		Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work	

						Conclusion: Revision of written work and recap of concepts.	
L11	**Revision Exercise Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure**Revision Exercise Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>** All concepts taught on the above topics 5.Transport and Communication 6.Shelter **<u>Concepts</u>**		Social Science Syllabus (2024-2030) Grade3-7 Page 14, 160-173	Critical thinking Problem solving Reading Writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	

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	All concepts taught on the above topics						
12	**Revision Exercise** **Topics** 1.Identity 2.National History, Sovereignty and Governance 3.Heritage 4.Work and Leisure 5.Transport and Communication 6.Shelter **<u>Concepts</u>** All concepts taught on the above topics	-answer at least half of the revision test questions given correctly		Critical thinking Problem solving Reading writing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work **Conclusion:** Revision of written work and recap of concepts.	

SCIENCE AND TECHNOLOGY

GENERAL AIM

By the end of the term the learners should have developed an understanding of basic scientific and indigenous concepts ,developenvironmental awareness and protection responsibilities as well as instilling the use of traditionaltechnologies to solve day to day problems

TOPICS TO BE COVERED

1 .Health and HygienenPractise

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2 Food and Nutrition
3 Crop Plants and Animals
4 Environmental Awareness and conservation
Time Alloctaion 9 30 minutes

WEEK ENDING	TOPIC CONTENT	OBJECTIVES	SOM	SKILLS	MEDIA	METHODOLOGY AND ACTIVITIES	EVALUATION
L3 &4	**HEALTH AND HYGIENE PRACTICES** KEY CONCEPT Human Body SUB-CONCEPT Parts of the respiratory system nose ,trachea,lungs ,diaphram	By the end of the lesson learners should be able to identify parts of the respiratory system	Science and Technology Syllabus (2024-2030) Grade 3-7 76 2 .Plusone Social Science Grade 7 Learners Unit 1 page 1 -3 Exrcise 1.1 page 3 Exercise 1.2 page 4	Identifying -naming -discussing -listing	Pictures -related literature -ICT tools -balloons _modells	**Assumed Knowledge:** Learners learners know the internal and external body parts **Introduction**;Facilitator define respiration and explain that there are body parts used for breathing 2 Learners state the body parts used for respiration **3** In groups learners state parts of the respiratory systemand their functions 4 Individual written work drawing and labelling respiratory system	

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L5 &6	**Health and hygiene practices** KEY CONCEPT Human body SUB-CONCEPT Respiratory deseases	Identify respiratory deseases	Science and Technology Syllabus (2024-2030) Grade 3-7 76 2 .Plusone Social Science Grade 7 Learners Unit 1 page 4 Exrcise 1.3 page 5	-stating _listing _discussing Outlining	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners have learnt about parts of the respiratory **Introduction:** Recapping the previous work 1Facilitator explain that there respiratory diseases '2. In groups learners list some resipiratory diseases 3. Feedback and more class dicussion4.individual written work	
L7 &8	**Health and hygiene Practices** KEY CONCEPT Human Body SUB-CONCEPT Effects of air pollution on resipiratory system	Explain the effects of air pollution to the respiratory system	Science and technology syllabus Syllabus (2024-2030) Grade3-7 Page76 2 .Plusone Social Science Grade 7 Learners Unit 1 page 5-6 Exrcise 1.4 page 6	Identifying Discussing defining	Pictures -related literature -ICT tools -models	**Assumed Knowledge:**Learners know the respiratory diseasesa **Introduction**: Facilitator explain that some respiratory diseases are caused by air pollution 2.The learners state the effects of air pollution on breathing system 3.Groupwork 4.feedback by learners and more explanation from the facilitator	

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			Exercise 6-8				
L9 &10	**Health and Hygiene Practices** KEY CONCEPT Respiratory System SUB-CONCEPT Function of the respiratory system	Explain the function of the respiratory system	Science and Technology Syllabus (2024-2030) Page 76 2 .Plusone Social Science Grade 7 Learners Unit 1 page 5-6 Exrcise 1.4 page 6 Exercise 6-8	Identifying Discussing defining	Pictures -related literature -ICT tools -models	**Assumed Knowledge:** Learners know parts of the respiratory sytem **.** **Introduction** Teacher shows learners charts with the respiratory system 1. .class discussion on the function and the respiratory system causes . 2. In groups learners discuss the function of the respiratory system .3. Learners give feedback4. Further elaboration by the teacher	
2	**Health and Hygiene practices** KEY CONCEPT Respiratory System SUB-CONCEPT Breathing system	-Name parts of the circulatory system -Demonstrate the breathing system -manipulate models and draw the structure of the respiratory system	Science and atechnology Syllabus (2024-2030) Grade3-7 Page 76 2 .Plusone Social Science	Identifying Discussing defining	Flash cards, Work cards with activities, Pictures, -related literature -ICT tools -models	**Assumed Knowledge** **L**earners are aware of the parts and function of the respiratory system **Introduction:** Using a well labelled diagram learners explain the respiratory system 2.The teacher uses a vedio from the phone about respiration	

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23/ 01/ 26 **L1 &2**			Grade 7 Learners Unit 1 page 5-6 Exrcise 1.4 page 6 Exercise 6-8			3.Learners in groups explain the respiratory system 3.Learners write individual work in their exercise books **Conclusion**: Oral review of the lesson	
L3 &4	**SCHOOL BASED PROJECT** STAGE1 Problem Identification Pupils are required to describe the problem, innovation or identified gap	-describe the problem, innovation or identified gap	Science and Technology Syllabus (2024-2030) Page 90	Critical thinking Problem solving, tolerance	Pictures -related literature -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Science and Technology **Introduction:** The facilitator explains on problem identification while giving examples 1 .Learners identify a problem or innovation while the facilitator guides them. 2. The learners write the problem they have identified down while the facilitator guides them **Conclusion:** Oral review of the lesson	
L5 &6	**Health and Hygiene** KEY CONCEPT Circulatory System SUB-CONCEPT	-naming parts of the circulatory system	Science and Technology Syllabus Grade 3-7 (2024-2030) Page76	Identifying Discussing defining	Pictures -related literature -ICT tools -models	**Assumed Knowledge:** Learners know the internal body parts **Introduction:** Defining the term circulatory system 1 .Class discussion on the parts of the circulatory system	

	Partsof circulatory System Heart,arteries ,veins ,capillaries ,blood		2 .Plusone Social Science Grade 7 Learners Unit 2 page 9-11 Exrcise 2.1 page 11 Unit revision Exercise 11-13			. 2. Teacher explains each component . 3. In groups learners state theparts and their function 4. Feedback and more class discussion. 5. individual written work **Conclusion:** oral review of the lesson.	
L5 &6	**Health and Hygiene Practices** KEY CONCEPT Circulatory System SUB-CONCEPT Blood Circulation	Explian the circulatory system	Science and Technology Syllabus Grade3-7 (2024-2030) Page 76 2 .Plusone Social Science Grade 7 Learners Unit 2 page 9-11 Exrcise 2.1 page 11	Identifying Discussing Defining Explaining	Pictures -related literature -ICT tools -models -charts with the circulatory system	**Assumed Knowledge:** Learners are aware of the parts of the circulatory system Introduction: Oral recap of the previous lesson 1.Teacher plays a vedio about circulatory system and explain the entire circulatory system 2. Teacher explains on each type of of blood vessels 3. In groups learners explain the circulatory system . 4. Feedback and more class discussion. 5. Individual written work	

			Unit revision Exercise 11-13				
L7 &8	**Health and Hygiene Practices** KEY CONCEPT Circulatory system SUB- CONCEPT The Heart	Draw and label the circulatory system -Expalain the circulatory system	Science and Technology Syllabus Grade3-7 (2024-2030) Page76 2 .Plusone Social Science Grade 7 Learners Unit 2 page 9-11 Exrcise 2.1 page 11 Unit revision Exercise 11-13	Identifying Discussing Defining Explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -model	**Assumed Knowledge:** Learners learnt about the circulatory system **Introduction:** Recap of the previous lesson 1. Teacher shows learners picture of the circulatory system 2. In groups learners draw the circulatory system and label . 3. Feedback and more class discussion on the type of the circulatory system . 4. Learners answer oral questions from the teacher. Conclusion: Oral review of the lesson	
	Health and Hygiene Practices KEY CONCEPT	-state the blood vessels and their function	Science and Technology Syllabus Grade 3-7	Researching, Defining, Discussing, identifying	Flash cards,	**Assumed knowledge:** Learners know the circulatory system **Introduction:** . learners state the blood vessels	

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L9 &10	Crculatory System SUB CONCEPT Blood vessels Revision	-explain the circulatory system -state the function of blood Revise and consolidate all concepts learnt	(2024-2030) Page76 2 .Plusone Social Science Grade 7 Learners Unit 2 page 9-11 Exrcise 2.1 page 11 Unit revision Exercise 11-13		Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	1. Class discussion on blood vessels and their functions . 2. Teacher explains on each type of blood vessels . 3. In groups learners state the function of blood vessels 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson.	
3 **30/ 01/ 26** **L1 &2**	**SCHOOL BASED PROJECTS** Stage 1 Problem identification SUB- CONCEPT Sstatement of intent	Respond to problem identification on their project	Science and Technology Syllabus (2024-2030) 79	Researching, Defining, Discussing, identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of school based projects **Introduction:** Learners state their problems and description . 1. Class discussion on on statement of intent .2. More explanation from the facilitator. 3. In groups learners statement of I tent .4. Feedback and more class discussion. 5. Individual written work **Conclusion**: learners answer oral questions from the facilitator	

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L3 &4	**Health and Hygiene Practice** KEY CONCEPT Nutrition SUB- CONCEPT Food safety	Define food safety	Science and Technology Syllabus Grade3-7 (2024-2030) Page76 2 .Plusone Social Science Grade 7 Learners Unit 3	role playing, identifying, discussing, defining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware food hygiene from previous grade **Introduction:** The teacher define food safety 1. Class discussion on ways of maintaining food safety in both indigenous and modern food .2. More explanation from the facilitator. 3. In groups learners state the the safety measures needed in food handling .4. Feedback and more class discussion. 5. Individual written work **Conclusion**: learners answer oral questions from the facilitator	
L 5& 6	**Health and Hygiene Prctice** KEY CONCEPT Food Safety SUB- CONCEPT Importance of food safety	Outline the importance of food safety	Science and Technology Syllabus Grade3-7 (2024-2030) Page76 2 .Plusone Social Science Grade 7 Learners Unit 3 Page 15 -16 Exercise 3.1	role playing, identifying, discussing, defining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** learners are aware of food safety **Introduction:** recap of the previous lesson 1. Learners state the importance of food storage and safety .2. More explanation from the facilitator on identifying conflict arbiters at home, school and in the community. 3. In groups, learners state ways of resolving conflicts under the guidance from the teacher.4. Feedback and more	

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			Page 16			class discussion. 5. Individual written work **Conclusion**: learners answer oral questions from the facilitator	
L7 &8	**SCHOOL BASED PROJECT** 4.1 Brief Statement of intent 4.2 Design project Specification	briefly describe the statement linking to the problem, innovation or identified gap	Social Science Syllabus (2024-2030) Grade 3-7 Page76	critical thinking Problem solving, communication	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experience in Social Science **Introduction:** The facilitator recaps on the previous lesson on problem identification and gives focus of the lesson 1. Learners write brief statement of intent while the facilitator guides them. 2. Learners write project design specification while the facilitator guides them **Conclusion:** Oral review of the lesson	
L7 &8	**Health and Hygiene Practises** KEY CONCEPT Food Safety SUB- CONCEPT Food handling	Explain safe food handling practices	Social Science Syllabus (2024-2030) Grade 3-7 Page 76 2 .Plusone Social Science Grade 7 Learners	Defining Stating Illustrating Explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -food samples	**Assumed Knowledge:** Learners know different types of food **Introduction:** Question and answer on the previous lessons on food safety 1. Learners and teacher discuss on food handling ways 2.Teacher explain the safe way of handling food . 3. The learners in groups expalain safe food handling and the disadvantages .	

			Unit 3 Page 16-17 Exercise 3.2 Page 17 Unit Revision page 18 -19			4. Learners answer written questions from the teacher **Conclusion**: Oral review of the lesson	
L 9& 10	**Health and Hygiene Practices** KEY CONCEPT Environmental Health SUB- CONCEPT Noise pollution	Define noise pollution -list sources of noice pollution	Science and Technology Syllabus (2024-2030) Grade3-7 Page 77 2 .Plusone Social Science Grade 7 Learners Unit 4 Page 20-22 Exercise 4.1 Page 22	-defining stating -researching -explaining -discussing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners know different types of pollution **Introduction:** Learners define pollution and teacher explain noise pollution 1. Learners and teacher go outside to listern to different sounds 2.leanres gives different source of noice pollution 3. The learners and the facilitator discuss on causes of noise pollution .4. Learners give feedback to the class 5. Learners answer oral questions from the teacher 6. Individual written work **Conclusion**: Oral review of the lesson	
4	**Health and Hygiene practices**	-explain the effects of noise pollution	Science and technology	-stating -identifying -explaining	Flash cards,	**Assumed Knowledge:** Learners know general effects of pollution **Introduction:**	

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06/ 01/ 26	KEY CONCEPT Environmental Health SUB- CONCEPT Effects of noise pollution		Syllabus (2024-2030) Grade3-7 Pages77 2 .Plusone Social Science Grade 7 Learners Unit 4 Page 22-23 Exercise 4.2 Page 23	-discussing	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	Recap of the previous lesson 1. The learners and the facilitator discuss on effects of noise pollution 2. Learners gives the effects of pollution while facilitator guides 4. Learners state at least four effects of noise pollution .5. Learners answer oral questions from the teacher 6. Individual written work **Conclusion**: Oral review of the lesson	
L3 &4	**Health and Hygine Practises** KEY CONCEPT Noise pollution SUB CONCEPT Ways of reducing noise pollution	-suggest ways of curbing noise pollution	Science and Technology Syllabus (2024-2030) Grade3-7 Page77 2 .Plusone Social Science Grade 7 Learners Unit 4 Page 23-24 Exercise 4.3 Page 24	Stating -discussing -naming - explaining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of noise pollution sources **Introduction:** 1.Recap of the previous lesson 2. Learners and the facilitator discuss on ways of reducing noise pollution 3.Teacher explain ways of reducing noice pollution . 4. Learners discuss in groups Learners give feedback.6. Learners answer oral questions from the teacher 6. Individual written work **Conclusion**: Oral review of the lesson	

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			Exercise 25-26				
L 5& 6	**Health and Hyigiene Practises** **Key concept** Emotional Intelligence SUB- CONCEPTS: Components of emotional intelligence	-discuss components of emotional intelligence	Science and Technology Syllabus (2024-2030) Grade 3-7 Pages77 2 .Plusone Social Science Grade 7 Learners Unit 4 Page 27-28 Exercise 5.1 Page 28 Unit Exercise 29-30	-problem solving -explaining -identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of emotions **Introduction:** Teacher explain what is emotional intelligence 1.Class discussion on comonents of emotional intelligent 2. Learners answer oral questions from the facilitator on emotional intelligent . 3learners write individual work in their books **Conclusion:** Revision of written work and recap of concepts	
L 7& 8	**Health and Hyigiene Practices** KEY CONCEPT Emmotional intelligent SUB- CONCEPT	Demonstrate social skills	Science and Technology Syllabus (2024-2030) Grade3-7 Pag 77	Empathy -explaining -discussing Motivation Role play empathy	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners know emotional intelligence components **Introduction:** The facilitator and learners discuss social skills 1. The teacher explains on social skills 2.Learners state the social	

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	Social skills empathy ,motivation		2 .Plusone Social Science Grade 7 Learners Unit 4 Page 27-28 Exercise 5.1 Page 28 Unit Exercise 29-30		-related literature, -ICT tools -heritage sites and artefacts	skills their groups. 3. Feed-back and more class discussion 4. Individual written work. **Conclusion:** Oral review of the lesson	
L9 &10	**School Based Project** KEY CONCEPT Stage 2 SUB- CONCEPT Investigation of the related ideas to the problem/innovation	-investiagate the related ideas to the problem or innovation	Science and technology Syllabus (2024-2030) Grade 3-7 Page90	-explaining, -discussing -dramatizing Investigating	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners learnt stage 1 and aware of school based projects **Introduction:** Recap of the previous lesson. 1.The facilitator and learners describe the stage 2 of school based projects 2. Learners answer questions on work cards in their groups. 3. Feed-back and more class discussion 4. Individual written work. Conclusion: Oral review of the lesson	
5	**Health and Hygiene Practises**	-define chronic deseases	Science and Technology	-discussing. -touring	Pictures,	**Assumed Knowledge:** Learners area aware of different deseass	

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13/ 02/ 26 **L1 &2**	KEY CONCEPT Diseases SUB- CONCEPT chronic diseases	-identyfy types of chronic deseases	Syllabus (2024-2030) Grade 3-7 Pages 77 2 .Plusone Social Science Grade 7 Learners Unit 6 Page 31-32 Exercise 6.1 Page 33 Unit	-explaining	-related literature, -ICT tools -charts Chalkboard	**Introduction:** The facilitator define chronic desease 1. The teacher explains on the types of chronic diseases 2. Learners discuss the the different chronic diseases answer questions on work cards in their groups. 3. Feed-back and more class discussion 4. Individual written work. **Conclusion:** Oral review of the lesson	
L 3& 4	**Health and Hygiene Practises** KEY CONCEPT Diseases SUB- CONCEPT Causes of the chronic diseases	Explain the causes of the chronic diseases	Science and Technology Syllabus (2024-2030) Grade3-7 Page77 2 .Plusone Social Science Grade 7 Learners Unit 6 Page 33-34 Exercise 6.2	-discussing -stating -describing touring	Chalkboard Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners know about chronic diseases **Introduction:** recapping the previous lesson 1. Learners state the types of chronic diseases 2. In groups learners state the cause of chronic diseases under the guidance of the teacher. 3. Learners answer questions on work cards in their groups. 3. Feed-back **Conclusion:** Oral review of the lesson	

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			Page 34				
L5 &6	**SCHOOL BASED PROJECT** STAGE 2 Investigation of related ideas (10)	Explain, illustrate or demonstrate three related ideas	Social Science Syllabus (2024-2030) Grade 3-7 Page 90	Critical thinking Problem solving Communication	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners examine ideas that might solve their problems while the facilitator guides them. 2. Learners explain, illustrate or demonstrate three related ideas while the facilitator guides them. 3. Learners also state three advantages and three disadvantages of the related ideas **Conclusion:** Oral review of the lesson	
L 7& 8	**Health and hygiene practices** KEY CONCEPT Chronic diseases	Discuss prevention and management of chronic diseases	Science and technology Syllabus (2024-2030) Page77	Identifying -discussing, -locating -explaining	Pictures, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of the causes of chronic diseases **Introduction:** Learners state the causes of the chronic diseases	

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	SUB- CONCEPT Prevention of chronic diseases		2 .Plusone Social Science Grade 7 Learners Unit 6 Page 34-36 Exercise 6.3 Page 34 Unit Revision Exercise 37-38		Printed media	1. Teacher`s and learners discuss on ways of preventing chronic diseases . 2. 3. In groups learners suggest ways of managing chronic diseases 4. Feedback and more class discussion.	
L 9& 10	**Health and Hygiene Practises REVISION** KEY CONCEPT Respiratiry system Circulatory system Food safety Environmental health Emotional intelligent Chronic disease	-Revise and consolidate all the concepts laernt -answer atleast half of the questions correctly	Science and Technology Syllabus (2024-2030) Grade 3-7 Pages 76 to77	Identifying, -discussing -explaining	Pamphlets Pictures Pictures, -related literature, -ICT tools - chalkboard	1. Teacher gives learners instructions 2. The learners write the revision exercise 3. Revision of the test . 4. Feedback and more class discussion. **Conclusion:** Oral review of the lesson	
6 20/ 02/ 26	**Health and Hygiene Practice** KEY CONCEPT	-define epidemic disease -identfy types of epidemic diseases	Science and Technology Syllabus	-identifying -discussing -explaining -drawing	-pamphlets -related literature, -ICT tools	**Assumed Knowledge**: Learners are aware of different types of diseases **Introduction:**	

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L1 &2	Diseases SUB- CONCEPT Epidemic diseases		Grade3-7 (2024-2030) Page78 2 .Plusone Social Science Grade 7 Learners Unit 7 Page 39-40 Exercise 7.1 Page 41		-Resource person -chart - World map	Teacher gives the definaition of epidemic disease 1. Teacher`s and learners state the epidemic diseases 2. In groups learners discuss the epidemic diseases 4. Feedback and more class discussion on epidemic diseases . 5. Individual written work **Conclusion:** Oral review of the lesson	
L3 &4	**Health nad Hygiene Practice** KEY CONCEPT Epidemic diseases SUB- CONCEPT Causes of epidemic diseases	Explain the cause of the epidemic diseases	Social science Syllabus (2024-2030) Grade 3-7 Page 77 2 .Plusone Social Science Grade 7 Learners Unit 7 Page 41-43 Exercise 7.2 Page 43	-discussing - describing - stating -naming Identifying	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of types of epidemic diseases **Introduction:** The facilitator explains the causes of the epidemic diseases . 1. Learners answer oral questions from the teacher.2. Class discussion on the epidemic disease . 3. **Conclusion:**Teacher sum up the main points	

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L5 &6	**Health and Hygiene Practice** Topics: Epidemic Disease **Concept:** Prevention of epidemic diseases	Suggest ways of cotrolling epidemic diseases	Science and technology Syllabus (2024-2030) Grade 3-7 Pages77 2 .Plusone Social Science Grade 7 Learners Unit 7 Page 43-44 Exercise 7.3 Page 45 Unit Revision 45-46	-reading Naming -explaining -describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are are aware of cause of epidemic disease **Introduction:** Teacher and learners recap previous lessons 1.Class discussion on concepts taught during the week 2. Learners suggest ways of preventing epidemic diseases . 3. Learners write individual work in their books individually.	
.							
L7 &8	**Food and Nutrition** KEY CONCEPT Food choices SUB- CONCEPT Factors which influence food choices	identify cuitural and religious factors which influence food choices	Science and Technology Syllabus (2024-2030) Grade 3-7 Page 78 2 .Plusone Social Science	Stating – discussing - drammatising Examining Discussing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge**: Learners are aware of customs of different cultures and religion on food **Introduction:** teacher explain and also discuss with the learners on culture relgion and food choice 1. Learnres state food laws for some culture nd religion 2. The	

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			Grade 7 Learners Unit 8 Page 47 Exercise 8.1 Page 48		-Resource person	facilitator explain the importance of knowing food choices . 3. In groups learners state the food choices 4. Learners give feedback and the teacher further explains 5. Individual written work **Conclusion :** Oral review of the lesson	
L 9& 10	**Food and Nutritions** **K**EY CONCEPT Traditions and customs on food SUB- CONCEPT Impact of customs on food choice	-explain the the impact of traditions and customs on food choice	Science and Technology Syllabus (2024-2030) Grade 3-7 Page78 2 .Plusone Social Science Grade 7 Learners Unit 8 Page 49-50 Exercise 8.2 Page 50	Stating Discussing, explaining describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of customs of different cultures on food **Introduction:** Learners state the effects of food choice as per culture 1. The facilitator explains the effects 3. In groups learners state the impacts of food choice 4, Learners give feedback and the teacher further explains .5. Individual written work **Conclusion :** Oral review of the lesson	
7	**Food and Nutrition** KEY CONCEPT Food Choice	--state the impact of media in food choices	Social Science Syllabus (2024-2030) Grade3-7	Naming Stating Discussing Explaining drammatizing	Flash cards, Work cards with activities,	**Assumed Knowledge**: Learners are aware of different food choices	

27/ 02/ 26 **L1 &2**	SUB- CONCEPT Media impact on food choice		Page78 2 .Plusone Social Science Grade 7 Learners Unit 8 Page 50 Exercise 8.3 Page 51		Pictures, -related literature, -ICT tools -Resource person	**Introduction:** Teacher explain what is media and how does it affect food choice 1. Learners discuss on food choice using media 2. The learners and facilitair explain that some people will buy food due media mislead 4. In groups learners discuss impact of media in food choice feedback. The facilitator assists them. 5. Individual written work **Conclusion :** Oral review of the lesson	
L3 &4	**Food and Nutrition** KEY CONCEPT Food choice SUB- CONCEPT Socio ecomic factor on food choice	Research on how social and economic factors affect food choices	Science and Technology Syllabus (2024-2030) Grade3-7 Page 78 2 .Plusone Social Science Grade 7 Learners Unit 8 Page 52 -53 Exercise 8.4 Page 52 Unit Revision	Naming Stating Discussing Explaining drammatising	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of different social and ecomic backgrounds **Introduction:** Learners state the different social groups in the society 1. Learners explain how economic status affect food choice . 2. 4. In groups learners discuss the effects of social economic on food choice and give feedback. The facilitator assists them. 5. Individual written work **Conclusion :** Oral review of the lesson	

			Exercise page 53-54				
L 5& 6	**SCHOOL BASED PROJECT** STAGE 2 Investigation of related ideas 2.1. analysis of ideas - advantages -disadvantages	-Analyze each idea in 2.1 that is giving advantages and disadvantages	Social Science Syllabus (2024-2030) Grade 3-7 Page 90	Critical thinking Problem solving researching	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous school based project lesson and gives focus of the lesson 1. Learners examine ideas that might solve their problems while the facilitator guides them. 2. Learners explain, illustrate or demonstrate three related ideas while the facilitator guides them. 3. Learners also state three advantages and three disadvantages of the related ideas **Conclusion:** Oral review of the lesson	
L7 &8	**Food and Nutrition** KEY CONCEPT Food storage and hygiene	-identify the indigenous ways of storing food	Science and Technology Syllabus (2024-2030) Grade3-7 Page79	Discussing Defining Describing Comparing	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge**: Learners are aware of ways of keeping food safely **Introduction**: Teacher explain the indegionous ways of storing food .1.	

	SUB- CONCEPT Indigenous ways of storing food		2 .Plusone Social Science Grade 7 Learners Unit 9 Page 55 -57 Exercise 9.1 Page 57		-related literature, -ICT tools -Resource person	2. Learners in groups state the indeginous way of storing food 3 3. In groups learners discuss how food is stored . 4. Feedback and further explanation by the teacher .5. Individual written work **Conclusion :** Oral review of the lesson	
L 9& 10	**Food and Nutrition** KEY CONCEPT Food storage and hygiene SUB- CONCEPT Contemporary method of storing food	-discuss contemporary ways of food storage	Science and Technology Syllabus (2024-2030) Grade3-7 Pages 79 2 .Plusone Social Science Grade 7 Learners Unit 9 Page 57-58 Exercise 9.2 Page 58	-defining Explaining -naming -stating -outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge**: Learners are aware of indigenous methods of storing food **Introduction**.Teacher explain that there are contemporary methods of storing food 1. Teacher and learnres discus on the contemporary methods of storing food 3 3. In groups learners discuss the modern ways of storing food . 4. Feedback and further explanation by the teacher .5. Individual written work **Conclusion :** Oral review of the lesson	

8 **06/ 03/ 26** **L1 &2**	**Food and Nutrition** KEY CONCEPT Food storage and hygiene SUB- CONCEPT Indigenous and contemporary methods of storing food	Compare indigenous and contemporary ways of storing food	Science and Technology Syllabus (2024-2030) Grade 3-7 Pages 79 2 .Plusone Social Science Grade 7 Learners Unit 9 Page 59 Exercise 9.3 Page 59 Unit Revision page 60 -61	defining Explaining -naming -stating -outlining -comparing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -food samples	**Assumed Knowledge**: Learners are aware of different ways of storing food **Introduction:** Recapping the previous lesson 1. Class discussion on similarities of old and new method of storing food 3 The facilitator explain the differrnces in food storage 3. In groups learners discuss both ways of storing food 4. Feedback and further explanation by the teacher .5. Individual written work **Conclusion :** Oral review of the lesson	
L3 &4	**Food and Nutrition** Key concept 1.Food Preparation **Concept:** Prepare a contemporary dish	-prepare any contemporary dish	Science and technology Syllabus (2024-2030) Grade3-7 Pages79 2 .Plusone Social Science Grade 7 Learners Unit 10	Preparing Explaining Naming describing	Work cards with activities, Pictures, -related literature, -ICT tools Useful charts	**Assumed Knowledge:** Learners are able to prepare any dish **Introduction:** Recap of concepts taught during the week 1.Class discussion on how to prepare a contemporary dish 2. Learners prepare a roasted chicken 3.Demonstartion to the class on food preparation 4.Class discussion of food preparation	

			Page 62 Exercise 10.1 Page 64 Unit Revision page 65			**Conclusion:** Revision of written work and recap of concepts.	
L5 &6	**Revision Exercise** Topics 2. Food and Nutrition CONCEPTS All concepts taught on the above topic	-answer at least half of the revision test questions given correctly	Science and Technology Syllabus Grade3-7 (2024-2030) Page 68 -79 2 .Plusone Social Science Grade 7 Learners Unit 10 Page 62 Exercise 10.1 Page 64 Unit Revision page 65	Reading Writing Explaining Naming Describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are able to answer revision test questions **Introduction:** Recap of concepts taught during the week 1.Class discussion on concepts taught during the week 2. Learners answer oral questions from the facilitator on learnt concepts. 3. Learners write revision test in their books individually. 4.Revision and recap of written work	

L7 &8	**Crop Plants and Animals** KEY CONCEPT Photosynthesis Word equation	Describe the process of photosynthesis	Science and Technology Syllabus (2024-2030) Grade 3-7 Page 80 2 .Plusone Social Science Grade 7 Learners Unit 11 Page 66 Exercise 11.1 Page 67-68	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of plants **Introduction** Teacher describe the process of photosynthesis 1. The teacher gives learners the word equation for photosynthesis . 2. In groups learner state word equation for photosynthesis and explain the process. 3. The facilitator help learners to describe the process. 4. Learners give feedback on their findings 5. Individual written work **Conclusion:** Oral review of the lesson	
L9 &10	**Crop Plants and Animals** KEY CONCEPT: Photosynthesis SUB CONCEPT: Starch testing	Test a leaf for starch	Science and technology Syllabus (2024-2030) Grade 3-7 Page80 2 .Plusone Social Science Grade 7 Learners	Identifying Describing Defining Outlining -testing	Methylated spirit Apparatus Iodine solution Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are aware of photosynthesis **Introduction:** Teacher explain that the by product of photosynthesi is starch . 2. Teacher explain how to test a leaf for starch 3. The class test the leaf for stach and record the finding . 2. 3. The facilitator help learners to test starch . 4.	

			Unit 11 Page 68-68 Exercise 11.2 Page 68-69		-related literature, -ICT tools -Resource person -maps	Learners give feedback on their findings 5. Individual written work **Conclusion:** Oral review of the lesson	
9 **13/ 03/ 26** **L1 &2**	**Crop Planta and Animals** KEY CONCEPT: Photosynthesis SUB CONCEPT: Factors affecting Photosythesis	Explain factors necessary for photosynthesis to take place	Science and Technology Syllabus (2024-2030) Grade 3-7 page 80 2 .Plusone Social Science Grade 7 Learners Unit 11 Page 70 Exercise 11.3 Page 70 Unit Revision page 71-72	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of the process of photosynthesis **Introduction:** Recapping of the previous lesson 1. The teacher and learners discuss the factors which are necessary for photosynthesis to take place . 2. In groups learner state factors necessary for photosynthesis to take place 3. Learners give feedback on their findings 4. Individual written work **Conclusion:** Oral review of the lesson	

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L3 &4	**Crop Plants and Animals** KEY CONCEPT Uses of plants SUB- CONCEPT	Discuss plants as source of food and nutrition	Science and Technology Syllabus (2024-2030) Grade 3-7 Page80 2 .Plusone Social Science Grade 7 Learners Unit 12 Page 73 Exercise 12.1 Page 74	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -local environment -maps	**Assumed Knowledge:** Learners are aware of different types food **Introduction:** Learners list different types of food 1. Learners state what was used to make the different types of food 2. In groups learners state the source of food and nutition Zimbabwe. 3. The facilitator help learner to state tha crop and plants are sourse of food 4. Individual written work **Conclusion:** Oral review of the lesson	
L 5& 6	**SCHOOL BASED PROJECT** STAGE 3 Generation of Ideas/ Possible solutions	Explain, illustrate or demonstrate three possible solutions to the problem they have identified	Science and Tech Syllabus (2024-2030) Grade 3-7 Page193	Critical thinking Problem solving Researching communication	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Science ad **Introduction:** The facilitator recaps the concepts taught in the previous	

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	3.1 Evidence of possible solution -Learners create their own solutions to the problem				-related literature, -ICT tools -Resource person	school based project lesson and gives focus of the lesson 1. Learners explain, illustrate or demonstrate three related ideas while the facilitator guides them. 2. Learners creates their solutions to the problem while the facilitator guides them. **Conclusion:** Oral review of the lesson	
L7 &8	**Crop Plants and Animals** Uses of plants SUB- CONCEPT Plants are source of medicine and health	Explain that plants are source medicine and health	Science and Technology Syllabus (2024-2030) Grade3-7 Page80 2 .Plusone Social Science Grade 7 Learners Unit 12 Page 75 -76 Exercise 12.2 Page 76	Identifying Describing Defining Outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -local environment	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: learners list trees which are used as medicine 1. Learners and teacher discusse that plants are source of medicine for the peole . 2. In groups learners state state trees and plants used as medicine . 3. Feedback and more class discussion. 4. Individual written work **Conclusion:** Oral review of the lesson.	

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L9 &10	**Crop plants and animals** KEY CONCEPT Uses of plants SUB CONCEPT Plants as source of shelter and construction	Describe plants as source of shelter and construction	Science and Technology Syllabus Grade 3-7 Page80 2 .Plusone Social Science Grade 7 Learners Unit 12 Page 76 -77 Exercise 12.3 Page 77 Unit Revision page 77-78	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different uses of plants **Introduction**: learners list different animals which uses plants as shelter 1. Learners state the uses of plants in construction 2. In groups learners state uses of plants 3. Feedback and more class discussion. 4. Individual written work **Conclusion:** Oral review of the lesson.	
10 **20/ 03/ 26** **L1 &2**	**Crop plants and Animals** KEY CONCEPT Uses of animals SUB- CONCEPT	Discuss the importance of animals as source food and nutrition	Science and Technology Syllabus (2024-2030) Grade 3-7 Page 80 t0 81 2 .Plusone Social Science	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools	**Assumed Knowledge:** Learners are aware of different kinds of food **Introduction**: learners list different kinds of food such as beef, chicken fish, mutton, game meat, vegetable etc.1. Learners state that animals are source of food 2. In groups learners state animals used as food . 3.	

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	Comparing indigenous and contemporary way of preserving food		Grade 7 Learners Unit 13 Page 79 -80 Exercise 13.1 page 80		-Resource person -maps	Feedback and more class discussion.4	
L3 &4	**Crop Plants and Animals** KEY CONCEPT Uses of animals SUB- CONCEPT Importance of animals as source clothing and textiles	Explain the importance of animals as source of clothing and textiles	Science and Technology Syllabus (2024-2030) Grade 3-7 Page80 Science and Technology Syllabus (2024-2030) Grade 3-7 Page 80 t0 81 2 .Plusone Social Science Grade 7 Learners Unit 13 Page 79 -80	Identifying Describing Defining Outlining Explainig	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person -maps	**Assumed Knowledge:** Learners are aware of different food from animals **Introduction**: Recap of the previous lesson 1. Teacher explain that animals are a source of raw material for clothimmg and textlies 2. Class discussion on importance of animals in clothing 3. The lareners state animals which give wool ,leather 4. In pairs learners state at least two importance of animals 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson.	

			Exercise 13.2 page 81				
L5 &6	**Crop ,Plants and Animal** KEY CONCEPT Uses of animals SUB- CONCEPT Domestic use of animals	Describe animals as companionship and assistance	Science and Technology Syllabus (2024-2030) Grade3-7 Page81 2 .Plusone Social Science Grade 7 Learners Unit 13 Page 81 Exercise 13.3 page 82 Unit Revision Page 83-84 TEST 1 page85 -90	Identifying Describing Defining outlining	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of different uses of animals **Introduction**: Recap of the previous lesson 1. Learners state domestic uses of animal . 2. Class discussion on importance of aniamls 3. The facilitator explains the importance of animal as domestic 4. In pairs learners state at leastanimals adntheir uses at home 4. Feedback and more class discussion. 5. Individual written work **Conclusion:** Oral review of the lesson.	
L7 &8	**Environmental Awareness and Conservation**	Define climate change	Science Syllabus (2024-2030) Grade3-7	Defining Discussing Stating Visit	Flash cards,	**Assumed Knowledge:** Learners are aware of weather and climate	

	KEY CONCEPT Climate change SUB- CONCEPT Causes of climate change	Identify the cause of climate change	Page 81 2 .Plusone Social Science Grade 7 Learners Unit 14 Page 91-93 Exercise 14.1 page 83	Explaining Describing	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction:** Learners gives the definition of climate and teacher explain climate change 1. Learners in groups, identify causes of climate change 2.Feedback and more class discussion on climate change Learners write an exercise in their books while the facilitator monitors them **Conclusion:** Overall review of the lesson	
L9 &10	**Environmental Awareness and Conservation** KEY CONCEPT Climate change SUB- CONCEPT Effects of climate change	Explain the effects of climate change	Social Science Syllabus (2024-2030) Grade3-7 Page 81 2 .Plusone Social Science Grade 7 Learners Unit 14 Page 94-95 Exercise 14.2 page 94 95	Discussing Namimg Visiting Explaining Describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware of causes of climate change **Introduction:** recapping of theprevious lesson 1. Learners in groups, identify factors effects of climate change 2.Feedback and more class discussion on effects of climate change **Conclusion:** Overall review of the lesson	

11 **27/** **03/** **26** **L1** **&2** **L3** **&4**	**Environmental Awareness and Conservation** KEY CONCEPT Climate change Mitigation measures **Environmental Awareness and Conservation** **KEY CONCEPT** Weathering Weathering	Discuss the mitigation measures on climate change

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			Page 812 2.Plusone Social Science Grade 7 Learners Unit 15 Page 99-104 Exercise 15.1 page 101 Exercise 15.2 page 102 Exercise 15,3 page 103 Unit Revision page 104 - 105			1 class discussion on different types of weathering 3describe three types of weathering 4 Groupwork and feedbackk	
L5 &6	**Environmental Awareness and Conservation**	Define soil profile Identify the three layers of the soil profile	Science and Technology Syllabus	Discussing Explaining Describing	Flash cards,	**Assumed Knowledge:** Learners are aware of origin of soil	

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	KEY CONCEPT Soil Profile SUB- CONCEPT Soil Profile	Discuss the importance of soil profile	(2024-2030) Grade3-7 Page 81 2.Plusone Social Science Grade 7 Learners Unit 16 Page 106 Exercise 16.1 page 108 Exercise 16.2 page 109 Unit Revision 110-111		Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Introduction**: Recap of the previous lesson 1. Teacher define soil profile 2. Class discussion on the 3 layers of soil 3.Learners state the importance of soil in groups **Conclusion:**Teacher sum up the main points	
L 7& 8	**SCHOOL BASED PROJECT** Generation of Ideas /Possible solutions 3.2 Advantages	-write at least three advantages of the solutions they have created to the problem	Science and Technology Syllabus (2024-2030) Grade 3-7 Page 93	Critical thinking Problem solving Researching communicating	Flash cards, Work cards with activities, Pictures,	**Assumed Knowledge:** Learners are able to identify problems through learning experiences in Social Science **Introduction:** The facilitator recaps the concepts taught in the previous	

	-analysing their possible ideas or solutions				-related literature, -ICT tools -Resource person	school based project lesson and gives focus of the lesson 1. Learners also give their advantages of the solutions they have identified while the facilitator guides them. 2. Learners write their advantages of the solutions they have identified while the facilitator guides them **Conclusion:** Oral review of the lesson	
L9 &10	**Environmental Awareness and Conservation** KEY CONCEPT Water scarcity Landuse	-explain the effects of water scarcity -identify water conresvation methods -define mining Discuss the impacts of mining in the environment -state the benefit of mining	2.Plusone Social Science Grade 7 Learners Unit 17 Page 112-114 Exercise 17. Age 114 Exercise 17.2 page 115 Unit Revision	Discussin Explaining describing	Flash cards, Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	**Assumed Knowledge:** Learners are aware the soil profile **Introduction:** Learners state the uses of water 1. Teacher and learners discuss the effects of water shortage and conservation 2. Learner state the uses of land and define mining illustrative examples3.learners state the effects of mining and bebefits of mining 4.Individuak written work **Conclusion:** Oral review of the lesson	
12	**END OF TERM EXMANATION**	Suggest ways of being self reliant	Social Science Syllabus	Discussing Role playing Visiting	demonstrating	**Assumed Knowledge:** Learners are have grasped the learnt concepts	

03/ 04/ 26	KEY CONCEPT Self – reliance and Employment Creation SUB- CONCEPT Ways of self-reliance and employment creation	and employment creation	(2024-2030) Grade3-7 Page 168-169	Explaining Describing	Work cards with activities, Pictures, -related literature, -ICT tools -Resource person	1. Learners write the revision testan and examinatios 2. Revision of the test 3 .Learners in groups answer questions on work cards and give feedback	

ENGLISH LANGUAGE

TOPICS TO BE COVERED

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

GENERAL AIM

- By the end of 12 weeks learners should have developed the four basic skill namely listening, speaking, reading, and writing in the English language with Emphasis on visual, manual and tactile skills Express themselves freely in a variety of situations that involve the use of functional English Write accurately in English. and l isten to/observe and understand texts or any form of communication in English

9 x 30 minutes per week

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	Topic/Content	Objectives	Competence Skills	S.O.M	Media	Methods /Activities	Evaluation
1 **16/01/26** **L1**	**LISTENING OBSERVING** **<u>Phonics</u>** -The 44 English sounds such as pick/pink	**Learners should be able to:** -Differentiate the 44 english phonemes -distinguish different sounds in asset ofbgiven words -classfy words according to intial words	Differentiating Listing Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 56 2.Plusone HBC Learners Book English page 19	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools	**Assumed knowledge:** Learners are able to read letters word sounds **Intro:** Learners read the letters of the alphabet. **1.**The facilitator introduces the 44 word sound 2. Leaners differentiate the English words sounds while the facilitator assists them. 3. Learners pronounce given words with the correct stress and intonation while the facilitator assists them 4.learnes listening to different text read **Con** : singing rhymes	
L2	**READING** Intensive reading Variety of words Comprehensive New Term	**Learners should be able to:** -Read the the given text for detail -identify new words Give contextual meaning from text and passage .	Identifying Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 60 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 2 -3	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools	**Assumed knowledge:** Learners are able to read passage on their own . **Intro:** learners and facilitator read the vocabulary 1. The facilitator explains on sounds of words from the passage. 2. Learners read given words from the while the Facilitator assists them. 3. Learners read the passga 4. Learners read the passage and give the contextual meaning 5. Learners give feedback from their	

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						groups while the facilitator assists them. **Con:** Oral review of the lesson.	
L3	**SPEAKING/ SIGNING** Summarizing stories and a variety of text B Summary Writing	**Learners should be able to:--** -select main points from stories and text heard - paraphrase stories or texts heard	Reading Writing Listening Speaking Retelling stories Idenfying main ideas Organizing information	English Junior syllabus grade 3-7 Page60 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page Exercise 1.1 page 4	National Anthem Script Sign language chart Word cards Dictionaries ICT tools	**Assumed knowledge**: Learners are able to express themselves in english **Intro:** Facilitaot explain and demonstate sumarising 1. The learners pick new words from the text read 2. Learners pronounce given words while the facilitator assists them. 3. Learners practise reading different texts and singles words while the facilitator assists them. 4. Learners pronounce given words while the facilitator assists them. **Con**: Oral review of the lesson.	
L4	**WRITING/ BRAILING** Parts of speech eg verbs ,nouns ,conjuctions	**Learners should be able to:-** identify parts of the speech in a given text -construct sentences using part of speech	Identifying parts of speech Using part of speech in contect Writing Speaking	English Junior syllabus grade 3-7 Page63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page Exercise 1.1 page page 6	Chart a variety of text charts wprd card ict tools -a variety of Texts Sentence strips	**Assumed knowledge:** Learners aware of parts of speech **Intro:**Facilitator explain the parts of a speech 1. The learners state the different parts parts of speech eg verbs ,nouns,adverbs . 2. Learners identify parts of speech in a given text 3.In groups learners construct sentences usingparts of the speech 4. Learners gives feedback and facilitator further explain **Con:** Revision and recap of concepts taught.	

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L5	**Writing** Comprehension A variety of text Comprehension New Term	**Learners should be able to:-** -read a variety of texts with understanding to answer comprehension questions full correct sentences - give contextual meaning of words	Identifying Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page64 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 2 -3	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools	**Assumed knowledge**: Learners are able to read on their own **Intro:** Learner read words on flash cards and explaining the meaning of the words with the help of the facilitator . 1The leramers read the given text three times with the teacher and explaining the new word and phrases . 2 .Learners answer the comprehension questions and give word meaning . 3. Learners read given passages in groups while the facilitator assists them. 4. Learners in groups answer question in complete sentenced and report back **Con:** Oral review of the lesson	
L6	**Reading** Comprehension on -Skimming and scanning New Term	**Learners should be able to**: --skim for the gist of a text -scan for specific information from the text -answer oral comprehension questions	Skimmimg Scanning Answerin oral questions	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 2 -3	Story books A variety of texts Sentence trips Work cards	**Assumed knowledge**: Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1. Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly.	

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						Con: Revision of written work and recap of concepts.	
L7	**WRITING/ BRAILING** Composition writing Narrative Using time wisely -correct punctuation -use of topic sentences. With introduction .body and conclusion	**Learners should be able to:** -- Write controlled/ guided and free composition using correct language structures	Outlining Writing sequencing Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 5	Sample composition pictures ICt tools Charts Pictures	**Assumed knowledge**: Learners can construct sentences **Intro:** Learners talks about their journeys in general. 1. The facilitator outlines the composition framework. That is intro –body and conclusion 2. Learners in pairs write a controlled composition about using time wisely while the facilitator assists them. 3. Learners give feedback from their groups while the facilitator assists them. 4. Learners write their composition individually in their exercise books. **Con:** Few learners read their composition	
L8	**Writing Dictation and Spellings** Variety of texts taught during the week	**Learners should be able to:--** - spell dictated signed words	Reading Writing dictated words Listening Speaking	English Junior syllabus grade 3-7 Page 65 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 3-5	ICT Tools Flash/word cards Sentence strips	**Assumed knowledge:** learners have done spellings and dictation before **Intro:** Recapping of previous lessons. 1. Learners read sentences from sentence strips 2. Learners read words from flash cards and word cards 3. The facilitator call out words and learners write 4. The facilitator call out sentences and learners write **Con:** Revision work written	

L9	**School based project** **Stage 1** Problem identification **1.1** description of the problem, innovation or the identified gap	**Learners will:** Describe the innovation or identified gap through learning experiences	Reading Writing Listening Speaking	HBC Junior syllabus English page 70	Charts pictures	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** the facilitator explains of problem identification while giving examples to learners. -Learners identify a problem or innovation while the facilitator guides them. -learners write their problems they have identified while facilitator guides them **Con** : Oral review of the lesson	
2 **23/01/26** **L1**	**LISTENING OBSERVIING** Phonics Words with same terminal sounds eg Stream /cream Dress/chess	**Learners should be able to:---** Identyfywords with with same terminal sounds	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 7 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 19	Varius text Braille book Pictures Recording of instructions Instruction cards ICT tools Thrash chart	**Assumed knowledge:** Learners are able to read **Intro:** Learners listen/observe a set of given instructions *1* Facilatorreviw on phomemes . 2 Facilitairintroduces same terminal sounds words *2* Learners read the same terminal sound words *3* Learners identify wordswith the same terminal sounds *4* Learners answer the oral questions **CON** Teacher sum up the main points	
L2	**<u>SPEAKING</u>** <u>Articulation fluency markers such as</u>	**Learners should be able to:** - pronounce or sign words correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 58 2.Plusone	Phonic alphabet A variety of texts Word cards Dictionaries	**Assumed knowledge:** Learners can speak in English . **Intro:** Recap of the previous lesson. **1.** Facilitatot demonstartre and also play audio on speech fluency . **2.** Learners read words on flash cards .	

	tone.pause ,intonation ,sress etc			HBC English Grade 7 Unit 1 Learners Book English page 14-15	ICT tools Sign language	**3.** Learners learn to pronounce given words correctlty . **4.** Learners say words and sentences with correct tone ,pauses ,intonation and stress **Con**: Oral review of the lesson.	
L3	**READING** extensive reading Comprehensi on Setting goals	**Learners should be able to:-** -read a variety of text for leisure -retel the stories read	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 60 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 14 -15	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools	**Assumed knowledge:** Learners can read **Intro:**Reading new word on flash card and explaining their meaning *1.* Learners read the given passage for leisure *2.* Learners retell what they had read friend *3.* Learners give feedback on group work. *4.* **Con:** Oral review of the lesson.	
L4	**Writing Comprehens ion on** a variety of text . Key words and phrases	**Learners should be able to:-** -read a variety of text for comprehension -answer question in complete and correct sentences	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 64 2.Plusone HBC English Grade 7 Unit 1 Learners Book English	Phonic alphabet A variety of texts Word cards Dictiona ICT tools Pictures Work cards	**Assumed knowledge:** Learners are able to read given texts. **Intro:** Learner read texts from given passages. **1**Learners listen to texts read. **2**Learners in groups answer questions from question strips while the facilitator assists them. **3**Learners give feedback from their groups while the facilitator assists them **4**Learners mime actions from a text read. **5**Learners write an exercise in their exercise books **Con:** Oral review of the lesson.	

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				page 14 -15			
L5	**READING/ SIGNING** **<u>Intensive Reading</u>** -Variety of texts -A variety of words from different texts	**Learners should be able to:-** -read the text silently -Identify new words in the text -Give contextual Meaning of words.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page60 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 14 -15	Phonic alphabet A variety of texts Word cards Dictionaries ICT tools Pictures Work cards	**Assumed knowledge:** Learners are able to read. **Intro:** Learners read new words on flash cards. **1.**The facilitator gives focus of the lesson. **2.** Learners read a variety of texts silently identifying new words while the facilitator guides them. **3.** Learners in groups give contextual meaning of new words from the passage while the facilitator assists them. **4.** Learners give feedback from their groups while the facilitator assists them. **5.**Learners write an exercise in their books individually. **Con:** Oral review of the lesson and recap of concepts.	
L6	**Writing** Narrative composition What I want to do when I grow up	**Learners should be able to:** **-**write a narrative composition	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63	Sample lettet informal Charts Phonic alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards	**Assumed knowledge:** Learners can write letters **Intro** ;Facilitator explain how to write a narrative composition *1.*Pupils write narrative compositions **2.** Learners read the samples of narrative compositions **3.** Learners write narrative compositions in groups 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners writev informal letter individually **Con:** Revision of written work and recap of concepts.	

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					Story books		
L7	**Writing** **Parts of speech** Collective nouns	**Learners should be able to:** - Complete sentences using collective nouns -construct sentences using collective nouns	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 16	ICT Tools Flash/word cards Sentence strips A variety of text Chart with prepositions	**Assumed knowledge:** Learners can use some prepositions in sentences **Intro:** Facilitaor explain what is a preposition and learners gives examples of preposition *1.* Learners are given prepositions to complete the given sentences *2.* Learners construct own sentences using prepositions *3.* Learners complete sentences with given prepositions in their exsercise books boook **Con:** Revise work written	
L8	**WRITING/ BRAILING** **<u>Punctuation The Exclamation Mark</u>**	**Learners should be able to:** **-**Punctuate the given sentence correctly using the punctuation mark	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Pag63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 19	Phonic alphabet A variety of texts Word cards Pictures Work cards Story books	**Assumed knowledge:** Learners are aware of punctuation marks **Intro:** Learners state different punctuation marks **1.** The facilitator explain how an exclamation punctuation mark can be used **2.** Learners in pairs punctuate the given sentences correctly **3.** Learners give feedback from their groups while the facilitator assists them. **4.** Learners write their composition individually in their exercise books. **Con:** Few learners read their composition.	
L9	**School based project Stage 1**	**Learners will:** -briefly describe the statement linking to the	Reading Writing Listening Speaking	English Junior syllabus grade 3-7	Charts pictures Work cards	**Assumed knowledge**; Learners can briefly describe the statement linking to the problem identified.	

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	Brief statement of intent **1.2** lining to the problem, innovation or identified gap	problem, innovation or the identified gap -design a project specification		Page 37/42	Prepared notes	-Learners write brief statement of intent linking to the problem while the facilitator guides them -Learners write project specification while the facilitator monitors progress	
3 **30/01/26** **L1**	**LISTENING OBSERVING** <u>Conjuctions using and</u>	**Learners should be able to:use conjuctions correctly to answer the questions**	Reading Writing Listening Speaking Responding	English Junior syllabus grade 3-7 Page 57 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 26 Exercise 3.4 Page 26	Multimedia resource alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are aware of conjuctions **Intro:** Facilitaor and learners discuss on conjuctions ***1.*** Learners state the conjuctions which they know ***2.*** Learners construt sentences using and and also complete sentences **3.** Learners take turns to respond to the questions answer questions using short response while the facilitator while the facilitator assists them. ***4.*** Learners give feedback from their groups while the facilitator assists them. ***5.*** Learners write an exercise in their books individually **Con:** Oral review of the lesson.	
L2	**LISTENING** Homophones	**Learners should be able to:--** Complete sentences using the correct homophones	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 57 2.Plusone HBC English	Phonic alphabet A variety of texts Word cards Dictionry ICT tools	**Assumed knowledge:** Learners can listern and spell simple words **Intro:** Re-cape the previous lesson **1.**The facilitator gives the focus of the lesson **2.** Learners listern carefully when facilitor calls out words and sentences and spell out thhe words correctltly	

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				Grade 7 Unit 1 Learners Book English page 29 Exercise 3.8 Page 29	Pictures Work cards	**3.** Facilitor calls out the words **4.** Learners write the words **5.** Revision of the words	
L3	**Listeninng** -Public speaking skills such as self-expression, clarity, posture, gestures and confidence	**Learners should be able to:--** -express themselves confidently before an audience. -Present prepared and unprepared speeches	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 21	A variety of texts Recordings Resource person ICT tools	**Assumed knowledge:** Learners are able to express themselves through speaking. **Intro:** Re-cape of the previous lesson. *1.* The facilitator give focus of the lesson *2.* Learners make notes for prepared speech while the facilitator assists them. *3.* Learners rehearse for public speaking while the facilitator guides them. *4.* Reciting poems while the facilitator guides them. **Con:** Oral review of the lesson.	
L4	**READING/ SIGNING** **<u>Extensive reading</u>** **<u>Growing up</u>** -Reading for fluency - a variety text	**Learners should be able to:--** Read fluently within a specified time -raed observing punctuation marks	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 6 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 21-22	Phonic alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read. **Intro:** Learners read wordon flash card class discussion about the word meaning *1.* The learners state different punctuation marks and facilitor assist them 2 Facilitor denmonstarte fluent reading to the class **3.** Learners ead the given passge fluently while . **4.** Learners in groups answer questions from the texts they read and identify contextual meaning of new words while the	

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	Fluent reading skills intonation ,punctuation, stress					facilitator assists them. **5.** Learners give feedback from the groups while the facilitator assists them. **6.** Learners write an exercise in their groups individually. **Con:** Oral review of the lesson.	
L5	**READING/ SIGNING** Comprehension -Skimming and scanning Silent reading. - Comprehension answering	**Learners should be able to:** -read avariety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 16	Story books A variety of texts Sentence trips Work card	**Assumed knowledge:** Learners are able to read texts. Intro: Learners read unfamiliar words and use them in their own sentences. 1. Learners read the comprehension passage while the facilitator assists them.2. Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. **Con:** Revision of written work	
L6	**WRITING/ BRAILING** **<u>Summary wtiting</u>**	**Learners should be able to:-** -slect the main points from the given texts -summarise the given passge	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 65 2.Plusone HBC English Grade 7 Unit 1 Learners Book	Phonic alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are awre some of the punctuation marks. **Intro:** Learners name the punctuation marks they know. *1.* The facilitator explains and demonstrates on the use of punctuation marks *2.* Learners read given texts observing the use of punctuation marks while the facilitator assists them.	

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				English page 23 Exercise 3.1 page 23		3. Learners identify punctuation marks in the given texts 4. Learners punctuate given paragraphs individually. **Con:** Revision and recap of concepts taught.	
L7	**WRITING/ BRAILING** Composition Friendly letter	**Learners should be able to:** Follow correct order of writing a friendly letter	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 24 Exercise 3'2 page 25	Sample poems Word cards ICT Tools Story books Sentence strips Charts Pictures	**Assumed knowledge:** Learners know how to write a letter **Intro**: Learners discuss requirements of a letter 1 Facilitator explain how to write a quality letter .2. Learners read samples of friendly letter 3. Learners in pairs write friendly letters while the facilitator assists them. 4. Learners give feedback from their pair work while the facilitator assists them. 5. Learners write their reports in their books individually. **Con:** Few learners read their composition.	
L8	**WRITING Penmanship (handwriting)** Letters and Sentences	-Practice penmanship -write legibly using thee grade 3-7 nelson script	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 65 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page	-work cards Flash cards Alphet Braile	**Assumed knowledge:** learners are able to to write legibly **Intro:** Teacher shows learners chart with nelson script 1.Facilitor explain and also demonstrate writing 2 .Learners answer oral questions practice the nelson script 2 .Learners write following nelson script in their books individually. 3 .Revision and recap of written work. **Con.** Revision of written and recap of concepts	Fa

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				16			
L9	**School based project** **Stage 1** Brief statement of intent **1.3** design project specification or related parameters	**Learners will:** -briefly describe the statement linking to the problem, innovation or the identified gap -design a project specification	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 37/42	Charts pictures Work cards Prepared notes	**Assumed knowledge**; Learners can briefly describe the statement linking to the problem identified. -Learners write brief statement of intent linking to the problem while the facilitator guides them -Learners write project specification while the facilitator monitors progress	
4 **06/02/26** **L1**	**LISTENING /OBSERVING** <u>FOLK STORY</u>	**Learners should be able to:--** -to tell each other folk story	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page56 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page 30	Pictures I.C.T tools Different story books	**Assumed knowledge:** Learners are aware of folk stories **Intro:** Facilitator expain the importance of folk stories *1.* The facilitator tells a folklore *2.* Learners tell their folklore *3.* Learners in groups tell their folk stories **Con:** Oral review of the lesson.	
L2	**WRITING/ B RAILING** <u>Language Structures</u> <u>Neither ------ not</u>	**Learners should be able to:--** -Use neither --- nor in sentences	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page65 2.Plusone HBC English	Phonic alphabet A variety of texts Word cards Dictionar ICT tools	**Assumed knowledge:** Learners can useeither or insentences **Intro:** Learners revise use of either --- or *1.* The facilitator explain the use of neither – nor and its meaning . *2.* Facilator explain and demonstrate the use of neither ---nor .**3.** Learners practice	

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	Either ---- or			Grade 7 Unit 1 Learners Book English page 16	Pictures Work cards Story books	the use of neither nor . *4.* Learners inngruops make sentences using neither nor and report back *5.* Individual written work in their books. **Con:** Revision and recap of the concepts.	
L3	**SPEAKING/ SIGNING** Registers apappropriate registers for communicative situation such as expressing empathy congratulations	**Learners should be able to:** -Use appropriate registers to express themselves in different situations	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 58 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 39 Exercise 4.11 Page 39	Phonic alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners can ask for something politely. **Intro:** Learners practice asking for something. *1.* The facilitator give focus of the lesson *2.* Learners use appropriate registers for social interaction such as using for forgiveness and requesting something while the facilitator assists them. Learners demonstrate the appropriate ways of expressing ideas in different communicative situation such as asking for forgiveness and requesting something while the facilitator guides them. *3.* Learners' role play on asking for forgiveness and requesting while the facilitator guides them. *4.* **CON:** Oral review of the lesson.	
L4	**LISTENING / OBSERVING responses to** statements and questions It is cold todaty I agree ,I strongly agree	**Learners should be able to:--** Justfy the response given	Reading Listening Speaking	English Junior syllabus grade 3-7 Page 47 2.Plusone HBC English Grade 7 Unit 1 Learners	Phonic alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards	**Assumed knowledge:** Learners can respond to statements **Intro:** Learners give some simple commands. **1.** The facilitator explain justification for the responses **2.** Learners justfy the given response in groups Group report back and facilitator assist	

	/I disgaree			Book English page page 39 Exercise 4.11 Page 36	Story books	**3.** Learners give feedback from their groups while the facilitator assists them **4.** Learners write an exercise in their books individually. **Con:** Revision of written work and recap of concepts.	
L5	**READING/ SIGNING** **<u>Fluent reading</u>** Reading skills such as:- Punctuation marks, word recognition, intonation and word attack	**Learners should be able to:--** -Read texts fluently observing punctuation marks	Reading Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 39 Exercise 4.11 Page 37	Phonic alphabet A variety of texts Word cards Dictionry ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read. **Intro:** Learners re-cape previous lesson. *1.* The facilitator gives focus of the lesson. *2.* Learners read turns observing punctuation while the facilitator assists them.**3.** Learners identify punctuation marks and say how they are used in written texts while the facilitator guides them.**4.** Learners take turns to read given texts while the facilitator guides them. **5.** Learners individually answer some questions from the texts the have read. **Con:** Oral review of the lesson done.	
L6	**READING/ SIGNING** **<u>Comprehension</u>** Intensive reading Variety of text	**Learners should be able to:** --analyse part of speech to evaluate ideas from text read	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read texts. **Intro:** Learners read unfamiliar words and use them in their own sentences. **1.** Learners read the comprehension passage while the facilitator assists them.**2.** Learners identify main points in the passage they have read while the facilitator assists them. 3. Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their	

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				page 39 Exercise 4.11 Page 30-31		groups while the facilitator assists them. 5. Learners answer comprehension questions correctly. **Con**: Revision of written work and recap of concepts.	
L7	**WRITING/ BRAILING** **Parts of speech** Conjuctions But or so ,and **though ,although**	**Learners should be able to:** -practice penmanship -write legibly using grade 3-7 nelson script	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 39 Exercise 4.11 Page 36	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners have knowledge on conjuctions **Intro:** Re-cape of the previous *1.* The facilitator explain what are conjuctions and learners gives example . *2.* Learners join sentences using the conjuctions *3.* Learners in groups uses conjuctions to join phrases facilitator guides them. *4.* Learners report back **Con:** Facilitator summarise the key points	
L8	**WRITING/ BRAILING** **<u>Composition writing</u>** -Folk story	**Learners should be able to:--** write a folk story of their choice	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 39	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are to construct sentences. **Intro:** Learners talks about different experiences. **1.**The facilitator outlines the composition framework. **2.** Learners in pairs write a controlled composition about the being ashamed while the facilitator assists them. **3.** Learners give feedback from their groups while the facilitator assists them. **4.** Learners write their composition	

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				Exercise 4.11 Page 32		individually in their exercise books. **Con:** Few learners read their composition.	
L8	**Writing** **Summary writing**	**Learners will:** Identify main points -summarise a variety of textas	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Pag64 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 32 Exercise 4.2 Page 33	Charts Work cards	**Assumed knowledge:** Learners can write a summary **Intro:** teacher explain and also demonstrtate 2 reading a variety of text and selecting main points Learner write the summary **Con :**revision and consolidation	
L9	**School based project** **Stage 2** Investigation of related ideas **2.1** evidence of related idea	**Learners will** -examine ideas that would solve his/ her problem related to the innovation	Reading Writing Listening Speaking	HBC Junior syllabus	C/B illustrations	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro;** The facilitator guides learners on how to examine ideas that might solve his/her problem related to the innovation -Learners examine their ideas while the facilitator asses projects and assists **-Con ;** Oral questions	
5 **13/02/26** **L1**	**SPEAKING DEBATE** A variety of texts debating procedures	**Learners should be able to:** **Expresss themselves confidently before an audience**	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59	Phonic alphabet A variety of texts Word cards ICT tools	**Assumed knowledge:** Learners can speak to audiancce **Intro:**Facilitaor explain what is debating all about *1.* The facilitatorand learners discus the proceedures of debating .	

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					Pictures Work cards Story books	*2.* Learners practice debating *3.* Learners in groups debate on the topic better to educate a boy child than a girl child *4.* Learners give feedback from their groups while the facilitator assists them. **Con:** Oral review of the lesson.	
L2	**WRITING/BRAILING** Spelling and dictation	**Learners should be able to:--** -to spell dictate /signed words correctly	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 39 Exercise 4.11 Page 41	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners can spell simple words **Intro:** Re-cape of the previous lesson. **1.**The facilitator give focus of the lesson **2.** Learners listern carefully a the facilitator call outsome words and sentences and write them correctly . Learners and teacher revise the work written . **3.** Learners write corrections . **Con:** Revision of written work and recap of concepts.	
L 3	**LISTENING** Phonics contrast words with long and short vowel Seat /sit Bit /beat Fill /feel	To contrast words with long and short vowel sounds	Reading Writing Listening Speaking	English Junior syllabus grade Page56 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 47 Exercise 5.6 Page 47	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are aware of phonic **Intro:**Reading of word on flash cards *1.*The facilitato explain phonics *2.* Learners give phonic whuch contrast *3.* Learners in groups write sentences using the phonics which contrast *4.* Learners report back **CON:** Oral review of the lesson.	

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L4	**SPEAKING** Articulation communicative competences such as non verbal and social cultural features	**Learners should be able to:---** -to use appropriate gestures and speech	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 58 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 47	Sign language chart Sign language A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to use sign language **Intro:** Learnersanswer questions on how people who cannotbspeakcommunicate **1.**Learners state the iportance of sign language **2.** Learners use gestures to convey messeges **3.** Learners learners use gestures to convey messeges **4.** Using sign alphabet learners sign **5.** Learners give feedback from their groups while the facilitator assists them. **6.** Learners write an exercise in their books individually. **Con:** Oral review of the lesson.	
L 5	**READING/ SIGNING Instructions and warning in the environment on containers ,electric devices and commodities**	**Learners should be able to:--**read instructions ,warnings and symbols in the environment	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 39	Pictures Posters Label Container with instructions A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read instructions **Intro:** Learners know dangerous places in the environment due to instruction **1.** Learners and teacher discuss the importance of reading instructions .**2.** Learners read instructions on containers **3.** Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. **5.** Learners answer comprehension questions correctly. **Con**: Oral questions	

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L6	**WRITING** **Part sof speech irregular verbs**	**Learners should be able to:--** -construct sentences using irregular verbs	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 44 Exercise 5.5 Page 44	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners know verbs,Nouns and pronouns **Introduction:**Learners give examples of verbs ,nouns and pronuns *1.* Facilitor explain and demonstrate the use of irregular verbs . *2.* Learners give examples of *3.* Larners use irregular verbs in their own sentences *4.* Groupwork on sentence completion using irregular verbs **Con:** Report back and individual written work	
L 7	**WTITING** **Composition Report Writing**	**Learners should be able to:--** -Use appropriate language to write a report	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 43	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to write compositions **Intro:** Facilitaor explain how to write a picture composition *1.* Learner state what they see on the picture *2.* Learners write stories on what they see on the pictures in groups *3.* Learners report back and class discussion *4.* RLearner write their own composition **Con:** Oral review of the lesson.	
L 8	**WRITING/ BRAILING** <u>Comprehensi on</u>	**Learners should be able to:-- -** Answer questions in complete and correct sentences	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book	Word cards ICT Tools Story books	**Assumed knowledge:** Learners can read and answer questions **Intro:** Learners read words on flsh cards and class discussion on their meaning 1. Facilitator read the passage as learners	

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	The Downpour			English page page 39 Exercise 4.11 Page 40-41	Sentence strips Charts Pictures Braille	listern .2. Learners read the passage in turns 3Learner give contextual meaning of given words with help of the teacher 4. Learners respond to comprehension questions in groups and report back 5. Learners wtite individual work **Con:** Few learners read their composition	
L 9	**School based project Stage 2** Investigation of related ideas **2.2** merits/strengths	**Learners will** ; -examine ideas that would solve his/ her problem related to the innovation	Reading Writing Listening Speaking	HBC Junior syllabus English grade 3-7 page 71	C/B illustrations Samples Teachers resource file	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro;** The facilitator guides learners on how to examine ideas that might solve his/her problem related to the innovation -Learners examine their ideas while the facilitator asses projects and assists **-Con ;** Oral questions	
6 20/01/26 L1	**LISTENING / OBSERVING** Talk about popular people in the community	**Learners should be able to:---** Identify popular people in the community by their names	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 57 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 51	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners know a lot of people in the society **Intro:** Teacher explain the importance of being able to know people *1.* Learner people in the community by their names *2.* Learners in groups practice questions and response *3.* Learners sreport back and facilitator further explain **Con**: Oral review of the lesson.	
L2	**WRITING/ BRAILING Punctuation**	**Learners should be able to:-** -Use punctuation marks	Reading Writing Listening	English Junior syllabus	Chart punctuation marks	**Assumed knowledge:** Learners some of the punctuation marks. **Intro:** Learners name the punctuations	

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	-Punctuation marks - Inverted commas.	such as question marks correctly.	Speaking	grade 3-7 Page 37/42	-a variety of texts -sentence strips	marks they know. *1.* The facilitator explains and demonstrates on the use of inverted commas. *2.* Learners read given texts observing the use of inverted commas while the facilitator assists them. *3.* Learners punctuate given paragraphs individually. **Con:** Revision and recap of concepts taught.	
L3	**Listerning Intensuve listerning** poems,rhymes ,utterances and instructions	**Learners should be able to:-** -repeat utterances -respond appropriately to an utterance	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 56 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to respond to utterances **Intro:** Facilitor plays a song and asks learners to say words in the song and meseage from the song *1.* The facilitator gives focus of the lesson. *2.* Facilitator gives instruction and the learneers respond appropriately to instructions **3.** Learners in pairs practice 5. Learners give feedback from the piars while the facilitator assists them. 6. Learners write an exercise in their groups individually. 7.**Con**: Oral review of the lesson.	
L4	**SPEAKING Public Speaking**	**Learners should be able to:--** -To present a prepared impromptu speech	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English	Phonic alphabet A variety of texts Multimedia resources Word cards	**Assumed knowledge:** Learners can speak to an audience **Intro:** Facilitator gives the meaning of public spaking amd example of impromptu **1.**Facilititator gives examples of speeches **2.** Learners prepare speeches on a given	

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				Grade 7 Unit 1 Learners Book English page page 51	ICT tools Pictures Work cards Story books	text **3.** Learners presesents theirspeeches btoan audience **4.** Learners presents theirimprommptu t their friennds in groups **5.** Learners write an exercise in their books individually. **Con:** Revision of written work and recap of concepts.	
L 5	**READING** **Referencing** Referencing Skills . Magogorosi Family	**Learners should be able to:--** -Use referencing skills to find information from different sources	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 62 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 52	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners can read **Intro:** Teacher explain and demonstrate whatare references *1.* Learners state different books the had read *2.* Learners are assiste tom use different referencing sources *3.* Learners use refrencing source in groups *4.* Learners report back and sum up **CON:** Oral review of the lesson.	
L 6	**WRITING** **Langauge Structures** Conjuctions	**Learners should be able to:-** -write sentences using conjuctions	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 57	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Leaeners have knowledge of some quantifiers **Intro:** Learners list quantifiers the know *1.* Learners and facilitator explain the meaning of each quantifiers **2.** Learners use quantifiers in sentences **3.** Learners complete sentences using quantifiers in groups 4. Learners give feedback from their groups while the facilitator assists them. **5.** Learners answer comprehension	

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						questions correctly. **Con:** Revision of written work and recap of concepts	
L7	**WRITING/ BRAILING** Summary writing	**Learners should be able to:-** - identify the main points -summarisea variety of text	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 64 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 54	Word cards ICT Tools Story books Sentence strips Charts Pictures	**Assumed knowledge:** Learners have knowledge on how to writw summary **Intro:** Learners talk about importance of summary writing **1.**The facilitator outlines how to write summary **2.** Learners read a passage and pick main points from the story **3.** Learners write the summary. **4.**Learners write summary individually in their exercise books. **Con:** Few learners read their composition.	
L 8	READING Reading for Fluency reading skills such intonationand stress etc	**During the lesson learners should be able to:-** Aread texts fluently within a specified time -read with expression -read observing punctuation marks	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 51	-work cards Flash cards Charts	**Assumed knowledge:** learners acan read . **Intro:** Learners read words on flash card and explanation **1.** Facitaotor demonstartee fluent reading 2. Learners praxctise reading fluently . **2.** Learners read to each other fluently and to the class **3.** Revision and recap of written work. **Con.** Revision of written and recap of concepts	

L 9	**School based project Stage 2** Investigation of related ideas **2.2** demerits/weaknesses	**Learners will** ; -examine ideas that would solve his/ her problem related to the innovation	Critical thinking Problem solving	HBC Junior syllabus Englisy GRADE 3-7 PAGE 71	C/B illustrations	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro;** The facilitator guides learners on how to examine ideas that might solve his/her problem related to the innovation -Learners examine their ideas while the facilitator asses projects and assists **-Con ;** Oral questions	
27/02/26 7 L1	**WRITING Punctuation** Full stop Inverted commas 1`1Capital letter	**Learners will :** -punctuate sentences and paragraphs appropriately	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 65 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 56	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are aware of punctuation marks **Intro:** Learners list the punctuation marks they know **1.** Facilitator explain and also demonstrate punctuation **2.** Learners try to punctuate the given sentences **3.** Learners in groups punctuate the given sentences **4.** Learners give feedback from their groups while the facilitator assists them **5.** Learners write an exercise in their books individually. **Con:** Revision of written work and recap of concepts.	
L2	**LISTENING Phonics** Dipthongs such as side gate Triphthong	**Learners should be able to:--** - articulate words with dipthong andtripthong sounds	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 56 2.Plusone	Phonic alphabet A variety of texts Word cards ICT tools	**Assumed knowledge:** Learners are able to read wordswith long and shortvowel sounds **Intro:** Learners read words with short and long vowels 1The facilitator explain dipthongs and	

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	such as quiete choir			HBC English Grade 7 Unit 1 Learners Book English page page	Pictures Work cards Story books	tripthongs 2Leraners use dipthongs and tripthongs in sentences ingroups **3**Learners use triphthongs in groups . 4Learners give feedback from their groups while the facilitator assists them **5**Learners write an exercise in their books individually. **Con:** Revision of written work and recap of concepts.	
L 3	**SPEAKING/ SIGNING** Descriptionss descriptive words of processes ,events,scenes and places	-describe process ,events ,scenes and placee	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	A variety of texts Recordings Resource persons	**Assumed knowledge:** Learners can describe things **Intro:** Facilitator explain the importance of being able to describe Facilitaor demonstrate describing *1.* Learners describe how do they come to school *2.* Learners in groups describe process ,events ,scenes and places **Con:** Oral review of the lesson.	
L 4	**LISTENING** Dictation and spellings words,sentences and passages	**Learners should be able to:--** -spell words ,write sentences and passages correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 57/58 2.Plusone HBC English Grade 7 Unit	ICT Tools Flash/word cards Sentence strips A variety of texts	**Assumed knowledge:** Learners can spell words **Intro:** Facilitator explain the importance of knowing spellings . *3.* Learners and the facilitator play as pelling game *4.* Learners practice writing dictated words *5.* Learners in groups write spellings and	

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				1 Learners Book English page page 50 -51		shows on topical and other issues while the facilitator guides them. *1.* **Con:** Oral review of the lesson	
L 5	**READING/ SIGNING** Intensive reading variety of texts The Wise Grandparents	**Learners should be able to:--** -to give contextual meaning of words and phrases from text or passages	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 60 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 50 -51	A variety of texts Work cards ICT tools	**Assumed knowledge:** Learners are able to read. **Intro:** Learners re-cape previous lesson. *1.* The facilitator gives focus of the lesson. **2.** Learners read in turns observing punctuation while the facilitator assists them. **3.** Learners give contextual meaning of new words **4.** Learners in pairs answer the comprehension questions **5.** Learners individually answer some questions from the texts the have read. **Con:** Oral review of the lesson done	
L 6	**READING/ SIGNING** **Comprehension** -Skimming and scanning Silent reading. Comprehension answering The Wise Grandparents	**Learners should be able to:--**read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 50 -51	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read texts. **Intro:** Learners read unfamiliar words and use them in their own sentences. **1.** Learners read the comprehension passage while the facilitator assists them.**2.** Learners identify main points in the passage they have read while the facilitator assists them. **3.** Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them.	

						5. Learners answer comprehension questions correctly. **Con:** Revision of written work and recap of concepts.	
L 7	**WRITING/BRAILING** **Compositions** The most interesting person in my community	**Learners should be able to:--** -Write a composition about amy interesting person in the community	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 50 -51	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story bo	**Assumed knowledge:** Learners have knowledge on letter writing **Intro:** Facilitator explain the requirement of a formal letter *1.* Learners sample formal letters *2.* Learners read words from flash cards and word cards while the facilitator assists them. 3 Learners write the formal letters **Con:** Revise work written	
L 8	**WRITING/ BRAILING** Summary writing Summarizing a story	**Learners should be able to:--**. -Read. The text, picking main points and summaries it.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 37/42 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 54	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners can read different texts. **Intro:** Learners read different texts. *1.* Learners read a given text while the facilitator assists. *2.* The facilitator explains on summary writing. *3.* Learners in pairs write their summary while the facilitator assists them. **4.** Learners give feedback from their pair work while the facilitator assists them. **5.** Learners write their summaries in their books individually.	
L9	**School based project Stage 3**	**Learners will**: - explain, illustrate or demonstrate possible	Reading Writing Listening	HBC Junior syllabus	Charts pictures Work cards	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified**.**	

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	3Generation of ideas or possible solutions **3.1**Evidence of possible solutions	solutions to the problem identified	Speaking	English rade 3 -7 page 71	Prepared notes	**Intro:** recap of the concept taught - The facilitator gives explanation - learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
8 **06/03/26** **L 1**	**SPEAKING** **Descriptive words depicting sequence such as after ,later .after ,firstly and finally**	**Learners should be able to:--** -describe processes ,events ,scenes and place	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners ccan describe things **Intro:** Facilitator explain the importance of being able to describe . *1.* The learners describe processes such as preparing tea ,sadza or baobab fruit juice . *2.* Learners describe the processes in griuops while teacher assist **3.** Learners in groups answer questions using short response while the facilitator while the facilitator assists them. *4.* Learners give feedback from their groups while the facilitator assists them. *5.* Learners write an exercise in their books individually **Con:** Oral review of the lesson.	
L 2	**LISTERNING** **Listening Comprehension** **Unwelcome Vistors**	**Learners should be able to:--** -retell stories -answer comprehension questions	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 58 2.Plusone HBC English Grade 7 Unit	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards	**Assumed knowledge:** Learners are able to read **Intro:** Learners read words on flash cards *1.* Facilitator tell a story while learners listern and retell the same story . *2.* Learners read a comprehension passage *3.* Learners in groups answer to the comprehension passage	

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				1 Learners Book English page page 58-59	Story books	*4.* Group report back and teacher sum up the main points **Con:** Facilitator say the importance of writing legibly	
L 3	**LISTENING** Dictation and spelling	**Learners should be able to:--** -spell words -write sentences and passages correctly	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 58	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to spell words correctly **Intro:** Teacher explain the importance of correct spellings *1.* The facilitator read some words and sentences *2.* Learners write the spellings . *3.* Facilitator dictate words while learners write down . *4.* Revision of the work written down **Con:** Oral review of the lesson.	
L 4	**SPEAKING** **Summarising**	**Learners should be able to:-** -Selecting main points from the stories heard -paraphrase stories or text heard	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 60 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 60 Exercise 7.1 page 60	Pictures A variety of texts I.C.T tools Reading Cards	**Assumed knowledge:** Learners are able to sumarise **Intro:**Teacher explain and demonstrate the summary skills *1.* Learners read a text and summarise it . *2.* Learners select main points from the story *3.* In groups learners stories read **Con:** Learners write summary in thei books .	
L 5	**Writing** **Joining**	**Learners should be able to:--**	Reading Writing	English Junior	ICT Tools Flash/word	**Assumed knowledge:** Learners have knowledge on intensifiers	

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	Sentences So – that	Join sentences usimg so that	Listening Speaking	syllabus grade 3-7 Page 65 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 62	cards Sentence strips A variety of texts	**Intro:** Learners list intensifiers *1.* Learners identify iintensifiers while the facilitators guides them *2.* Learners use the intensfiers in sentences *3.* Learners use intensifiers in sentences in groups *4.* Group report back and further explanation . **Con:** Revise work written	
L 6	**WRITING Composition POEM**	**Learners should be able to:-** -use appropriate language structurre to write poems ,stories and report	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Story books A variety of texts Sentence trips Work cards	**Assumed knowledge:** Learners are able to write stories . **Intro:**Facilitator exoplain poem writing *1.* Learners read the sample poems and class discussion on the structure of the poems .**2.** Learners read the poems **3.** In groups learners write poems of the given topic **5.** Learneres report **Con:** Revision of written work and recap of concepts.	
L7	**SPEAKING** -DEBATE Argument sustance makers eg therefore ,subsequently	**Learners should be able to:-** - sustain discussions or arf=guments on topical and other issues	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners	Word cards ICT Tools Story books Sentence strips Charts Pictures	**Assumed knowledge:** Learners are able to rague . **Intro:** Learnres read words flashed by the facilitator **1.**The Learners are given a story with debate and identify sustainable markers **2.** Learners Learners debate using sustainable markers in groups **3.** Learners give feedback from their	

				Book English page page		groups while the facilitator assists them. **4.** Learners write their work in their exercise books. **Con:** Few learners read their composition.	
L 8	**Revision Ex** **Skill:** **Concept:** - All concepts taught on the above skills. **-Revision test questions**	**During the lesson learners should be able to:-** Answer at least half of the revision test questions given correctly.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 54 /65 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 58	-work cards Flash cards Charts	**Assumed knowledge:** learners are able to answer revision test questions. **Intro:** Recap of concepts taught during the week. **1.** Class discussion of concepts taught during the week. 2. Learners answer oral questions from the facilitator on learned concepts. **2.** Learners write revision test in their books individually. **3.** Revision and recap of written work. **Con.** Revision of written and recap of concepts	
L9	**School based project** **Stage 3** 3Generation of ideas or possible solutions **3.2** merits/strengths	**Learners will:** - explain, illustrate or demonstrate possible solutions to the problem identified	Reading Writing Listening Speaking	HBC Junior syllabus English Graade 3 -7	Charts pictures Work cards Prepared notes	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** recap of the concept taught - The facilitator gives explanation - learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
9 **20/01/26** **L1**	**WRITING** **Completing Forms**	**Learners should be able** to complete the given forms	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 62	Phonic alphabet A variety of texts Word cards	**Assumed knowledge:** Learners are able tow complete forms **Intro:Learners are shown a** *1.* The facilitator explain and demomsstrate the shaping of letters	

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				2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 58	ICT tools Pictures Work cards Story books	*2.* Learners write the sentences correctly using Nelson Script *3.* Learners in groups practise Nelson Script *4.* Learners give feedback while teacher assist them**5.** Learners write an exercise in their books individually. *5.* **Con:** Revision of written work and recap of concepts.	
L 2	**LISTENING PHONICS** **20 vowesls sounds** **24 consonant sounds**	**Learners should be able to:--** -identify the 44 phonemes in English -identify and recognize the 44 phonemes in English	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 58	Phonic alphabet\ THRASS CHART A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners can read words **Intro:** Learners lstate the 44 phonemes and group them by sound type (voweil/consonant).. *6.* The facilitator give focus of the lesson *7.* Learners read words on flash cards *8.* Learners in groups identify phonrmes from given passages . *9.* Learners give feedback from their groups while the facilitator assists them**5.** Learners write an exercise in their books individually. *10.* **Con:** Revision of written work and recap of concepts.	
L3	**LISTENING** **Intensive** listening utterances and instructions .	**Learners should be able to:--** -repeat utterances -respond appropriately on utterances	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 56 2.Plusone HBC English Grade 7 Unit	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards	**Assumed knowledge:** Learners can respond to utterances **Intro:** Learners re-cape previous lesson *1.* The facilitator give focus of the lesson *2.* Learners use appropriate registers for social interaction such as greetings, introductions, persuading and requesting something while the facilitator assists them.	

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				1 Learners Book English page page	Story books	*3.* Learners demonstrate the appropriate ways of expressing ideas in different communicative situation such as persuading and requesting something while the facilitator guides them. *4.* Learners role play greetings and introduction while the facilitator guides them. **CON:** Oral review of the lesson.	
L 4	**SPEAKING** Debate public speaking a variety of topics	**Learners should be able to:--** -research on tropical isues -structructure content and present	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	ICT Tools Flash/word cards Sentence strips A variety of texts	**Assumed knowledge:** Learners can speak infront of the class **Intro:** Teacher state the qualities of a public speaker *1.* Learners are givrn topics to research the tropical one *2.* Learners rdoo research and write the presentations *3.* Learners present to the class . *4.* Revision and recap of concepts. **Con:** Revise work written	
L 5	**READING/ SIGNING** **<u>Extensive reading</u>** -A variety of text -New words from the text Our country	**Learners should be able to:--** -Read a variety of texts for leisure. -Give contextual meaning of words from the texts.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read. **Intro:** Learners re-cape previous lesson *1.* The facilitator gives focus of the lesson. *2.* Learners read a variety of texts extensively while the facilitator guides them.**3.** Learners list new words from the texts they have read. **4.** Learners in groups answer questions from the texts they read and identify contextual meaning	

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	Zimbabwe			English page page 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 68		of new words while the facilitator assists them. **5.** Learners give feedback from the groups while the facilitator assists them. **6.** Learners write an exercise in their groups individually. **Con:** Oral review of the lesson.	
L **6**	**WRITING/ BRAILING** Language Structure Modals ,may,might ,can ,could ,shall ,should	**Learners should be able to:--** -Use various languge structures for effective communication	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 65 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read . **Intro:** Teacher explain and demonstartr the use of modals . *1.* Learners use modals may ,might ,shal ,should in groups in sentence construction. *2.* Learners complete sentences using modals *3.* Groupwork and report back *4.* Learners practice writing legibly individually in their books **Con:** Facilitator say the importance of writing legibly	
L 7	**WRITING** **<u>Composition structure of</u>** <u>**a** letter of complaint</u> <u>Conclusion</u>	**Learners should be able to:--** -to write fomal or business letter using the correct format	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners	Phonic alphabet Samples of composition A variety of texts Word cards ICT tools Pictures	**Assumed knowledge:** Learners can write letter **Intro:** Learners discuss the structure of a a formal letter . *1.* The facilitator gives focus of the lesson. *2.* Learners read samples of formal letter **3.** Learners in groups write the compositions using short response while the facilitator assists them. *4.* Learners give feedback from their	

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				Book English page page 71	Work cards Story books	groups while the facilitator assists them. *5.* Learners write an exercise in their books individually **Con:** Oral review of the lesson.	
L8	**WRITING BRAILING** **<u>Creative writing</u>** Summary	**Learners should be able to:--** summarize story read with good handwriting picking main points	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 64 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 71	Phonic alphabet A variety of texts Word cards ICT tools Pictures	**Assumed knowledge:** learners have written before **INTRO:** re-cape of the previous lesson **1.** The facilitator give focus of the lesson **2.** learners read texts in turns each for understanding **3.** discuss what has been read **4.** learners read texts in turns **5.** summarizing the story individually 6. **con; :**read best summaries	
L9	**School based project Stage 3** 3Generation of ideas or possible solutions **3.3** demerits /weaknesses	**Learners will:** - explain, illustrate or demonstrate possible solutions to the problem identified	Reading Writing Listening Speaking	HBC Junior syllabus English grade 3 to 7 page 71 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 71	Charts pictures Work cards Prepared notes	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** recap of the concept taught - The facilitator gives explanation - learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
10	**LISTENING OBSERVING** **<u>Phonics</u>**	**Learners should be able to:-** - identify words with same terminal sounds Eg stream /cream	Reading Writing Listening Speaking	English Junior syllabus grade 3-7	Phonic alphabet A variety of texts	**Assumed knowledge:** Learners are able to read letters of the alphabet. **Intro:** Learners read the letters of the alphabet.	

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L 1	Words with same terminal sounds			Page 56 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Word cards ICT tools Pictures Work cards Story books	*1.* The facilitator gives focus of the lesson. *2.* Learners identify words with same trminal soundszx. *3.* Learners state words with long and short vowel sound while the facilitator assists them. *4.* Learners list words with long and short vowels	
L2	**WRITING/ BRAILING** **Penmanship (handwriting)**	**Learners should be able to:--** -practice penmanship-write legibly using grade 3-7 nelson script	Reading Writing Listening Speaking	2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards	**Assumed knowledge:** Learners are able to write. **Intro:** Re-cape of the previous lesson. *1.* The facilitator gives focus of the lesson. *2.* Learners read letters of the alphabet on the wall *3.* Learners identify letters on the nelson script handwriting chart while the facilitator guides them. *4.* Learners practice writing legibly individually in their books **Con:** Facilitator say the importance of writing legibly	
L3	**READING/ SIGNING** <u>extensive reading</u> **-**Following public notices and signs -interpreting signs and symbols.	**Learners should be able to:---** -Read instructions, warnings and symbols on containers. -Explain the meaning of warnings and symbols on public notices	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read. **Intro:** Re-cape of the previous lesson. **1.**The facilitator gives focus of the lesson**.** **2.** Learners read instructions and warning while the facilitator guides them. **3.** Learners interpret instruction and warnings while the facilitator assists them. **4.** Learners in groups answer questions on instructions and warning while the	

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				page 93		facilitator assists them. **5.** Learners give feedback from their groups while the facilitator assists them. **6.** Learners write an exercise in their books individually. **Con:** Oral review of the lesson.	
L4	**SPEAKING /SIGNING** **<u>Debate</u>** -Child Marriages, Child abuse,	**Learners should be able to:-** -Identify topical issues -Dramatize topical issues	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 93	Pictures A variety of texts I.C.T tools	**Assumed knowledge:** Learners know forms of abuse. **Intro:** Learner read texts on topical issues. *1.* The facilitator give focus of the lesson *2.* Learners list topical issues while the facilitator assists them. *3.* Learners in group dramatize on given topical issues while the facilitator guides them. *4.* Learners give feedback on group work. **Con:** Oral review of the lesson.	
L 5	**READING/ SIGNING** **<u>Following instructions</u>** -Following public notices and signs -interpreting signs and symbols	**Learners should be able to:-** -Read instructions, warnings and symbols on containers. -Explain the meaning of warnings and symbols on public notices	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 93	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read. **Intro:** Re-cape of the previous lesson. *1.* The facilitator gives focus of the lesson**.** Learners read instructions and warning while the facilitator guides them. *2.* Learners interpret instruction and warnings while the facilitator assists them. *3.* Learners in groups answer questions on instructions and warning while the facilitator assists them. *4.* Learners give feedback from their groups while the facilitator assists them. *5.* Learners write an exercise in their books individually.	

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						6. Con: Oral review of the lesson.	
L 6	**READING/ SIGNING** **Comprehens i on** -Skimming and scanning Silent reading. - Comprehens io n answering	**Learners should be able to:-** -read a variety of texts with understanding -answer at least half of the comprehension questions correctly	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 61 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page 93	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to read texts. **Intro:** Learners read unfamiliar words and use them in their own sentences. *1.* Learners read the comprehension passage while the facilitator assists them.**2.** Learners identify main points in the passage they have read while the facilitator assists them. **3.** Learners answer comprehension questions in groups while the facilitator assists them. 4. Learners give feedback from their groups while the facilitator assists them. **5.** Learners answer comprehension questions correctly. **Con:** Revision of written work and recap of concepts.	
L7	**SPEAKING SIGNING** **-Public speaking** -Public speaking skills such as self-expression, clarity, posture, gestures and Confidence.	**Learners should be able to:--** -express themselves confidently before an audience. -Present prepared and unprepared speeches	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 59 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Phonic alphabet A variety of texts Word cards ICT tools Pictures Work cards Story books	**Assumed knowledge:** Learners are able to express themselves through speaking. **Intro:** Re-cape of the previous lesson. *1.* The facilitator give focus of the lesson *2.* Learners make notes for prepared speech while the facilitator assists them. *3.* Learners rehearse for public speaking while the facilitator guides them. *4.* Reciting poems while the facilitator guides them. **Con:** Oral review of the lesson.	

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L 8	**WRITING/ BRAILING** **<u>Letter writing</u>** Formal letter-Applying for a job	**Learners should be able to:--** -Write formal letter looking for a job as window cleaner at the local shops during the school holiday.	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 63 2.Plusone HBC English Grade 7 Unit 1 Learners Book English page page	Word cards ICT Tools Story books	**Assumed knowledge:** Learners know types of letter. **Intro:** Learners identify types of letters. **1.** Learners state differences and similarities between informal and formal letter writing while the facilitator assists them. **2.** Learners observe the sample of a formal letters. **3.** Learners in pairs write a letter looking for job as a window cleaner at the local supermarket while the facilitator assists them. **4.** Learners give feedback from their pair work while the facilitator assists them. **5.** Learners write their letters in their books individually. **Con:** Few learners read their composition.	
L9	**School based project Stage 3** 3Generation of ideas or possible solutions 3.1 Evidence of possible solutions	**Learners will:** - explain, illustrate or demonstrate possible solutions to the problem identified	Reading Writing Listening Speaking	HBC Junior syllabus p70	Charts pictures Work cards Prepared notes	**Assumed knowledge;** Learners can briefly describe the statement linking to the problem identified. **Intro:** recap of the concept taught - The facilitator gives explanation - learners explain three related ideas while the facilitator guides them **Con** : Oral review of the lesson	
11& 12	**<u>REVISION</u>** **END OF TERM TESTS**	**Learners should be able to:** **-**Revise and consolidate all the concepts learnt	Reading Writing Listening Speaking	English Junior syllabus grade 3-7 Page 56 /66	Phonic alphabet A variety of texts	**Assumed knowledge:** Learners have grasped the concepts learn **Intro:** Facilitator gives learners some instructions **1**earners write the end of term tests	

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					Word cards Dictionaries ICT tools	2. Revion of the tests . 3. Learners are remediated 4.learnes listening to different text read **Con** : singing rhymes	

INDEGENOUS LANGUAGE

Zvinangwa

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Pakupera kwekotoro vana vanofanira kunge vava nyanzvwi muzviga zvina zvemutauro zvinoti kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaoko ,kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana.Kuti vadzidzi Vakwanise kushandisa mishina {ICT technology. Kuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigare Vadzidzi Vakwanise kuite hurukuro nhetembo pamwe nenziyo kana zvimwewo [puzzles, riddles, quiz, questions] uye Kuziva tsika nemagariro echishona

UNYANZVI

1. **Kuteerera**
2. **Kutaura**
3. **Kuverenga**
4. **Kunyora**

TIME ALLOCATION

9x30 MINUTES PER WEEK

VHIKI	MUSORO	VAVARIRO	UNYANZVI	DURA	ZVOMBO	ZVIITWA NEMAITIRWO	ONGORORO
1 16/01 /26	**Hukurokuro** Shanduko muupenyu	**Vana vanotarisirwa kukwanisa ku: --**kudoma manzwi anotaurwa kana paita shanduko muupenyu -kudoma shanduko inoitwa kana mava mugwaro rechinomwe	Kutaura Kuteerera Kunyora.	Indigenous languages Syll Grde 3-7, Page 84 Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi page 1	Makadhi Mifanani dzo	**ZVINOZIVIKANWA NEVANA** Kushandisa zvirungamutauro **Nhanganyaya** –V1.Vadzidzi vanodoma ,mazwi anotaurwa kana paita shanduko 2 Mudzidzisi anotsanangura nekupa muenzaniso3 Muzvipoka vadzidzisi vanopa muenzaniso wezvirunga mutauroa .4Vadzidzi vanopakura zvawana uye kunyora sedungamunhu **Mhedziso** – Kudzokorora zvadzidziwa	
L3 & 4	**Kuverenga nekunyora** Nzwisiso **Zvazoitika** -kupindura mibvunzo yenzwisiso	**Vana vanotarisirwa kukwanisa ku:--** kuverenga ndima vachinzwisisa-kupindura mibvunzo mitanhatu kubva mundima yaverengwa	Kuverenga Kunyora Kutaura Kunyora	Indigenous languages Syll Grde 3-7, Page 8 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi page 2	Mabhuku enyaya Zvitai tai Zvine mazvi matsva makadhi	**Nhanganyaya** –Mudzidzisi nevana vanoimba rwiyo.**1**Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura.**2**Vadzidzi vano verenga ndima **3**Vadzidzi vano pindura mibvunzo iri pamakadhi.**4 V**ana vanopakura zvavawana.**5** Vana vanonyora basa sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	
L 5	**KUTAURA NEKUNYORA** Pfupiso	**Vana vanotarisirwa kukwanisa ku:--**	Kunyora Kutaura	Indigenous languages Syll Grde 3-7,	Mabhuku enyaya Zvitai tai Zvine	**Nhanganyaya** – vadzidzi vanoita zvavanenge vanzi vaite nemudzidzisi. **1**	

		kunyora pfupiso yenyaya yaverengwa nemazwi mashoma		P83 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi page 3	matsva Makadhi Zvitai tai Basa pachidziro	Vadzidzi vano verenga zviito zviripamakadhi. **2**Vadzidzi vano doma zviito zvavanoziva. **3** Vadzidzi vano pindura mibvunzo sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa.	
L6	**Kutaura nekuteerera**.Mazwi anoreva zvakafanana	**Vana vanotarisirwa kukwanisa ku:-** **-**kuita hurukuro pamusoro pemazwi anoreva zvakafanana	Kutaura Kuteerera. Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page 92 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi page 1	Mabhuku enyaya Zvitai tai Zvine matsva Makadhi Zvitai tai Basa pachidziro	**Nhanganyaya** – vadzidzi vanodoma mazwi 1Vadzidzi vano verenga mazwi ari pamakadhi .2Vadzidzi vanopa mazwi anoreva zvakafanana neakapiwa 3Vadzidzi vano pindura mibvunzo sedungamunhu **Mhedziso** – dzokororo yebasa rakurukurwa.	
Chidzidzo 7	**Kunyora** Tsanangudzo	**Vana vanotarisirwa kukwanisa Ku-** Kudoma maumbirwi erondedzero yega yega -kunyora rondedzero yetsanangudzo	Kunyora Kutaura Kuterera Kuverenga	Indigenous languages Syll Grde 3-7, Page 92 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi page 6	Mabhuku enyaya Zvitai tai Zvine matsva Makadhi Zvitai tai Basa pachidziro	Vadzidzi vanoverenga **N** zvavanyora.**5,** Vadzidzi vano **h** nyora rondedzero **a** sedungamunhu.**Mhedziso** – **n** vana vatatu vanoverenga zvavanyora**ganyaya** – vadzidzi vanodoma zvinodiwa parondedzero nhanganyaya ,mutumbi nemhedziso1 Vana vanodoma zvinodiwa patsangudzo **2.** Vana vanodoma mayorerwo	

						erondedzero vachibatsirwa nemudzidzisi. **3.**Vadzidzi vanopa chidumbu .	
Chidzidzo 8	**School based project** **Danho rekutanga** Dambudziko raonekwa **1.1** Chimiro chedambudziko raonekwa	**Vana vanotarisirwa ku-** Tsanangura pamusoro pedambudziko ravakaona	Kutaura Kuteerera Kunyora. kuverenga	Indigenous languages Syll Grade 3 -7 Page 42	Mabhuku enyaya Zvitai tai Zvine matsva Makadhi Zvitai tai Basa pachidziro	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera dambudziko ravakaona. 1Nhanganyaya: Mudzidzisianorondedzera vana pamusoro pematambudziko achipa muenzaniso. 2Vana vanotaura pamusoro pematambuko avakaona mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
2 **L1**	**Zvokutaura nekuteerera** Mabasa	**Vana vanotarisirwa kukwanisa ku:---** kudoma Mabasa aitwa pasichigare nevarume uyenevakadzi -Kutsangura	Kutaura Kuteerera Kunyora. Kuverenga	Indigenous languages Syll Grde 3-7, Page 39 Makadhi 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 8		**Nhanganyaya** –Mudzidzisi anoratidza vana mifananidzo yezviitiko zvakasiyana siyana. **1.**Vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva **2.**Vadzidzi mumapoka avo vano taurirana zviitiko zvinoitika munharaunda dzavanobva	

		musiyano wemabasa echinyakare neaikozvino				nezvinoitika munyika yese vachibatsirwa nemudzidzisi.**3.** Vana vanopakurirana zvavawana mumapoka**4.**Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	**Kuverenga nekunyora** Nzwisiso Zvinhu zvinosanduka **Kupindura mibvunzo yenzwisiso**	**Vana vanotarisirwa kukwanisa ku:---** kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	Kuverenga Kunyora Kutaura Kuterera	Indigenous languages Syll Grde 3-7, Page 45 Makadhi. 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 8		**Nhanganyaya** – Mudzidzisi anotaurira vadzidzi kanyaya pamusoro pemabasa emaoko. 1Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwavomatsanangura2Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi **3**Vadzidzi vano pindura mibvunzo iri pamakadhi. 4Vana vanonyora basa sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	

Chidzidzo 4	**Kutaura nekuteerera** -Zvakakoshera zviitiko zvimunharaunda nezviitiko zvenyika yose	**Vava vanotarisirwa kukwanisa ku:---** kutsanangura zvakoshera zviitiko zvemunharaunda nezviitiko zvenyika yose	Kunyora Kutaura Kuterera Kuverenga	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 8		**Nhanganyaya** – vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva zvakakosha.1Vana vanodoma zviitiko zvinoitika munharaunda dzavanobva nezvinoitika munyika mese. 2Mudzidzisi anotsangura pamusoro pekukosha kwezviitiko zvemunharaunda nenyika yose zvadomwa nevana. **3**. Vana vano taurirana mumapoka avo zvakakoshera zviitiko zvemunharaunda nezvenyika yese vachibatsirwa nemudzidzisi. **4**. Vana vanopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi. **Mhedziso** – dzokororo yebasa raitwa mumapoka.	
Chidzidzo 5	**Kunyora** Zvikomberedzo -Zvimiso: Chifema - (Fullstop, Capital letter, exclamatio n marks, comma etc	**Vava vanotarisirwa kukwanisa ku:---** Kushandisa chifema Zvimiso zvakakodzera	Kutaura Kuteerera	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 11		**Nhanganyaya** – Vana vanodoma zvimiso zvavanoziva.1Vadzidzi vano doma zvimiso zvavanoziva. 2Mudzidzisi anotsanangura pamusoro pezvimiso. Vadzidzi vari mumapoka vanoisa zvimiso ndima yavanenge vapihwamudzidzisiachivabatsira.3Vadzidzi vanopakurirana	

						zvavawana mumapoka avo mudzidzisi achivabatsira.4Vana vanonyora basa mumabhuku sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	
Chidzidzo6 & 7	**Kunyora rondedzero** Chiitiko chakaitika mudunhu medu chakandifadza	**Vava vanotarisirwa kukwanisa ku:-** Kutsanangura chiitiko chakaitika mudunhu mavo chakavafadza -kushanidisa zvimiso nezvirunga mutauro nemazvo.	Kunyora Kuverenga Kutauara Kuterera	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 12	Mabhuku enyaya Zvitai tai Zvine matsva Makadhi Zvitai tai Basa pachidziro	**Nhanganyaya** – vadzidzi vanoona mifananidzo yezviitiko zvakasiyana **1.** Vadzidzi vanodoma zviitiko zvinovanakidza zvinoitika mudunhu mavo. **2.** Vadzidzi vanotaura zvinotarisirwa pakunyora rondedzero yanaka vachibatsirwa nemudzidzisi. **3.** Vana mumapoka vanonyora rondedzero pamusoro pechiitiko chakaitika mudunhu mavo chakavafadza.**4**Vana vanopakurirana zvavawana mumapoka avo mudzidzisi achivabatsira.**5** Vana vanonyora rondedzero mumabhuku avo mumwe nemumwe **Mhedziso** – vana vatatu vanoverenga zvavanyora.	
Chidzidzo	**School based project**	**Vana vanotarisirwa ku-**	Kutaura Kuteerera	Indigenous languages Syll grade 3-7 peji 41 2.Plusone Rodza	Mabhuku enyaya Zvitai tai	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera	

8	**Danho rekutanga** Mamiriro echinangwa **1.2** kutsanangura mamiriro echinangwa	Tsanangura pamusoro pemamiriro echinangwa	Kunyora.	Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 12	Zvine matsva Makadhi Zvitai tai Basa pachidziro	dambudziko ravakaona. 1Nhanganyaya: Mudzidzisianorondedzera vana pamusoro pemamiriro echinangwa. 2Vana vanotaura pamusoro pemamiriro echinangwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
3 **Chidzidzo 1**	**Zvokutaura nekuteerera** Hwaro hweupenyu Bira	**Vana vanotarisirwa kukwanisa ku:---** kudoma tsika dzechinyakare dzaiitika mumatunhu avo. Kukurukura pamusoro penhoroondo yemhuri dzavo.	Kutaura Kuteerera Kunyora.	Indigenous languages Syll Grde 3-7, peji 42 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 13	Mabhuku enyaya Zvitai tai Zvine matsva Makadhi Zvitai tai Basa pachidziro	**Nhanganyaya** –Vadzidzi vanoona mifananidzo ine tsika dxechinyakare. **1**. Vadzidzi vanodoma tsika dzechinyakare dzavanoziva mudzidzisi achivabatsira. **2.** Vana vanotaurirana vari mumapoka pamusoro penhoroondo dzemhuri dzavo mudzidzisi achivabatsira. **3.** Vana vanopakurirana zvavawana mumapoka avo.**4.** Vana vatsanangura nhoorondo yemhuri dzvao vamwe vachinzwa. **Mhedziso** – mibvunzo yekupeta basa	
Chidzidzo 2 &	**Kuverenga nekuinyora Bira** -Kuverenga	**Vana vanotarisrwa kukwanisa ku:--**	kuverenga kunyora	Indigenous languages Syll Grde 3-7, peji 42 2.Plusone Rodza Pfungwa ChiShona	Mabhuku enyaya Zvitai tai Zvine matsva	**Nhanganyaya**–Mudzidzisi vanoverenga mazwi angangova matsva abva mundima yavachavarenga	

	vachidodo mesa **-Nzwisiso:- Kupindura mibvunzo yenzwisiso**	kuverenga ndima Vachidudumisa -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.		HBC Bhuku remudzidzi Gwaro Rechinomwe page 16-18	Makadhi Zvitai tai Basa pachidziro	vomatsangura.**2.** Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. **3.**Vadzidzi vano pindura mibvunzo iri pamakadhi vari mumapoka vachibatsirwa nemudzidzisi. **4.** Vadzidzi vanopkaurirana zvavawana mumapoka.**5**. Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	
Chidzidzo4	Kuverenga Zvimiso: -chitura mafemo -chidonhwe	Vava vanotarisrwa kukwanisa ku:- kuverenga ndima vachiongorora zvimiso nemazvo.	Kunyora Kutaura	Indigenous languages Syll Grde 3-7, Page 45 Makadhi Mifanidzo	Mabhuku enyaya Zvitai tai Zvine matsva Makadhi Zvitai tai Basa pachidziro	**Nhanganyaya** – Mudzidzisi anoratidza vana kuverenga kwakanaka. Vadzidzi vano verenga ndima vachifema pose panechitura befu mudzidzisi anobatsira vadzidzi.2Vadzidzi vanoverenga vari mumapoka mudzidzisi axchibatsira vadzidzi.3Vadzidzi vanoverengera mudzidzisi sedungamunhu. **Mhedziso** – Vana vanotaura nyaya yavavernga muchindimbu.	
Chidzidzo 5	**Kunyora** Kuzadisa Nyaudzosingwi	**Vana vanotarisrwa kukwanisa ku:--** kudoma mazwi	Kutaura Kuteerera	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza	Makadhi Zvitai tai Chati	**Nhanganyaya** – vadzidzi vanodoma nyaudzosingwi 1Vadzidzi vano doma nyaudzosingwi .2 Vadzidzi	

		anopesana nemashanu akapihwa. -kuumba zvirevo nemazwi anopesana.		Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 13		vanoumba zvirevo mumapoka vopakura zvavawana vachibatsirwa nemudzidzisi.3Vana vanopakurirana zvavawana mumapoka avo.Vadzidzi vano pindura mibvunzo sedungamunhu **Mhedziso** – Dzokororo yebasa ranyorwa	
Chidzidzo 6 & 7	**Kunyora Rondedzero** -Tsamba kushamwari	**Vana vanotarisrwa kukwanisa ku:---** kunyora rondedzero pamusoro pemusoro pemhuri dzavo	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 20	Makadhi Zvitai tai Chati	**Nhanganyaya** – Vadzidzi vanoongorora mufananidzo. 1Vadzidzi vanotsangura zvinotarisrwa pakunyora rondedzero yetsamamba mudzidzisi achivabatsira.2 Vadzidzi vanonyora pamusoro pemhuri dzavo vari mumapoka mudzidzisi achivabatsira. **3.** Vadzidzi vanopakurirana zvavawana mumapoka avo. **4.**Vadzidzi vano nyora rondedzero sedungamunhu. **Mhedziso** – Vadzidzi vatatu vanoverenga zvavanyora.	
Chidzidzo 8	**School based project Danho rekutanga Tsananguro yeurongwa 1.3 Hurongwa hwebasa**	**Vana vanotarisirwa ku-** Tsanangura pamusoro peurongwa	Kutaura Kuteerera Kunyora.	Indigenous languages Syll	Makadhi Zvitai tai Chati	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera dambudziko ravakaona. 1Nhanganyaya: Mudzidzisianorondedzera vana mamiririro ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro	

						pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
4 **Chidzidzo 1**	**Zvokutaura nekuteerera. Zvenguva** -mazuva evhiki, mwedzi yegore nemwaka yegore	**Vana vanotarisirwa kukwanisa ku:** **--**Kudoma mazuva evhiki, mwedzi nemwaka yegore.	Kutaura Kuteerera Kunyora.	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 20	Makadhi Zvitai tai Chati	**Nhanganyaya**– Vadzidzi vanoimba karwiyo vachidoma mazuva evhiki, nemwedzi. **1**Vadzidzi vadoma mashoko anoshandiswa kutaura zvenguva vachibatsirwa nemudzidzisi. **2**Vadzidzi vanodoma mazuva, mwezi nemwaka yegore nezviitiko zvinoitika mairi vachibatsirwa nemudzidzisi.Vadzidzi vanoita hurukuro pamusoro petsika dzevatema.**3.** Vana vanopkaurirana zvavawana mumapoka avo mudzidzisi achivabatsira**4.**Vadzidzi vanoumba zvirevo nemazwi akapihwa **Mhedziso** – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	**Kuverenga nekunyora. Usatamba Nechikoro Nzwisiso-kupindura mibvunzo**	**Vana vanotarisirwa kukwanisa ku:--** - kuverenga ndima vachinzwis isa.-	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, peji 42 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku	Makadhi Zvitai tai Chati	1. **Nhanganyaya**– Mudzidzisi anotaridza vana mifananidzo yetsika dzakasiyana- siyana. Vadzidzi vano verenga	

	yenzwisiso	kupindura mibvunzo mitanhatu kubva mundima yaverengwa.		remudzidzi Gwaro Rechinomwe page 24 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 224		mazwi matsva kubva mundima icha verengwa voma tsanangura. **2.** Vadzidzi vano verenga ndima vachibatsirwanemudzidzisi.**3.** Vadzidzi vano pindura mibvunzo iri pamakadhi vari mumapoka vachibatsirwa nemudzidzisi. **4.** Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	**Kuverenga /Kunyora** Fananidzo: Sokuti, -**Mazino ake akachena semukaka**.	**Vana vanotarisirwa kukwanisa ku:** kuverenga mazwi efananidzo mashanu akapihwa kutsanangura zvinoreva fananidzo. -kuzadzisa zvirevo nefananidzo dzakapihwa	Kunyora Kutaura	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 24		**Nhanganyaya** – Vadzidzi vanonoverenga mazwi efananidzo akapihwa.1Vadzidzi vano verenga mazwi akapihwa nekuatsanangura zvaanoreva vachibatsirwa nemudzidzisi.2Vadzidzi vari mumapoka vanoumba zvirevo nekuzadzisa zvirevo zvakapihwa nefananidzo vachibatsirwa nemudzidzisi3Vana vanopakurirana zvavawana vachibatsirwa nemudzidzisi.4Vadzidzi vanoita basa ravo sedungamunhu vachizadzisa	

						zvirevo **Mhedziso** – Dzokororo yebasa ranyorwa.	
Chidzidzo 5	**Kunyora** Mazwi anoreva zvimwe mazwi anoreva zvakasiyana Chibage---magwere	**Vana vanotarisirwa kukwanisa ku:-** -- kudoma mazwi anoreva zvimwechete nemashanu akapihwa. -kuumba zvirevo nemazwi anoreva zvimwechete	Kutaura Kuteerera.	Indigenous languages Syll Grde 3-7, page41 Mifananidzo Makadhi 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 27		**Nhanganyaya** – vadzidzi vanodoma mazwi anoreva zvimwechete.1Vadzidzi vano verenga mazwi akapihwa uye kuatsanangura vachibatsirwa nemudzidzisi. **2.** Vadzidzi vanopa mazwi anoreva zvakafanana neakapihwa pamakadhi vari mumapoka vachibatsirwa nemudzidzisi**.**3Vana vanopakurirana zvavawana mudzidzisi achivabatsira. **4.**Vadzidzi vanopindura mibvunzo sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	**Kunyora Rondedzero** Mwaka wegore wandinofarira	**Vava vanotarisirwa kukwanisa ku:** **---** kunyora rondedzero vachitsanangura tsika dzedu	Kunyora	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 27 .		**Nhanganyaya** – Vadzidzi vanoongorora mufananidzo **1.** Vana vanodoma mwaka yegore. **2.** Vana vanotsangura mwaka yegore yavanofarira mudzidzisi achivabatsira.3**.** Vana vanodoma manyorerwe erondedzero akanaka mudzidzisi anobatsira vadzidzi.**4.**Vadzidzi vano nyora rondedzero sedungamunhu **Mhedziso** –	

						Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 7	**Kunyora** Tsumo: **Kuzadzisa tsumo.**	**Vava vanotarisirwa kukwanisa ku:** **---** kudoma tsumo shanu dzavanoziva.	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page 34/41. 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 25		**Nhanganyaya** – Vadzidzi vanodoma tsumo dzavano ziva. 1Vadzidzi vano verenga tsumo dzisina kuzadzira.2 Vadzidzi mumapoka vanotsanangura zvinoreva tsumo dzakapihwa vachibatsirwa nemudzidzisi**. 3**. Vadzidzi vanopakurirana zvavawana. **4.**Vadzidzi vano nyora basa ravo sedungamunhu vachi zadzisa tsumo. **Mhedziso** – Dzokororo yebasa.	
L 8	**School based project Chikamu chechipiri** **2.1** Umbowo hwepawanikwa ruzivo	**Vana vanotarisirwa ku-** Kutsvaka umbowo hwepakawanikw ruzivo	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page 34/41. 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 25		**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisianorondedzera vana mamiriririo ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	

5 **Chidzidzo 1**	**Zvokutaura nekuteerera.** - Pfupiso, Nhau nenyaya **-Kutaura nyaya kana nhau yataurwa muchidim**	**Vava vanotarisirwa kukwanisa ku:---** -Kutaura nyaya, memhau dzinoitika mumatunhu avanobva. -Kutaura nyaya kana nhau yataurwa muchidimbu	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page43/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 34 . Makadhi Mifananidzo	**Nhanganyaya** –Vadzidzi vanoona mifananidzo yezviitiko zvakasiyana siyana1 Vadzidzi vachinjana vanotsangura nhau nenyaya dzinoitika mumatunhu avanobva. 2Vadzidzi vanochinjana kutaura nhau dzino inotika mumatunhu avo nenyika yese.3Vadzidzi vanotaura nhau nenyaya dzataurwa muchidimbu vachibatsirwa nemudzidzisi.4Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	**Kuverenga nekuinyora** **<u>Nzwisiso</u>** Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	**Vana vanotarisirwa kukwanisa ku:** -kuverenga ndima vachinzwis isa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa	kuveren gakunyora	Indigenous languages Syll Grde 3-7, Page 42/45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 25 32-33 Makadhi Mifananidzo.	**Nhanganyaya** –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko. **1.**Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. **2.**Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi **3.**Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. **4**. Vadzidzi vanonyora basa	

					sedungamunhu.**Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	**Kunyora** (Penmanship-Nelson's script) **-Kunyora vachiumba mavara zvakanaka**	**Vana vanotarisirwa kukwanisa ku:---** kunyora vachiumba mavara zvakanaka.	Kuverenga kunyora	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 32 -33	**Nhanganyaya** – vadzidzi vanoongorora chati rinerunyoro rwe 'Nelson's script' **1.** Mudzidzisi anoratidza vana manyorero akanaka. **2.** Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzerarunyoro rwakanaka. **3.** Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
Chidzidzo 5	**Kunyora** Mazwi muuzhinji Sokuti, Mutambo —mitambo	**Vana vanotarisirwa kukwanisa ku:---** kuisa mazwi muuzhinji. -kuzadzisa zvirevo Nemazwi ari muuzhinji	Kutaura Kuteerera.	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 37	**Nhanganyaya** – vadzidzi vanoongorora mifananidzo yezvinhu zvishoma uye zvakawanda.1Vadzidzi vano verenga mazwi ose apapihwa muushoma.**2** Vadzidzi vaisa mazwi akapihwa muuzhinji vari mumapoka vopakura zvavawana. **3**Vadzidzi vano pindura mibvunzo sedungamunhu kuzadzisa zvirevo. **Mhedziso** Dzokororo yebasa ranyorwa nevana.	
Chi	**Kunyora**	**Vana**	Kunyora	Indigenous languages Syll Grde 3-7,	**Nhanganyaya** – Vadzidzi	

dzidzo 6	**rondedzero** Tsamba -Nyora tsamba yabasa	**vanotarisirwa kukwanisa ku:----** Kunyora tsamba yebasa	Kuverenga Kutaura Kuterera	Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 36	vanoita hurukuru pamusoro penyaya dzinoitika mumatunhu avo. 1. Mudzisisi anotsanangura pamusoro tsamba kushamwari. 2Vadzidzi vanodomazvinotarisrwa pakunyora tsamba.3Vana vanoita hurukuro pamusoro penhau dzakaitika mumatunhu avo dzakavafadza. **4** Vana vanonyora tsamba kushamwari dzavo mudzidzisi achibatsira vana **Mhedziso** – Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 7	**Kuverenga/ Kunyora** Zvimiso -chikatyam adzo -nyora	**Vava vanotarisrwa kukwanisa ku:---** kutsanangura mashandisi rwo ezvimiso zvakapihwa	Kuverenga ga. Kunyora .	Indigenous languages Syll Grde 3-7, Peji page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 36 Makadhi ebasa Zvitai tai	**Nhanganyaya** – Vadzidzi vano verenga kandima kanezvimiso. **1** Vadzidzi vatsanangura mashandisirwo ezvimiso zvakapihwa. **2**Vadzidzi vanoumba zvirevo vachishandisa zvimiso zvakakodzera vari mumapoka. 3Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – dzokororo yebasa.	
L 8	**School based project**	**Vana vanotarisirwa ku-**	Kutaura Kuteerera	Indigenous languages Syll Grde 3-7, Peji page 46	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera	

	Chikamu chechipiri **2.2** Umbowo hwepawanikwa ruzivo	Kutsvaka umbowo hwepakawanikw ruzivo uye zvazvakanakira	Kunyora Kuverenga	2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page Makadhi ebasa Zvitai tai	tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisianorondedzera vana mamiriririro ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
6 **Chidzidzo 1**	**Zvokutaura nekuteerera.** Kuverenga manhamba Makiromita **Kuverenga e.g motsi, piri, ina, shanu etc**	**Vava vanotarisr wa kukwanisa ku:---** -kuverenga manhamba Kushandisa manumber muzvirevo	Kutaura Kuteerera. Kunyora .	Indigenous languages Syll Grde 3-7, Page 38 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 37 Makadhi ebasa Zvitai tai Makadhi Mifananidzo	**Nhanganyaya** –Vadzidzi vanoimba rwiyo vachishandisa manhamba **1.** Mudzizdzisi anotsangura pamusoro pekuverenga manhamba. **2.** Vana vanoverenga manhamba kusvika kuna 70 vachibatsirwa nemudzidzisi.**3**. Vadzidzi vari mumapoka vanoshandisa manhamba muzvirevo vachibatsirwa nemudzidzisi. **4**. Vadzidzi vanopakurirana zvavawana mumapoka avo. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzidz	**Kuverenga nekunyora. Nzwisiso**	**Vana vanotarisirwa kukwanisa ku:--**	kuverengak unyora	Indigenous languages Syll Grde 3-7, Peji page 46	**Nhanganyaya** –Mudzidzisi anotaridza vama mufananidzo yevanhu vari	

o 2 & 3	**-Kupindura mibvunzo yenzwisio**	kuverenga ndima vachinzwis isa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa		2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 42 -43 Makadhi ebasa Zvitai tai	pamabiko.**1.**Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. **2.**Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. **3.** Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. **4.** Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	**Kunyora** (Penma nship-Nelson' s script)	**Vana vanotarisirwa kukwanisa ku:--** kunyora vachiumba mavara zvakanaka.	kuverenga kunyora	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 36 Makadhi ebasa Zvitai tai	**Nhanganyaya** – vadzidzi vanoongorora chati rinerunyoro rwe 'Nelson's script'1 Mudzidzisi anoratidza vana manyorero akanaka. 2Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzera runyoro rwakanaka.3Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
Chidzidzo 5	**Kunyora** Tsumo: Tsanangudzo dzetsumo.	**Vana vanotarisirwa kukwanisa ku:---** kupa tsanangudzo dzetsumo dzakapihwa.	Kutaura Kuteerera.	Indigenous languages Syll Grde 3-7, Page 39/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 43 Makadhi ebasa Zvitai tai	**Nhanganyaya** – Vadzidzi vanodoma tsumo dzavanoziva. Vadzidzi vano verenga tsumo dzakapihwa uye kudzitsananguravachibatsirwa nemudzidzisi.Vadzidzi	

					vanoita basa remumapoka vopakura zvavawana vachibatsirwa nemudzidzisi. **3**Vadzidzi vano pindura mibvunzo sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6& 7	**Kunyora Rondedzero** **Yetsananguro** Vanhu vakaremara vanofanira kurarama upenyu hwakafanan nevasian kuremara	**Vana vanotarisirwa kukwanisa ku:---** kunyora rondedzero inobudisa kuti vanhu vane urema vanofanira kuraram upenyu hwakafana nevasina ukuma	Kunyora Kuverenga Kuverenga Kutaura	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 45 Makadhi ebasa Zvitai tai	**Nhanganyaya** – Vadzidzi vanoongorora mufananidzo yenharaunda yakaparadzwa. **1.** Vadzidzi vanodoma zvakakoshera miti mudzidzisi achivabatsira. **2.** Vadzidzi mumapoka vataurirana pamusoro pekukosha kwemiti. **3.** Vana vanonyora tsamba kushamwari dzavo vachitsangura kukosha kwemiti vachibatsirwa nemudzidzisi.**4.**Vadzidzi vano nyora tsamba sedungamunhu. **Mhedziso** – Vana vatatu vanoverenga zvavanyora.	
L 8	**School based project Chikamu chechipiri** **2.3** Umbowo hwepawanikwa ruzivo	**Vana vanotarisirwa ku-** Kutsvaka umbowo hwepakawanikw ruzivo uye zvazvakaipira	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisianorondedzera vana mamiririro ehurongwa achipa muenzaniso. 2Vana	

					vanotaura pamusoro pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
7 **Chidzidzo 1**	**Zvokutaura nekuteerera.** Kutandara pasichigare Ngano yatsuro nagudo	**Vava vanotarisirwa kukwanisa ku:---** kutaura kana kuterera ngano	Kutaura Kuteerera. Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page 39 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 48 Makadhi Mifananidzo	**Nhanganyaya** –Vadzidzi vanoimba karwiyo **1** Vadzidzi vanotaura ngano .**2** Vadzidzi mumapoka vanoita ngano .**3**Vana vanopakura zvavawana mudzidzisi achibatsira vadzidzi.**4**Vadzidzi vanoumba mazwi nemitinhimira yakapihwa.**Mhedziso** – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	**Kuverenga nekuinyora.** **Nzwisiso Ngano yaTsuro nagudo** **-**Kupindura mibvunzo yenzwisiso	**Vana vanotarisirwa kukwanisa ku:---** kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora kuverenga kutererera	Indigenous languages Syll Grde 3-7, Page 42/45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 49-50 Makadhi Mifananidzo.	**Nhanganyaya** –Mudzidzisi anotaridza vama mufananidzo yatsuro nagudo 1Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura.**2.**Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi.**3.** Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana.**4**. Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – Dzokororo yebasa	

Chidzidzo 4	**Kuverenga.** Kuteedza/kuongorora zvimiso	**Vava vanotarisirwa kukwanisa ku:---** -kupa zvimiso zvina zvavano ziva -kuverenga vachiteedz a zvimiso nemazvo.	Kunyora Kutaura Kuteerera Kuverenga	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 49 -50 .	**Nhanganyaya** – Mudzidzisi anoratidza vana kuverenga kwakanaka. **1** Vadzidzi vanopa zvimiso zvina zvavano ziva 2Vadzidzi kuverenga vachiteedza zvimiso nemazvo vachibatsirwa nemudzidzisi.3 Vadzidzi vano verenga sedungamunhu. **Mhedziso** – vana vagona kuverenga vano verenga vamwe vakateerera.	
Chidzidzo 5	**Kunyora** Mazita	**Vana vanotarisirwa kukwanisa ku:---** -kuzadzisa mitsara nechishona uye mazwi anokodzera	Kutaura Kuteerera. Kuverenga Kutaura	Indigenous languages Syll Grde 3-7, Page 39/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 52 Mifananidzo	**Nhanganyaya** – Vadzidzi vanodoma mazita anopiwa vanhu avanoziva 1Vadzidzi vano verenga mazwi akapiwa uye kupa zvanoreva .2 Vadzidzi vanoita basa remumapoka vopakura zvavawana mudzidzisi achibatsira vadzidzi. **3.** Vadzidzi vanopakurirana zvavawana vachibatsirwanemudzidzisi. **4**. Vadzidzi vano pindura mibvunzo sedungamunhu.**Mhedziso** –	

					dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	**Kunyora rondedzero** Rondezdero -Zuva randisingakanganwe	**Vana vanotarisirwa kukwanisa ku:--** -kutsanangura zuva ravasingakanganwe. -kushandisa zvirunga mutauro nezvimiso pakunyora rondedzero	Kunyora	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 45 Zvitai tai Makadhi	**Nhanganyaya** – Vadzidzi vanotsanangura mifananidzo iri pachati.**1.** Vadzidzi vanotsangura pamusoro pezuva ravasingakanganwi. **2.** Vana vari mumapoka vanotaurirana pamusoro pezuva ravasingakanganwi vachibatsirwa nemudzidzisi. **3**. Vadzidzi vanonyora rondezdero pamusoro pezuva ravasingakanganwi. **4.** Vadzidzi vanonyora rondedzero sedungamunhu.**Mhedziso** – Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 7	**Kunyora** Tsumo Dzinoreva zvakafanana	**Vana vanotarisirwa kukwanisa ku:----** kupa Tsumo dzinoreva zvakafanana	Kutaura Kuteerera. Kuverenga Kunyora	Indigenous languages Syll Grde 3-7 Page 39/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 50 Mifananidzo	**Nhanganyaya** – Vadzidzi vanodoma madimikira avanoziva.1Vadzidzi vano verenga madimikira akapihwa uye kuatsanangura vachibatsirwa nemudzidzisi.2 Vadzidzi vanotsangura madaimikira apihwa vari mumapoka vachibatsirwa nemudzidzisi. **3**Vadzidzisi vanopakurirana zvavawana. **4** Vadzidzi vano pindura mibvunzo sedungamunhu. **Mhedziso** – Dzokororo yebasa	

					ranyorwa nevana.	
L 8	**School based project Chikamu chechipiri 3.1 zvakazoshandiswa**	**Vana vanotarisirwa ku- Kutaura pamusoro pezvinhu zvavakaseenesa**	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page 46 Makadhi ebasa Zvitaitai	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisi anorondedzera vana mamiriririro ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
8 **Chidzidzo 1**	**Zvokutaura nekuteerera.** Mazwi nemashoko- **Mazwi nemashoko**	**Vana vanotarisirwa kukwanisa ku:---** kushandisa mazwi nemashoko akanaka pakutaura -kufambisa mazwi nemashoko nemutauro wakanaka	Kutaura Kuteerera.Kunyora	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 53 Makadhi ebasa Zvitaitai	**Nhanganyaya** –Vadzidzi vano verenga mazwi angangova matsva pakadhi vomatsanangura. **1.** Mudzidzisi anotsangura pamusoro pekufambisa mazwi nemashoko. **2.** Vadzidzi vanopindura mazwi nemashoko kubva kumudzidzisi. **3.** Vadzidzi mumapoka vanoita kamutambo kekutaridza mafambisirwo emazwi nemashoko nechishona chakanaka vachibatsirwa nemudzidzisi.**4** Vana vanoongorora mafambisirwo emashoko vachibatsirwa	

					nemudzidzisi. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzid zo 2 & 3	**Kuverenga nekuinyora. Nzwisiso Chiroto** -Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	**Vana vanotarisirwa kukwanisa ku:---** -kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora	Indigenous languages Syll Grde 3-7, Page 42/45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 55-56 Makadhi. Mifananidzo	**Nhanganyaya** –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko.**1.**Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. **2.**Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. **3.**Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. **4**. Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa.	
Chidzid zo 4	**Kunyora** ZVIMISO	**Vana vanotarisirwa kukwanisa ku:---** kunyora vachishandisa zvimiso .	Kuverenga Kunyora Kutererea Kutaura	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 57	**Nhanganyaya** – vadzidzi vanoongorora chati rine zvimiso 1Mudzidzisi anoratidza vana manyorero akanaka. 2Vadzidzi vari mumapoka vano edzeserakunyora vachiteedzera runyoro rwakanaka vachishandisa zvimiso .3 Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
Chidzi	**Kunyora** Nzira dzokufambisa	**Vana vanotarisirwa**	Kutaura Kuteerera.	Indigenous languages Syll Grde 3-7, Page 38 Mifananidzo	**Nhanganyaya** – vadzidzi vanodoma nzira	

d zo 5	mashoko -**Nzira dzokufambisama shoko**	**kukwanisa ku:----** kudoma nzira dzinoshand iswa kufambisa mazwi nemashoko -kuongorora kushandis wa kwemichina pakufambiswa kwemazwi nemashoko .		2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page Zvitai tai Makadhi	dzavanoziva dzekufambisa mashoko.1Vadzidzi vanodoma nzira dzekufambisa mazwi nemashoko vachibatsirwa nemudzidzisi.2 Vadzidzi mumapoka vanooongorora kushandiswa kwemuchina pakufmbiswa kwemazwi nemashoko mudzidzisi achivabatasira. **3**Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chi dzi d zo 6	**Kunyora Rondedzero yetsananguro L** **Kunyora rondedzero pamusoro pehope dzavakarota**	**Vana vanotarisirwa kukwanisa ku:—** -Kunyora rondedzero pamusoro pehope dzavakaraota	Kunyora Kutsangura kuteerera Kutaura	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 57 Mifaninidzo Majadhi	**Nhanganyaya** – Vadzidzi vanodoma mhando yerondedzero **1.** Vadzidzi vanotauara maerano nehope dzavakarota **2.** Vana vanotsangura manyorerwo erondedzereo yetsananguro .4Vadzidzi vanonyora rondedzereo mumabhuku avo mudzidzisi achibatsira vana.5 Vadzidzi vanoverenga rondedzereo dzvao dzavo. **Mhedziso** – Vana vatatu vanoverenga zvavanyora.	
Chi dzi d	**Kunyora** Madimikira	**Vana vanotarisirwa kukwanisa ku:-**	Kutaura Kuteerera.	Indigenous languages Syll 8.5, P 19 pa42 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi	**Nhanganyaya** – Vadzidzi vanodoma madimikira avanoziva.	

zo 7		■ Kushandisa madimikira madimikira akapiwa mumitsara	Kuverenga kunyora	Gwaro Rechinomwe page 56	1Vadzidzi vanoverenga madimikira akapiwa . 2Vadzidzi vanoshandisa madimikira ava pihwa muzvirevo vari mumapoka vachibatsirwanemudzidzisi. 3Vadzidzi vanopakurirana zvavawana mumapoka avo mudzidzisi achibatsira vana.4 Vadzidzi vano pindura mibvunzo sedungamunhu kuzadzisa zvirevo. **Mhedziso** – Dzokororo yebasa ranyorwa	
L 8	**School based project Chikamu chechipiri 3.2 zvakazoshandis wa uye zvazvakanakira**	**Vana vanotarisirwa ku-** Kunyora kukosha kwezvinhu zvavakazoshandisa	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Makadhi ebasa zvitaitai	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisi anorondedzera vana mamirariro ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
9 Chi dzi d zo	**Zvokutaura nekuteerera.** Rusungunuko Muzimbabwe **Zvemafambir o:**	**Vava vanotarisirwa kukwanisa ku:--** -kudoma zvinoitwa pazuva	Kutaura Kuteerera.Kun yora	Indigenous languages Syll Grde 3-7, Page38 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 60	**Nhanganyaya** –Vadzidzi vanodoma mazororo aripo pagore 1Vadzidzi vanodoma mazuva anoitwa mitambo iyi 2Vadzidzi vanoona	

1		rekurangarira kuzvitonga kuzere -kupa munhu mafambiro akanaka		Makadhi Mifananidzo	mifananidzo inotaridza zvinoitwa patinorangarira kuzvitonga kuzere 3Vadzidzi mumapoka mumapoka vanotsvaga zvinoitwa zuva ratinorangarira kuzvitonga kuzere 4Vana vaopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzido 2 & 3	**Kuverenga nekuinyora. Nzwisiso** **-**Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	**Vana vanotarisirwa kukwanisa ku:--** kuverenga ndima vachinzwisisa. -kupindura mibvunzo mitanhatu kubva mundima yaverengwa.	kuverenga kunyora kunyora kuverenga	Indigenous languages Syll Grde 3-7, Page 42/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 61 -62 Makadhi. Mifananidzo	**Nhanganyaya** –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko.1Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. **2.**Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. **3.**Vadzidzi vano pindura mibvunzo iri pamakadhi vopakura zvavawana. **4**. Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – Dzokororo yebasa	
Chidzido 4	**Kunyora** Pfupiso -	**Vana vanotarisirwa kukwanisa ku:---** kunyora pfupiso yenyaya yakapiwa	kuverenga kunyora kutaura kuverenga	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 63	**Nhanganyaya** – vadzidzi vanotauara zvavakanzwa munyaya yakaverengwa ’ 1Mudzidzisi anoratidza vana manyorero akanaka epfupiso 2Vadzidzi vari mumapoka	

					vano edzeserakunyora vachiteedzera runyoro rwakanaka rwepfupiso .3Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
Chidzidzo 5	**Kunyora** Madimikira : **Tsanangudzo dzemadimikira**	**Vana vanotarisirwa kukwanisa ku:--** -kupa tsanangudz o dzemadimi kira akapihwa.	Kutaura Kuteerera.	Indigenous languages Syll Grde 3-7, Page 39/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page	**Nhanganyaya** – Vadzidzi vanodoma madimikira avanoziva.1 Vadzidzi vano verenga madimikira akapihwa uye kuatsanangura vachibatsirwa nemudzidzisi.2Vadzidzi vanotsangura madimikira vari mumapoka vachibatsirwa nemudzidzisi.3Vana vanopakurirana zvavawana vari mumapoka vachibatsirwa nemudzidzisi.4Vadzidzi vano pindura mibvunzo sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	**Kunyora rondedzero** Hurukuro -Kubvunza mafambiro	**Vana vanotarisirwa kukwanisa ku:-** -kunyora hurukuro yevanhu varibvunza na mafambiro nechishona	Kunyora Kutaura Kutsana ngura	Indigenous languages Syll Grde 3-7, Page 41 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page	**Nhanganyaya** – Vadzidzi vanodoma mativi mana enyika. 1Vadzidzi vanoita hurukuru mumapoka nemudzidzisi. 2Vadzidzi vanonyora hurukuro pkati vevanhu vaviri vachibvunzana mafambiro vachibatsirwa	

		chakanaka			nemudzidzisi.Vadzidzi vano verenga hurukuro dzvavo. 3Vadzidzi vanonyora hurukuro dzavo sedungamunhu. **Mhedziso** – Vadzidzi vatatu vanoverenga zvavanyora.	
Chidzidzo 7	**Kunyora** Zvimiso **-Kushandisa zvimiso**	**Vana vanotarisirwa kukwanisa ku:--** -kutsanangura mashandisi rwo ezvimiso. -kushandisa zvimiso pakunyora.	Kuverenga Kunyora .	Makadhi ebasa Zvitaitai	**Nhanganyaya** – Vadzidzi vano doma zvimiso zvina zvavano ziva 1Vadzidzi vatsanangura mashandisirwo ezvimiso izvi vachibatsirwa nemudzidzisi 2 Vadzidzi vanoisa zvimiso ndima dzavapihwa vari mumapoka vachibatsirwa nemudzidzisi. 3Vadzidzi vanopakurirana zvavawana mumapoka avo. 4Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
L 8	**School based project Chikamu chechipiri 3.3 zvakazoshandiswa uye zvazvakaipira**	**Vana vanotarisirwa ku-** Kunyora kuipa kwezvinhu zvavakazoshandisa	Kutaura Kuteerera Kunyora Kuverenga	Indigenous languages Syll Grde 3-7, Page	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisi anorondedzera vana mamirariro ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro pemamiriro ehurongwa mudzidzisi achivabatsira. 3Vana vanonyora basa ravo	

					mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
10 **Chidzid zo 1**	**Zvokutaura nekuteerera.** Magariro chitendero chechikristu	**Vana vanotarisirwa kukwanisa ku:--** -kudoma uye kutaura zvavanoziva maererano nechikristu	Kutaura Kuteerera Kunyora	Indigenous languages Syll Grde 3-7, Page 39/46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 74 Makadhi Mifananidzo	**Nhanganyaya** –Vadzidzi vanodoma zvinhu zvinoshandiswa kubika muriwo unovanakira.1 Vadzidzi vanodoma nyaudzosingwi dzavanoziva.2 Mudzidzisi anotsanangura pamusoro pebasa renyaudzosingwi nemashandisirwo adzo muzvirevo.3 Vana mumapoka vanotaurirana pamusoro pekushandisa nyaudzosingwi nekudzishandisa muzvirevo zvavo vachibatsirwa nemudzidzisi.4 Vana vanopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi **Mhedziso** – Mibvunzo yekupeta basa	
Chidzid zo 2 & 3	**Kuverenga nekuinyora. NzwisisoChitenderero Chechikristu** **-**Kuverenga ndima yenzwisiso -Kupindura mibvunzo yenzwisiso	**Vana vanotarisirwa kukwanisa ku:--** -kuverenga ndima vachinzwisisa	kuverenga kunyora	Indigenous languages Syll Grde 3-7, Page 42/45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 75 -76 Makadhi. Mifananidzo	**Nhanganyaya** –Mudzidzisi anotaridza vama mufananidzo yevanhu vari pamabiko.1Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. **2.**Vadzidzi vano verenga ndima vachibatsirwa nemudzidzisi. **3.**Vadzidzi vano pindura	

					mibvunzo iri pamakadhi vopakura zvavawana. **4**. Vadzidzi vanonyora basa sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 4	**Kunyora** Kuziva zvinorava tsumo	**Vava vanotarisirwa kukwanisa ku:--** -kutsanangura zvinoreva tsumo	Kuverenga Kunyora Kuteerera Kuraura	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 76-77	**Nhanganyaya** – vadzidzi vanoongorora chati rine tsumo 2Vadzidzi vari mumapoka vano vanopindura tsumo dzakapiwa 3 Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
Chidzidzo 5	**Kunyora** Pfupiso	**Vava vanotarisrwa kukwanisa ku:---** -kupa pfupiso yendima yakapiwa	Kutaura Kuteerera.	Indigenous languages SyllGrde 3-7, Page 39/46 Mifananidzo 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 76	**Nhanganyaya** – Vadzidzi vanodoma manyorerwo etsumo .1 Vadzidzi vano verenga Nyaya yakapiwa 2Vadzidzi vanotaangura manyorerwe etsumo **3** Vadzidzi vanopkaurirana zvavawana mumapoka avo.**4** Vadzidzi vano umba zvirevo nenyaudzosingwi sedungamunhu. **Mhedziso** – Dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	**Kunyora Rondedzero** Tsamba Kushamwari	**Vana vanotarisirwa kukwanisa ku:—-** -kunyora rondedzero tsamba kushamwari	Kunyora Kutaura kuverenga	Indigenous languages Syll 8.5, P 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 79	1. **Nhanganyaya** – Vadzidzi vanotaura zvinodikwa pakunyora tsamba 1Vadzidzi Vadzidzidzi vanotaura zvinodiwa patsamba yeushamwari . 2Vadzidzi vanonyora rondedzero	

					mumapoka avo vana vanonyora tsamaba vachishandisa zvirunga mutauro.3 Vadzidzi vanopakurirana zvavawana mumapoka avo. 4 Vadzidzi vano nyora rondedzero sedungamunhu. **Mhedziso** – Vana vatatu vanoverenga zvavanyora.	
Chidzidzo 7	**Kunyora** Uzhinji hwemazwi. **-Uto – mauto**	**Vana vanotarisirwa kukwanisa ku: -** kuisa mazwi mana arimuusho ma muuzhinji.	Kunyora Kutaura kuverenga	Indigenous languages Syll Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 80	**Nhanganyaya** – Mudzidzisi anoratidza vana chinhu chimwe uye zvazowanda.1 Vadzidzi vano verenga mazwi akapihwa muushoma uye muuzhinji.2 Vadzidzi mupoka vanoisa zvirevo zvakapihwa muuzhinji vachibatsirwa nemudzidzisi.3 Vadzidzi vanopakurirana zvavawana mumapoka avo. 4Vadzidzi vano nyora basa ravo sedungamunhu. **Mhedziso** – Dzokororo yebasa.	
L 8	**School based project Chikamu chechipiri 3.3 zvakazoshandiswa uye zvazvakaipira**	**Vana vanotarisirwa ku-** Kunyora kuipa kwezvinhu zvavakazoshandisa	Kutaura Kuteerera Kunyora Kuverenga	Makadhi ebasa Zvitaitai	**Zvinozikanwa nevana:** Vana vanokwanisa kurondedzera tsanangudzo yeurongwa 1Nhanganyaya: Mudzidzisi anorondedzera vana mamiriririo ehurongwa achipa muenzaniso. 2Vana vanotaura pamusoro pemamiriro ehurongwa mudzidzisi	

					achivabatsira. 3Vana vanonyora basa ravo mudzidzisi achivabatsira. **Mhedziso:** ongororo yebasa raitwa.	
11	**Zvokutaura nekuteerera.** Mitambo yechinyakare	**Vana vanotarisrwa kukwanisa ku:--** Kudoma mitambo yechinyakare uye kuedzesera kutamba	Kutaura Kuteerera Kunyora.	Indigenous languages Syll Grde 3-7, Page 49 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 82 Makadhi Mifananidzo	**Nhanganyaya** –Mudzidzisi anotaridza vadzidzi mifananidzo ye mitambo yechinyakare 1 Vadzidzi vanodoma mitambo yechinyakarre yavanoziva 2 Vadzidzi mumapoka avo vano taurirana uye kuedzesera mitambo .3 Vadzidzi vanopakura zvavawana.4 Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. **Mhedziso** – mibvunzo yekupeta basa	
Chdzidz 3 & 4	**Kuverenga Nekuinyora** **Jerusarema** Nzwisiso. -kupindura mibvunzo yenzwisiso	**Vava vanotarisirwa kukwanisa** kuverenga ndima vachinzwisisa-kupindura mibvunzo mitanhatu kubva mundima yaverengwa	Kuverenga Kunyora Kutaura kunyora	Indigenous languages Syll Grde 3-7, Page 42 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 83 -84 Makadhi ebasa	**Nhanganyaya** –Mudzidzisi nevana vanoimba rwiyo. **1**Vadzidzi vano verenga mazwi matsva kubva mundima icha verengwa voma tsanangura. **2**Vadzidzi vano verenga ndima **3**Vadzidzi vano pindura mibvunzo iri pamakadhi.**4** **V**ana vanopakura zvavawana.**5** Vana vanonyora basa sedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	

Chidzidzo 5	Kutaura nekunyora Nyaudzosingwi	**Vava vanotarisirwa kukwanisa ku:--** kudoma nyaudzosingwi -kunyora mitsara vachishandisa nyaudzosingwi	Kunyora Kutaura Kuterera Kutaura	Indigenous languages Syll Grde 3-7, P38 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 85	**Nhanganyaya** – vadzidzi vanodoma nyaudzosingwi . **1** Vadzidzi vano verenga nyaudzosingwi pamakadhi **2**Vadzidzi vano doma nyaudzosingwi uye kudzishandisa pamitsara **3** Vadzidzi vano pindura mibvunzosedungamunhu. **Mhedziso** – dzokororo yebasa ranyorwa nevana.	
Chidzidzo 6	**Kutaura nekuteerera** Hurukuro Mitambo yechinyakare	**Vana vanotarisirwa kukwanisa ku:--** kuita hurukuro pamusoro pemitambo yaitwa chinyakare	+ Kutaura Kuteerera. Kutaura \ Kuverenga	Indigenous languages Syll Grde 3-7, Page 41 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 82	**Nhanganyaya** – vadzidzi vanodoma zvanoda nezvavnofarira 1Vadzidzi vano verenga mazwi ari pamakadhi pamusoro pezvinhu zvinodiwa nemunhu kuti ararame.2Vadzidzi vanoita hurukuri pamusoro pezvavanoda kuti vararame vachibatsirwa nemudzidzisi.3Vadzidzi vano pindura mibvunzo sedungamunhu. **Mhedziso** – dzokororo yebasa rakurukurwa.	
Chidzidzo 7	**Kunyora** Rondedzero yemanhanirwa	**Vana vanotarisirwa kukwanisa ku:-** kunyora rondedzero nemutauro wakanaka	Kunyora Kutaura kuverenga	Indigenous languages Syll Grde 3-7, Page 46 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 86	**Nhanganyaya** – vadzidzi vanonyora man'arwa nechishona chakanaka 1 Vana vanonyora manyarwa maererano nemutambo	

		pamusoro pebasa ravanoda kuzoita			wechinyakare wavakaoana **2.** Vana vanonyora rondedzereo muzvikwata **3.**Vadzidzi vanopa chidumbu cherondedzero mumaboka.**4,** Vadzidzi vanoverenga zvavanyora. **5,** Vadzidzi vano nyora rondedzero sedungamunhu. **Mhedziso** – vana vatatu vanoverenga zvavanyora.	
12 **Chidzidzo 1**	**Zvokutaura nekuteerera** Zviitiko zvemunharaunda nemunyika	**Vana vanotarisirwa kukwanisa ku:---** kudoma zviitiko zvemunharaunda nemunyika -Kutsangura zviitiko zvemunharaunda nemunyika	Kutaura Kuteerera Kunyora.	Indigenous languages Syll Grde 3-7, Page 39 Makadhi Mifananidzo 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 82	**Nhanganyaya** –Mudzidzisi anoratidza vana mifananidzo yezviitiko zvakasiyana siyana. **1.**Vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva **2.**Vadzidzi mumapoka avo vano taurirana zviitiko zvinoitika munharaunda dzavanobva nezvinoitika munyika yese vachibatsirwa nemudzidzisi.**3.** Vana vanopakurirana zvavawana mumapoka **4.**Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzidzo 2 & 3	**Kuverenga nekunyora** Pfupiso -Kupindura	**Vana vanotarisirwa kukwanisa ku:** - kuverenga ndima vachinzwisisa. -kupindura	kuverengakunyora	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 84	**Nhanganyaya** –Mudzidzisi anoratidza vana mifananidzo yezviitiko zvakasiyana siyana. **1.**Vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva **2.**Vadzidzi	

	mibvunzo yenzwisiso	mibvunzo mitanhatu kubva mundima yaverengwa.		Makadhi Mifananidzo.	mumapoka avo vano taurirana zviitiko zvinoitika munharaunda dzavanobva nezvinoitika munyika yese vachibatsirwa nemudzidzisi.**3.** Vana vanopakurirana zvavawana mumapoka **4.**Vadzidzi vanoumba mazwi nemitinhimira yakapihwa. **Mhedziso** – Mibvunzo yekupeta basa	
Chidzidzo 4	**Kutaura nekuteerera** -Zvakakoshera zviitiko zvimunhar aunda nezviitiko zvenyika yose	**Vava vanotarisrwa kukwanisa ku:--** kutsanangura zvakoshera zviitiko zvemunharaun da nezviitiko zvenyika yose	Kunyora Kutaura	Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 80 Makadhi Mifanidzo	**Nhanganyaya** – vadzidzi vanodoma zviitiko zvinoitika munharaunda dzavanobva zvakakosha. 1Vana vanodoma zviitiko zvinoitika munharaunda dzavanobva nezvinoitika munyika mese. 2Mudzidzisi anotsangura pamusoro pekukosha kwezviitiko zvemunharaunda nenyika yose zvadomwa nevana. **3**. Vana vano taurirana mumapoka avo zvakakoshera zviitiko zvemunharaunda nezvenyika yese vachibatsirwa nemudzidzisi. **4**. Vana vanopakurirana zvavawana mumapoka avo vachibatsirwa nemudzidzisi. **Mhedziso** – dzokororo yebasa raitwa mumapoka.	

Chidzidzo 5	**Kunyora** Mazita ehama	**Vana vanotarisirwa kukwanisa ku:--** kushandisa Zvimiso zvakakodzera	Kutaura Kuteerera. Kuterera Kunyora		Indigenous languages Syll Grde 3-7, Page 45 2.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 86	**Nhanganyaya** – Vana vanodoma mazita ehama .1Vadzidzi vanodoma mazita ehama avanoziva **2** Mudzidzisi anotsanangura ukama . 3Vadzidzi vari mumapoka vanopedzisa mitsara nemazhoko ehukama anokodzera . **3.** Vadzidzi vanopakurirana zvavawana mumapoka avo mudzidzisi achivabatsira. 4Vana vanonyora basa mumabhuku sedungamunhu.**Mhedziso** – dzokororo yebasa ranyorwa nevana.	
Chidzidzo6 & 7	**Kunyora rondedzero** Chiitiko chakaitika mudunhu medu chakandifa dza	**Vava vanotarisirwa kukwanisa ku:-** Kutsanangura chiitiko chakaitika mudunhu mavo chakavafadza -kushanidisa zvimiso nezvirunga mutauro nemazvo.	Kunyora		Indigenous languages Syll Grde 3-7, Page 452.Plusone Rodza Pfungwa ChiShona HBC Bhuku remudzidzi Gwaro Rechinomwe page 80	**Nhanganyaya** – vadzidzi vanoona mifananidzo yezviitiko zvakasiyana **1.** Vadzidzi vanodoma zviitiko zvinovanakidza zvinoitika mudunhu mavo.**2.** Vadzidzi vanotaura zvinotarisirwa pakunyora rondedzero yanaka vachibatsirwa nemudzidzisi. **3.** Vana mumapoka vanonyora rondedzero pamusoro pechiitiko chakaitika mudunhu mavo chakavafadza. **4.** Vana vanopakurirana zvavawana mumapoka avo mudzidzisi	

						achivabatsira. **5.** Vana vanonyora rondedzero mumabhuku avo mumwe nemumwe **Mhedziso** – vana vatatu vanoverenga zvavanyora.	