PLUSONE SCHEMES OF WORK

GRADE 7 SCHEMES OF WORK

TERM TWO 2026

SUBJECTS SCHEMED FOR

1 PHYSICAL EDUCATION AND ARTS

2 MATHEMATICS

3 CHISHONA

4 ENGLISH

5 SCIENCE AND TECHNOLOGY

SOCIAL SCIENCE

P.E. AND ARTS

TOPICS TO BE COVERED IN TERM 2

Sport and game skills

The creative process and performance

Aesthetic values and appreciation

Physical education arts technology

Physical education and arts enterprises

GENERAL AIM

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By the end of term two the learners should have developed informed decisions on health, health and well being Develop literacy , team building, confidence, self-esteem, enjoyment for entertainment and psychomotor skills appreciate aesthetics in artistic expressions, heritage and diverse cultural values in Physical education and arts and use Physical education and Arts as a future career path acquire knowledge to become appreciative and informed participators or spectators in a wide range of Activiti Create and express feelings through Physical Education and art works Use technology in Physical education and Arts innovations and enterprise skills

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WK END G	TOPIC CONTENT	OBJECTIVES Learners should be able to:	COMPETENCIES	REFERENCE	MEDIA	METHOIDS AND ACTIVIES	EVALUATION
WK 1 L 1&2	HISTORY OF ARTS Theatre Theatrical styles from the pre-colonial to the post-colonial Zimbabwe	-compare precolonial ,colonial and post colonial theatrical styles of Zimbabwe	identifying comparing	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 67 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 58 – 61	Costumes Puppets	Assumed knowledge: Learners are aware of the modern theatrical styles Intro. Learners will state the modern theatrical styles they know 1. The teacher explains what theatrical styles and give focus of the lesson 2. Class discussion on pre-colonial and colonial theatrical styles of Zimbabwe 3. Teacher shows learners videoclips of theatrical styles from the pre-colonial to post-colonial of Zimbabwe 4. In groups learners will compare pre-colonial, colonial and post-colonial theatrical styles of Zimbabwe 5. Learners give feedback from groups and teacher comments on similarities and differences of theatrical styles. Conc. Written of written work	
L 3 & 4	THEATRE Theatre genres from southern Africa	-identify theatrical genres from southern Africa	Identifying comparing	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030	Costumes Relevant Theatre books	Assumed knowledge: Learners know the theatrical styles from pre-colonial, colonial and post-colonial	

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		-compare theatrical styles from southern Africa		P 67 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 62 – 66 Exercise 6.2 page 64 2.Exercise 6.3 page 66	Puppet	Intro. Recap of the previous lesson on theatrical styles from pre-colonial, colonial and post-colonial Zimbabwe. 1. Teacher will give focus of the lesson by explaining what theatrical genres are. 2. Learners will identify genres from Southern African theatre. 3. Teacher will show pupils live shows and videos of southern African theatre 4. Learners will compare theatrical genres from different in southern Africa 5. Learners will give feedback from their groups and teacher gives more clarity on similarities on theatrical genres from different countries in southern Africa 6. Individual written work Conc. Teacher summarizes main points	
L 5 & 6	GYMNASTICS Locomotion Fitness related components coordination	-demonstrate mastery of fitness -executive high order dynamic balances with emphasis on	Demonstrating execute	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 67 2 HBC Plusone Physical	Mats Marked area beams	ss. kn. Pupils have done various locomotion movements intro. Learners do some locomotion movements of the upper and lower parts 1. Learners move their hand in various direction in stretched form 2. Learners move their legs in various directions in stretched form.	

		coordination and agility		Education and Arts Learners Book Grade 7 page 70 – 66 2 Exercise 7.1 page 72		3. Teacher demonstrates how to coordinate the eye, hand and leg movement 4. Learners practise coordinated movements of the eye, hand and leg in different directions 5. In groups , learners practise coordinated movement of various body parts 6. Groups give feedback and cool down	
L 7&8	GYMNASTICS Locomotion Fitness related components -speed	-practise complex sequential movements through guided and discovery approach	-demonstrating practising	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts page 73 - 79	Stopwatch Cones Marked area	Assumed knowledge: Pupils can do coordinated movements Intro. Learners to mention games they do during spare time 1. Learners combine running cartwheel and somersault with the intention of improving speed 2. Conc. Col down stretching the upper and lower parts of the body	
L 9	GYMNASTICS Balances and	Execute higher order dynamic balances while emphasis on agility	Executing Combining	HBC PE and Arts SYLLABUS GR 3 – 7	Stopwatch Cones Marked area	Assumed knowledge: Pupils can do coordinated movements Intro. Learners to mention games they do during spare time	

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	locomotion agility	2 combine two or more locomotives		Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts page 73 - 79		3. Learners combine running cartwheel and somersault with the intention of improving speed 4. Conc. Col down stretching the upper and lower parts of the body	

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WK 2 L 1 &2	SPORT AND GAME SKILS Space awareness	-demonstrate defending and attacking as a team or vise-versa	Defending Playing Demonstrating	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 85 – 86	Balls Whistles Cones	-Assumed . Kn. Learners play different games during spare time Intro. Learners mention games they do during spare time. 1. Teacher gives few of the lesson by explaining the word spaces awareness 2. Warm up activities will be stretching the upper and lower parts of the body 3. With the help of other learners teacher will demonstrate use of space when attacking and defending in relation to team mates and opponents 4. In groups of 14 learners will practise opening for space to receive a pass in relation to team mates and opponents 5. Learners will engage in a mini game exchanging attacking and defending as teams 6. Teacher will give overall comments on groups performances Conc. Cooling activities such as walking light jogging and stretching shall be done	

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L 3&4	SPORT AND GAME SKILS Space awareness	-demonstrate defending and attacking as a team or vise-versa	Defending Playing demonstrating	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 85 – 86		-Assumed . Kn. Learners play different games during spare time Intro. Learners mention games they do during spare time. 7. Teacher gives few of the lesson by explaining the word spaces awareness 8. Warm up activities will be stretching the upper and lower parts of the body 9. With the help of other learners teacher will demonstrate use of space when attacking and defending in relation to team mates and opponents 10. In groups of 14 learners will practise opening for space to receive a pass in relation to team mates and opponents 11. Learners will engage in a mini game exchanging attacking and defending as teams 12. Teacher will give overall comments on groups performances	

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					Balls Whistles Cones	Conc. Cooling activities such as walking light jogging and stretching shall be done	

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L 5&6	SPORTS AND GAME SKILLS Invasion games formations	-discuss advantages and disadvantages of using various team formations	discussing	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 86 – 88	ICT tools Chalkboard work	As. Kn. Learners can play games Intro. Learners will mention games they know 1. Teacher will give focus of the lesson by explaining what the word formation means 2. Clas discussion on advantages and disadvantages of using various formations 3. Individual written exercise on formations 4. Revision of written work 5. Conc. Teacher will summarize the lesson on formations	
L 6&7	SPORT AND GAME SKILLS Invasion games Defending and attacking as a team	Move into space when attacking as team	practising	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 85 – 86	Whistles Balls	Assumed knowledge: Learners know invasion games Intro. Learners will name some invasion games they know 1. Teacher will give focus of the lesson by explaining the term space awareness 2. With the help of the learners the teacher will demonstrate movement into space when attacking as a team. 3. The whole class will engage into a warm up activity such as running	

						4. Group work practice on moving into space when attacking 5. Groups give feedback 6. Teacher will give an overall comment on pupils performance on practising moving into space when attacking as a team. Conc. Pupils cool down by jogging, walking and stretching	
L 7&8	SPORTS GAME SKILLS Positioning Positioning with boundaries	-demonstrate positioning within boundaries in relation to opponents	Demonstrating Practising moving	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 91 – 92 Exercise 8.4 P	Whistles Balls ICT tools	Assumed knowledge: Learners can play games Intro. Learners will name the games they know 1. The teacher will give focus of the lesson by explain on positioning with boundaries in relation to team mates and opponents 2. With help of learners teacher will demonstrate position in relationship to opponents 3. Groups practise positioning within boundaries in relation to team mates and in relation to opponents while teacher moves around assisting and correcting where necessary 4. Groups give feedback while teacher comments and corrects	

						Conc. Teacher sums up lesson by emphasizing positioning with boundaries in relation to team mates and opponents	
WK 3 L 1 & 2	SPORT AND GAME SLIILS REACTION Dislodging an opponent	Execute ways of dislodging an opponent	Executing Practising	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 91 – 92 Exercise 8.4 Page 95 -99 test 1 pg100 - 107	Whistle Balls ICT tools	Assumed knowledge: Learners can defend and attack in games Intro. Learners will mention games they play either defending or attacking 1. Teacher gives focus of the lesson by explaining what dislodging an opponent 2. Learners will practise moving into space in relation to time, team mates and opponents 3. Learners will practise moving away from recovery in relation to teammates opponents and time 4. Teacher will comment and correct some errors being done by pupils Conc. Teacher gives emphasis on executing ways of dislodging an opponent.	
L 3 & 4	SPORTS AND GAME SKILLS	-aim stationary targets within 50 m distance	Aiming Targeting	HBC PE and Arts SYLLABUS GR 3 – 7	Whistle Buckets Balls	Assumed knowledge: Learners can pass balls Intro. Teacher gives the focus of the lesson by explaining aiming/targeting stationary targets.	

	TARGET AND COMBAT GAMES Aiming and targeting stationary objects			Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 108 – 109		1.teacher will demonstrate aiming at stationery targets within a distance of 50 m whilst learners will be observing 2.learners do shadow practice on aiming stationery targets within 50 m 3. learners practise on aiming stationery targets within 50 m 4. learners will practise twisting while turning on aiming stationery targets within 50 m 5.learners engage in a mini competition whereby they will be given 5 chances to aim at stationery targets Conc. Teacher comments and corrects errors observed.	
L 5	SPORT AND GAME SKILLS TARGET AND COMBAT GAMES -Aiming /targeting at a fast mobile	-aim at faster mobile targets -aim at high mobile targets with speed -	Aiming targeting	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners	Balls Buckets whistle	Assumed knowledge: Learners can aim at stationary targets Intro. Recap of previous lesson 1.teacher gives focus of the lesson by explaining how to aim mobile fast targets 2.teacher demonstrates aiming fast mobile objects 3.learners practise aiming at fast mobile targets as the teacher gives feed back 4.teacher gives feed back Conc. Volunteers aim fast mobile targets	

	target within a distance of 50 m			Book Grade 7 page 109 – 110 Exercise 9.1 Page 110			
L 6	SPORT AND GAME SKILLS Targeting	Adjust body positions by turning and twisting -	Demonstrating Adjusting	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 91 – 92 Exercise 8.4 P	Whistles Balls Markers	Assumed knowledge: Learners can jump Intro. Teacher explains energy conversions and release 1.class discuss energy conversions and release 2.teacher demonstrates various movements and energy conversion skills 3. learners practise movements and energy conversion skills 4. individual written exercise on energy conversion and release. Conc. Revision of written work.	
L 7	SPORT AND GAME SKILLS Net games Strikes for height	-execute strokes for height.	executing	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 69	Balls Net Whistle	Assumed knowledge: Learners can play games Intro. Teacher gives lesson focus by explaining a stroke and a warm up is done 1,Teacher teacher demonstrates the back hand stroke in tennis	

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				2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 120 -121		2.learner shadow practise back hand stroke in tennis 3.Learners practice the back hand stroke in tennis using apparatus and equipment 4.learners engage in a mini game executing the stroke for height 5. teacher gives overall comment and corrects errors Conc. Cool down light jogging and stretches	
L 9	School based project Stage 4	Select the most suitable solution	Selecting Reasoning	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 68	File Project sample	Assumed knowledge: Learners can identify problems in PE and Arts Intro. Teacher gives lesson focus by explaining stage project requirement 1,Teacher teacher demonstrates and learners write stage 4 2.learners select the most suitable solution 3.Learners practice project writing 4.learners report back 5. teacher gives overall comment and corrects errors Conc. Cool down light jogging and stretches	

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WK 4 L 1&2	SPORTS AND GAME SKILLS Net games The spin	-spin the ball for height distances and power in relation to time	spinning	HBC PE and Arts SYLLABUS GR 3 – 7 Mpse 2024 - 2030 P 69 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 121 – 122 Exercise 10.1 page 122	Balls marked area	Assumed knowledge: Learners can throw the ball Intro. Teacher explains a spin giving lesson focus 1. Teacher will demonstrate how to make a spin 2. Group work practicing a spin While teacher moves around correcting the learners 3. Individual written work on spin. Conc. The teacher asks oral questions about the spin	
L 3 & 4	SPORT AND GAME SKILLS Net games Strikes for distance and power in relation to time	Strike the ball or objects to a target not more than 10 m away from the starting point	Striking demonstrating	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners	Balls Whistle Open space	Assumed knowledge: Learners can strike the ball Intro. Teacher outlines the topic strokes for distance and power in relation to time 1.learners observe the teacher demonstrating the mentioned strokes 2. learners practice in groups and in linear formation 3. the teacher observes giving feedback and correcting errors	

				Book Grade 7 page 128 – 130 Exercise 11.1 pge 130		4. individual written work for strokes for distance and power in relation to time Conc. Revision of written work	
L 5	SPORT AND GAME SKILLS STRIKING GAMES Grip stance footwork, movement in striking for a distance	-explain the difference between applying and receiving force	explaining	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 124 – 125 Exercise 10.1 pge 125	Balls Nets Strings Markers nets	Assumed knowledge: Learners can pass and receive the ball during play. Intro. Teacher gives focus of the lesson 1.teacher will demonstrate the role of arms ,shoulders, fore arm and maintain grip. 2. class discuss and explain grip, stance, footwork and movement in striking for a distance 3. individual written work Conc. Revision of written work	

L 6	SPORT AND GAME SKILLS Striking games Accurate backward and forward drive for space for space distance and scoring	-demonstrate the execution of fore hand or back stroke accurately	demonstrating executing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 122 – 92 Exercise 8.4 P	Balls Whistle Nets	Assumed knowledge: Learners can punch the ball Intro. The teacher explains the backward and forward drive for space distance and scoring as a way of giving focus of the lesson 1.Teacher demonstrates forehand and backward stroke accurately for space, distance and scoring 2. learners in groups practise forehand and backward strokes accurately for space distance and scoring 3. players play a mini game applying the skills being taught 4. teacher gives oral comments on learners performances Conc. Col down	
L 7&8	Revision Sport and game skills	-answer all revision questions correctly	answering		Question paper Chalkboard work	Assumed knowledge: Learners have the learnt the concepts being teste Intro. Teacher gives instructions for the test 1. Pupils write the test 2. Submission of test books 3. Revision of test questions	

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					Test exercise books		
WK 5 L 1 & 2	SPORT AND GAME SKILLS ADVENTURE GAMES orienteering	Locates points through map reading	locating	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 128 – 130 3 Exercise 11.4 pg 134	Maps Compass Ropes Protective clothes tent	Assumed knowledge: Learners can read Intro. Tacher gives focus of the lesson by explaining the word orienteering 1.Classs discuss map reading led and guided by the teacher 2. learners practise finding places on the map 3. group work on locating points through map reading. 4. feedback from groups 5. individual written work Conc. Revision of the written work	
L 3 & 4	SPORT AND GAME SKILLS Adventure games	-perform water-based activities	performing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70	Drum Ropes Whistles Poles paddles	Assumed knowledge: Learners know uses of water Intro. Teacher gives focus of the lesson by explaining water-based activities	

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	Water based activities			2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 146 – 149		1.class discuss water-based activities such as swimming, fishing, swimming rafting and canoeing 2. group work on referring to work cards 3. groups give feedback and teacher corrects where necessary 4. individual written work on water-based activities Conc. Revising the written work	
L 5	SPORT AND GAME SKILLS ADVENTURE GAMES Camping Mountaineering and abseiling	-climb up and down the mountain -climb over objects - Set up camps	climbing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 147 – 149	Whistles Ropes Protective clothes Paddles	Assumed knowledge: pupils know how to climb trees Intro. Teacher explains mountaineering and abseiling to give focus of the lesson 1.class discuss climbing up and down mountains 2.group work answering questions Groups give feedback and corrections are done 4. Individual work is done Conc. Revision of written work	

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L6	SPORT AND GAME SKILLS Kids athletics---running	-complete a timed endurance race	Running technique	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 154 – 156	Vedios of different track events Tracks Cones Baton stick Obstacles Mini hundles Flags Whistles	Assumed Knowledge .Learners are able to run short distance Intro:Teacher explain the running techniques 1 Class discussion on running techniques 2 Teacher explain and demonstrate the starting position and how to finish the race 3 The learners demonstrate to the class 4 Individual race checking prpper running techniques and time	
7 &8	SPORT AND GAME SKILLS Kids athletics---running	Demonstrate correct bend sprint techniques sprint mechanics	Running technique	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 154 – 156	Vedios of different track events Tracks Cones Baton stick Obstacles Mini hundles Flags	Assumed Knowledge .Learners are able to run short distance Intro:Teacher explain the running techniques 1 Class discussion on running techniques 2 Teacher explain and demonstrate the starting position and how to finish the race 3 The learners demonstrate to the class	

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					Whistles	4 Individual race checking prpper running techniques and time	
WK 6 **L 1 &2**	SPORT AND GAME SKILLS Kids athletics---running	Run with obstacles (hurdling)	Running Hurdling	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 154 – 156	Vedios of different track events Tracks Cones Baton stick Obstacles Mini hundles Flags Whistles	Assumed Knowledge .Learners are able to run short distance Intro:Teacher explain the running techniques 1 Class discussion on running techniques 2 Teacher explain and demonstrate the starting position and how to finish the race 3 The learners demonstrate to the class 4 Individual race checking proper running techniques and time Conclusion.Checking on common hurdling techniques	
L3	SPORT AND GAME SKILLS	-demonstrate proper baton exchange	Relay Sprinting	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030	Vedios of different track events Tracks	Assumed Knowledge .Learners are able to run short distance Intro:Teacher explain the running techniques	

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	Kids athletics---running			P 70 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 154 – 156	Cones Baton stick Obstacles Mini hundles Flags Whistles	5 Class discussion on running techniques 6 Teacher explain and demonstrate the starting baton exchange on upsweep and down sweep 7 The learners demonstrate to the class 8 Individual race checking proper running techniques and time Conclusion.Checking on common error on baton exchange	
L 4&5	SPORT AND GAME SKILLS Kids athletics---running Testing &measurement	-run with maximum speed and exchanging batons	Timing Sprinting	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners page 156 – 159	Vedios of different track events Tracks Cones Baton stick Obstacles Mini hundles Flags	Assumed Knowledge .Learners are able to run short distance Intro:Teacher explain the running techniques 1 Class discussion on running techniques 2Teacher explain and demonstrate the starting baton exchange on upsweep and down sweep 3The learners demonstrate to the class 4Individual race checking proper running techniques and time Conclusion.Checking on common error on baton exchange	

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				Exercise 14.4 159 -160	Whistles		
L 6	Sport and Game skills Kids athletics - Jumping	Demonstrate horizontal jumping techniques	Jumping for distance	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70 2 HBC Plusone Physical Education and Arts Learners page 156 – 159 Exercise 14.4 159 -160	Tracks Cones Baton stick Obstacles Mini hundles Flags Whistles	Knowledge .Learners are able to run short distan Intro:Teacher explain the running techniques 1 Class discussion on running techniques 2Teacher explain and demonstrate the starting b 3The learners demonstrate to the class 4Individual race checking proper running technic Conclusion.Checking on common error on baton e class	
L 7&8	Sport and Game skills Kids athletics - Jumping	Demonstrate Vertical jumping techniques	Jumping for distance	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 70	Tracks Cones Baton stick Obstacles Mini hundles	Assumed Knowledge .Learners are able to jump for height Intro:Teacher explain the high jump techniques 2 Class discussion on jumping techniques 2Teacher explain and demonstrate the vertical jumping techniques 3The learners demonstrate to the class	

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				2 HBC Plusone Physical Education and Arts Learners page 156 – 159 Exercise	Flags Whistles	4Individual jumping Conclusion.Checking on common error on vertical jumps	
WK 7 L1	Sport and Game skills Kids athletics - Jumping over obstacles with assistance	Jump to clear heights using a pole 2 Testing and measuremet of distance jumped	Jumping	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners page 168 – 169 Exercise 15.4 page 169 Test 2 PG 172-179	Tracks Cones Baton stick Obstacles Mini hundles Flags Whistles	Assumed Knowledge .Learners are able to jump for height Intro:Teacher explain the high jump techniques 3 Class discussion on jumping techniques 2Teacher explain and demonstrate the vertical jumping techniques 3The learners demonstrate to the class 4Individual jumping Conclusion.Checking on common error on vertical jumps	

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L2&3	Sport and Game skills Kids athletic -Throwing Short put	-display proper implement handling shotput	Throwing Proper handling	Book Grade 7 HBC PE and Arts syllabu P 71 2 HBC Plusone Physical Education and Arts Learners page 168 – 169 Book Grade 7	Charts Javelin stick Short put Discuss Tape measure	Assumed Knowledge .Learners are able to throw Intro:Teacher explain types of throws 4 Class discussion on types of throws 2Teacher explain and demonstrate the throwing techniques 3The learners demonstrate to the class 4Individual throwing Conclusion.Checking on common error on shot	
L4	Sport and Game skills	Demonstrate the proper execution of throws for distance and accuracy	Throwing Proper handling	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Grade 7page 170 – 185	Charts Javelin stick Short put Discuss Tape measure	Assumed Knowledge .Learners are able to throw Intro:Teacher explain types of throws 5 Class discussion on types of throws 2Teacher explain and demonstrate the throwing techniques 3The learners demonstrate to the class 4Individual throwing 5 measuring the throws Conclusion.Checking on common error on shot put ,javeling and discus	

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L5	Sport and Game skills Kids athletic Aquatics skills	Demonstrate survival strokes in water	Swimming	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Grade 7page 170 – 185	Charts Googles Picture of water bodies Floater Rubber ball Ropes Lifebouys	Assumed Knowledge .Learners are able to swim Intro:Teacher explain survival strokes in water 6 Class discussion on survival strokes 2Teacher explain and demonstrate the survival strokes 3The learners demonstrate to the side ,back and front stroke 4Individual practice on swimming techniques 5 Conclusion. Learners state common water hazards	
L6	Sport and Game skills Kids athletic Aquatics skills Resuscitation techniques	Demonstrate Resuscitation techniques in and around water	First aid Swimming technique	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and	Charts Googles Picture of water bodies Floater Rubber ball Ropes Lifebouys	Assumed Knowledge .Learners are able to swim Intro:Teacher explain survival strokes in water 1Class discussion on survival strokes 2Teacher explain and demonstrate the survival strokes and resuscitation techniques 3The learners demonstrate to the side ,back and front stroke Individual practice on swimming techniques Conclusion. Learners state common water hazards	

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				Arts Learners Grade 7page 188 – 193			
L7	School Based project Stage 5	Refine the selected solution	Refining Explaining Discussing	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 83	Sample project Work on cb	Assumed Knowledge .Learners are able to identify problems on their learning area Intro:Teacher explain stage 5 requirements 1Class discussion on selection of the final solution 2Teacher explain and demonstrate the refining of final solution 3The learners demonstrate 4Individual practice writing stage 5 Conclusion. Learners state common water hazards	
L8	Sport and Game skills Kids athletic Aquatics skills Strokes	Demonstrate front ,back crawl ,breaststroke and butterfly techniques	First aid Swimming technique	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical	Charts Googles Picture of water bodies Floater Rubber ball Ropes	Assumed Knowledge .Learners are able to swim Intro:Teacher explain different strokes in water 1Class discussion on swimming strokes in water 2Teacher explain and demonstrate strokes in swimming 3The learners demonstrate to the side ,back and front stroke Individual practice on swimming techniques	

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				Education and Arts Learners Grade 7page 195– 195	Lifebouys	Conclusion. Learners state common swimming strokes	
WK 8 **L1**	Sport and Game skills Kids athletic Aquatics skills Strokes	Execute correct diving techniques	Diving Proper water entry	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Grade 7page 195 – 199	Picture of water bodies Floater Rubber ball Ropes Lifebouys	Assumed Knowledge .Learners are able to swim Intro:Teacher explain different strokes in water 1Class discussion on swimming strokes in water 2Teacher explain and demonstrate strokes in swimming 3The learners demonstrate to the side ,back and front stroke Individual practice on swimming techniques Conclusion. Learners state common swimming strokes	
L2	SCHOOL BASED PROJECT Stage 6 Presentatio	-present the final solution	Explaining Refining	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030	Picture of water bodies Floater Rubber ball	Assumed Knowledge .Learners are able to identify the problems Intro:Teacher explain the stages of final solution 1Class discussion on writing on stage 5 2Teacher explain and also demonstrate	

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	n of final solution			P 71 2 HBC Plusone Physical Education and Arts Learners Grade 7page 195 – 199	Ropes Lifebouys	3The learners write the stage 5 Conclusion. Learners write the final solution	
L3	Creative Process &Performance Music Time Signature	Identify types of simple time signatures	Identifying Naming	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Grade 7page 210 – 211	Keyboards Musical instruments Charts Ict tool Choral music	Assumed Knowledge :Learners are aware of musical ladder **Intro** The teacher explain what is time signature and what does the bottom and top number represent 1 Teacher explain using music notes and French time signature 2 Drawing simple signatures and examples of rhythms 3 Learner clap to the time signature 4 individually the learners clap to the given time signature Conclusion;listen to music and give the time signature	

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L4	Creative Process &Performance Music Time Signature	Construct the scale of F major	Scale construction	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Grade 7page 210 – 211	Keyboards Musical instruments Charts Ict tool Choral music	Assumed Knowledge :Learners are aware of musical ladder **Intro** The teacher explain what is time signature and what does the bottom and top number represent 1 Teacher explain using music notes and French time signature 2 The teacher explain the construction of major scales 3 Learner and facilitator construct the F major scale 4 In groups learners construct the F major scale and report back Conclusion;learners master the skills of determining the major scales	
L5&6	Creative Process &Performance Music Time Three part music	Sing three-part songs in harmony	Singing	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical	Keyboards Musical instruments Charts Ict tool Choral music	1 Teacher explain using music notes and French time signature 2 The teacher explain the construction of major scales 3 Learner and facilitator construct the F major scale 4 In groups learners construct the F major scale and report back	

				Education and Arts Learners Grade 7page 214– 215 Exercise 18.3 page 215		Conclusion;learners master the skills of determining the major scales	
L7&8	SCHOOL BASED PROJECT STAGE 6 Presentation of the final solution	Present the final solution artefact or product	Presentation	Book Grade 7 HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 77	Keyboards Musical instruments Charts Ict tool Choral music	1 Teacher explain stage of school based project 2 The teacher explain the requirements of the final products 3 Learner present their final artefact and product 4 In groups learners discuss on final products and help each other to refine Conclusion;learners polish their artefacts	
WK 9 L1	THE CREATIVE PROCESS AND PERFORMANCE Visual arts	Create imaginary compositions on local themes using suitable visual art media	Creating imagining	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical	Models Paints Reeds ICT tools Pencil Charcoal paints	Assumed knowledge: Learners can draw Intro. Treacher explains imaginative compositions to give lesson focus 1.class discuss creating imaginative compositions on local themes using suitable visual art media	

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	Imaginative compositions			Education and Arts Learners Book Grade 7 page 217 – 219		2. Learners practise creating imaginative compositions on local media using suitable visual art media 3. teachers move around assisting and correcting learners 4. individual written work Conc. Oral questions and answer	
L 2 &3	THE CREATIVE PROCESS AND PERFORMANCE VISUAL ARTS Abstract art	-paint abstract artworks indigenous themes using appropriate visual art media	painting	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 219 –	Models Paints Reeds pencil	Assumed knowledge: Learners know how to use crayons Intro. Teacher gives explanation on abstract drawing to give focus on the lesson 1.class discuss abstract art 2. learners practise abstract art 3.teacher moves around assisting and commenting on pupils performance 4. learners practise on bond paper 5. learners with good abstract art will display their work Conc. Teacher gives an overall comment on pupils work.	
L4	THE CREATIVE PROCESS AND	-draw a human figure using conventions of proportions and	drawing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030	Pencils Charcoal Drawing paper	Assumed knowledge: Learners can make a simple drawing Intro. Teacher will explain the human figure drawn giving focus on lesson.	

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	PERFORMANCE VISUAL ARTS Human figure Drawing	suitable visual art media		P 71 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 220 -221 Exercise 19.3 pge 221 -222	Art portfolio Glue Human figure model	The teacher shows learners the human figure model 2. pupils will describe what they see on the human model figure 3. learners will sketch the outline of a human model. 4. learners will use suitable media to draw a human model. 5. with the help of the teacher, learners will select best drawings of human figure and display them. Conc. Learners will clap hand for the best drawings .	
L 5	THE CREATIVE PROCESS AND PERFORMANCE THEATRE BLOCKING Actions positions Blocking	State the blocking of actors in a rehearsal book.	Tolerance appreciation	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 223 -224	Computer Resource person Stage models	Assumed knowledge: Learners have learnt about planned blocking sequence in the previous grade Intro. The teacher gives focus of the lesson by explaining blocking 1.learners sketch the blocking of actors in a rehearsal note book 2. learners record acting directions, movements and actions while the teacher guides them 3. learners analyses the impact of blocking in a performance while the teacher guides them. Conc. Oral review of the lesson	

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				Exercise 20.1 pge 224			
L 6	THE CREATIVE PROCESS AND PERFORMANCE THEATRE Theatre Improvisation on characters and motivation	-use improvisation to discover character and motivation	Tolerance Appreciation	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.3 pge 227	ICT tools Theatre books Stage models	Assumed knowledge: Learners can identify roles during theatre production Intro. The teacher gives focus of the lesson by explaining the use of improvisation on characters and motivation 1.With the teachers help learners will use improvisation to discover character and motivation 2.individual written work improvisation to discover character and motivation Con. Revision of written work.	
L 7	THE CREATIVE PROCESS AND PERFORMANCE THEATRE	-constructs sets suitable for different play setting	Appreciating tolerance	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71	Computer Stage models Internet Theatre book Lights	Assumed knowledge: Learners are able to create environment Intro. The teacher gives the focus of the lesion 1.learners create sets suitable for setting and environment while the teacher guides them 2. learners express ideas through the creation of different sets while the teacher guides them	

	Environmental setting			2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.3 pge 227			
L 8	THE CREATIVE PROCESS AND PERFORMANCE THEATRE Actions , tension and suspense	-create tension and suspense in a performance	Tolerance appreciating	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.4 pge 228 -229	Theatre area Ict tools Stage models Stage sketch plans	Assumed knowledge: Learners are able to create environment for all theatre production Intro. The teacher gives focus of the lesson by explaining tension and suspense 1.learners express ideas through the creation of different characters. 2. learners act situations depicting suspense and tension while the teacher guides them 3. recording performance Con. Oral review of the lesson	

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Wk 10 L1	THE CREATIVE PROCESS AND PERFORMANCE THEATRE Improvised dance movement	-Create improvised sequence dance	Dancing improvisation	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.4 pge 231-233	Ict tools Props Pictures Attire	Assumed knowledge: Learners are able to create own dance sequence Intro. The teacher gives focus of the lesson by explaining and demonstrating 1.learners express ideas through dance pattern 2. learners create different dance patterns 3. recording performance Con. Oral review of the lesson	
L2	THE CREATIVE PROCESS AND PERFORMANCE Thematic dance drama	Choreograph thematic indigenous and contemporary dance styles	Dance pattens	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 71 2 HBC Plusone Physical Education and Arts Learners	Pictures Videos Dance group	Assumed knowledge: Learners are able to create own dance sequence Intro. The teacher gives focus of the lesson by explaining and demonstrating 1.learners express ideas through dance pattern 2. learners create different dance patterns 3. recording performance Con. Oral review of the lesson	

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				Book Grade 7 page 225 -226 Exercise 20.4 pge 231-233			
L3	AETHETIC VALUES AND APPRECIATION Arts aesthetic values and appreciation Artwork analysis	-Describe work of art using the elements and principles of	Anlyising Describing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.4 pge 231-233	ICT tools Culture centres Artifacts Drawing	Assumed knowledge: Learners can produce artwork such as drawing and models Intro. Teacher gives focus of the lesson by explaining the terms artwork analysis 1.Class discuss artwork 2. in groups pupils analyses artworks using elements of art principles 3. groups give feedback and teacher comments and correct 4. individual written work on art analysis Conc. Revision of written work	
L 4&5	AETHETIC VALUES AND APPRECIATION	-analyses the content of artwork to drive meaning	Analyzing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72	ICT tools Culture centres Artifacts Drawing	Assumed knowledge: Learners can produce artwork such as drawing and models Intro. Teacher gives focus of the lesson by explaining the terms artwork analysis 1.Class discuss artwork	

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	Arts aesthetic values and appreciation Artwork analysis			2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.4 pge 231-233		2. in groups pupils analyses artworks using elements of art principles 3. groups give feedback and teacher comments and correct 4. individual written work on art analysis	
L 6	AETHETIC VALUES AND APPRECIATION Arts aesthetic values and appreciation Artwork analysis	analyses the content of artwork to drive meaning	Analyzing	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 225 -226 Exercise 20.4 pge 231-233	ICT tools Culture centres Artifacts Drawing	Assumed knowledge: Learners can produce artwork such as drawing and models Intro. Teacher gives focus of the lesson by explaining the terms artwork analysis 1.Class discuss artwork 2. in groups pupils analyses artworks using elements of art principles 3. groups give feedback and teacher comments and correct 4. individual written work on art analysis	
L7	AETHETIC VALUES AND	Key stages in art analysis	Listing Analyzing Explaining		ICT tools Culture centres	Assumed knowledge: Learners can produce artwork such as drawing and models	

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	APPRECIATION Arts aesthetic values and appreciation Artwork analysis			HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 239 -241 Exercise 22.1 Page 241	Artifacts Drawing	Intro. Teacher gives focus of the lesson by explaining the terms artwork analysis 1.Class discuss artwork 2. in groups pupils analyses artworks using elements of art principles 3. groups give feedback and teacher comments and correct 4. individual written work on art analysis	
L8	AETHETIC VALUES AND APPRECIATION Arts aesthetic values and appreciation	Exhibit artworks showing elements and principles of art	Exhibition	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners	ICT tools Culture centres Artifacts Drawing	Assumed knowledge: Learners can produce artwork such as drawing and models Intro. Teacher gives focus of the lesson by explaining the terms artwork exhibition 1.Class discussion on artwork exhibition 2. in groups pupils state places where artworks can be exhibited 3. In groups learners state the importance of artwork exhibitions 4. individual written work on artwork exhibition	

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	Artwork exhibition			Book Grade 7 page 242 -243 Exercise 22.3 Page 243			
WK 11 L1	PHYSICAL EDUCATION AND ARTS TECHNOLOGY Technology in physical education and arts Ethics in physical education arts mobile games	-identify on line safety and security concerns in physical education and arts	Safety Digital literacy	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 246 -248 Exercise 23.1 Page 248	Ict tools Visual arts software Physical education software	Assumed knowledge: Learners have seen on line games Intro. Teacher gives focus of the lesson by explaining ethics in P.E and arts mobile games 1.in groups pupils will identify on line safety and security concerns in physical education and arts 2. groups give feedback and the teacher expresses their points clearly 3. individual written work Conc. Oral review of the lesson	
L 2	PHYSICAL EDUCATION	-create original music for PE		HBC PE and Arts syllabus GR 3 – 7	ICT tools	Assumed knowledge: Learners know some technology tools	

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	AND ARTS TECHNOLOGY Technology in physical education and arts Music composition and recording	and arts contexts -use music production recording techniques		Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 252 -255	Music composition soft ware PE software	Intro. Teacher gives focus of the lesson by explaining technology in PE and arts 1.Class discuss making original music compositions using relevant software for PE and arts contexts. 2. group work on work cards with the help of the teacher 3.learnesr give feedback Oral review of the lesson	
L 3	PHYSICAL EDUCATION AND ARTS TECHNOLOGY Technology in physical education and arts Analytic technology in PE and Arts	-apply data analytic principles to PE and Arts context		HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 254 -256 Exercise 23.6 Page 256	PE soft ware Music instruments Audio devices	Assumed knowledge: Learners are aware of the technology in PE and arts Intrarectal of the previous lesson on technology in PE and Arts 1.teacher gives focus of the lesson 2.class discuss analytic technology in PE and Arts 3.individual written work on analytic technology in PE and Arts. Conc. Revision of the written exercise	

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L 4&5	PHYSICAL EDUCATION AND ARTS TECHNOLOGY Technology in physical education and arts Instrument playing	-use music production recording technologies		HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 254 -256 Exercise 23.6 Page 256	Audio devices Music instruments Theatre software	Assumed knowledge: Learners can play drums and shakers Intro. Pupils can mention some instruments they know 1.teacher demonstrates playing available instruments 2. learners practise playing available instruments 3. learners paly instruments to a song of choice Conc. Teacher summarizes instrument playing.	
L 6	PHYSICAL EDUCATION AND ARTS TECHNOLOGY Technology in physical education and arts Graphic design	-demonstrate proficiency in graphic design software	Graphic design	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 256 -257	Theatre software Relevant textbooks Pictures	Assumed knowledge: Learners know different examples of software Intro. Teacher gives the focus of the lesson by explaining the word graphics 1.class discuss graphic designing 2. learners will do graphic designing with the help of the teacher Conc. Teacher summarizes the lesson	

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				Exercise 23.5 Page 257			
L 7	PHYSICAL EDUCATION AND ARTS TECHNOLOGY Technology in physical education and arts Graphic design	- demonstrate proficiency in graphic design software	Graphic design	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 72 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 256 -257 Exercise 23.5 Page 257	ICT tools Cultural Songs and dance Ai canvas	Assumed knowledge: Learners know different examples of software Intro. Teacher gives the focus of the lesson by explaining the word graphics 1.class discuss graphic designing 2. learners will do graphic designing with the help of the teacher Conc. Teacher summarizes the lesson	
L 8	**REVISION** HISTORY OF ARTS Music Indigenous and foreign musical	-compare indigenous and foreign musical instruments of southern Africa	Comparing appreciating tolerance	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 69 2 HBC Plusone Physical Education and	Pictures of musical instruments Costumes and props Resource person	Assumed knowledge: Learners have learnt about indigenous and foreign musical instruments in the previous grades Intro. Learners identify indigenous and foreign musical instruments while teacher gives examples 1.teacher explains and demonstrates playing indigenous and foreign musical instruments	

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	instruments in southern Africa			Arts Learners Book Grade 7 page 30 -40		2. in groups learners will compare indigenous and foreign musical instruments of southern Africa 3. groups give feedback on their comparisons Conc. Oral review of the lesson	
WK 12 - 13	**REVISION AND END OF TERM 2 EXAMS** HISTORY OF ARTS MUSIC Musicians health and social issues	-identify musicians who sang songs on health and social issues	Appreciating tolerance	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 69 2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 30 -40	Resource person Charts Music play area Audio songs	Assumed knowledge: Learners have learnt about roles of musicians in previous grades Intro. Teacher gives focus of the lesson by explaining music, health and other social issues while giving examples 1.learners name musicians who sang songs about health and other social issues as the teacher guides them. 2. groupwork compose songs on health and social issues 3. learners sing songs on health and social issues Conc. Oral review of the lesson	
L 1 -2	History of arts Dance Dance ceremonies from	-discuss some dance ceremonies from southern Africa	Appreciating tolerance	HBC PE and Arts syllabus GR 3 – 7 Mpse 2024 - 2030 P 69	Relevant books Music play area chart	Assumed knowledge: Learners are able to identify dance ceremonies in Zimbabwe Intro. Teacher gives focus of the lesson by explaining dance ceremonies 1.learners identify dance ceremonies in Zimbabwe	

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	southern Africa			2 HBC Plusone Physical Education and Arts Learners Book Grade 7 page 30 -40		2.class discus dance ceremonies from southern Africa as the teacher will be guiding 3. teacher shows pupils different video clips of dances from southern Africa 5. learners highlight different features of dances from southern Africa Conclusion. Oral question and answer on dance ceremonies from southern Africa	

MATHEMATICS

GENERAL AIMS

By the end of term 2 the learners should have developed a positive attitude towards Mathematics. Foster problem solving skills in learners. Communicate mathematical information to develop critical thinking and logical reasoning.Develop mathematical concepts and skills for use in entrepreneurship and other facts of life.

TOPICS TO BE COVERED

- **OPERATIONS**
- **MEASURES**

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WK	TOPIC CONTENT	OBJECTIVES	SKILSS	SOM	MEDIA	METHODOLOGY	EVALUATION
WK1 L1	**OPERATION** Addition of whole numbers (less than or equal to 10 000 000 -Add numbers which requires carrying - add with place values	-add whole numbers less than or equal to 10 000 000 - add numbers which requires carrying - add with place values	Adding Addition with carrying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page83 -84	Workcards Abacuses Number line Counters	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates addition with carrying -Learners take turns to add with carrying -Learners identify the place values on given number -In groups learners add numbers with carrying -Learners give feedback while others follow -Learners write individual work -Learners revise written work	
L2	**OPERATION** Addition of whole numbers (less than or equal to 10 000 000 -use the associative and commutative law in adding numbers	-use associative and commutative law in adding whole numbers	Adding Addition with carrying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners	Workcards Abacuses Number line Counters	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates addition with carrying -Learners take turns to add with carrying -Learners identify the place values on given number -In groups learners add numbers with carrying -Learners give feedback while others follow	

				Book Grade 7 page83 -84		-Learners write individual work -Learners revise written work	
L3	**OPERATION** Addition of whole numbers (less than or equal to 10 000 000 -use the associative and commutative law in adding numbers	use associative and commutative law in adding whole numbers	Adding Addition with carrying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page83 -84	Workcards Abacuses Number line Counters	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates addition with carrying -Learners take turns to add with carrying -Learners identify the place values on given number -In groups learners add numbers with carrying -Learners give feedback while others follow -Learners write individual work -Learners revise written work	
L4	**OPERATION** Addition of whole numbers (less than or equal to 10 000 000 -use the associative and commutative law in adding numbers (3+4)=4+3=7	use associative and commutative law in adding whole numbers	Adding Addition with carrying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners	Workcards Abacuses Number line Counters	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates associative and commutative law in adding whole numbers -Learners take turns to add with carrying -Learners identify the place values on given number -In groups learners add numbers with carrying -Learners give feedback while others follow	

				Book Grade 7 page83 -84		-Learners write individual work -Learners revise written work	
L5	**School based project** Stage 4 Possible solution	-Explain ,illustrate three possible solutions to the problem they have identified	Critical thinking Problem solving Researching communication	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 77	Project sample Trs file Note Circular number 9 of 2024	**Ass Knowledge**: Learners care aware of the school based project -The facilitator eplain how the possible solution of the problem identified -Learners take turn to read their possible solutions to the problems -Learners identify the possible solution to their problems - In groups learners add numbers with -carrying -Learners give their support of the selected solution -Learners write individual work stage 4 Conclusion Learners revise written work	
WK 2 L1	**OPERATION** Subtraction of whole numbers (100 0000	-subtract whole numbers within the range 0 -100 000	Subratction Problem solving	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone	Workcards Abacuses Number line Counters Place value chart	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates subtraction -Learners use real life situation in subtraction -Learners find the difference between whole numbers -In groups learners learners subtract the given numbers	

				Learners Book Grade 7 page91-92 Excise 9.1 page 92		-Learners give feedback while others follow **Conclusion** Learners write individual work	
L2	**OPERATION** Subtraction of whole numbers (100 0000	-subtract whole numbers within the range 0 -100 000	Subratction Problem solving	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page91-92 Excise 9.1 page 92	Workcards Abacuses Number line Counters Place value chart	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates subtraction -Learners use real life situation in subtraction -Learners find the difference between whole numbers -In groups learners learners subtract the given numbers -Learners give feedback while others follow **Conclusion** Learners write individual work	
L3	**OPERATION** Subtraction of whole numbers (100 0000) Number stories	Solve life problems involving subtraction	Critical thinking	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	Workcards Abacuses Number line Counters	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates subtraction -Learners use real life situation in subtraction	

				Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page93-994 Execise 9.2 page 94	Place value chart	-Learners find the difference between whole numbers -In groups learners learners subtract the given numbers -Learners give feedback while others follow **Conclusion** Learners write individual work	
L4	**OPERATION** Subtraction of whole numbers (100 0000) Number stories	Solve life problems involving subtraction	Critical thinking	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page93-994 Execise 9.2 page 94	Workcards Abacuses Number line Counters Place value chart	**Ass Knowledge**: Learners can add and subract -The facilitator demonstrates subtraction -Learners use real life situation in subtraction -Learners find the difference between whole numbers -In groups learners learners subtract the given numbers -Learners give feedback while others follow **Conclusion** Learners write individual work	

L5	**School based project** Stage 4 Possible solution	Select and illustrate the possible solution to their problems	Critical thinking Problem solving	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 Learner book revision exercise page 94 -95	Sample projects Trs file	**Ass Knowledge**: Learners care aware of the school based project -The facilitator eplain how the possible solution of the problem identified -Learners take turn to read their possible solutions to the problems -Learners identify the possible solution to their problems - In groups leaerners select the possible solution	
L 6	Revision operation addition and subtraction	**R**evise and consolidate all the concepts learnt	Critical thinking Problem solving	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64	**T**est item Work on the chalkboard	**Ass Knowledge**: Learners have grasped the concept learnt -The facilitator explain how the revision test to be written -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems	
WK 3 L1	**OPERATION** Multiplication of whole numbers	Illustrate multiplication using long and short method	Ilustrating Explaining	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	Workcards Calculators Multiplication tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how multiplication is done using long and short method -Learners take turn to work out problems	

	Multiplication of whole number (whose product is less than 100 000			Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page96-97 Execise 9.2 page 94		-Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L2	**OPERATION** Multiplication of whole numbers Multiplication of whole number (whose product is less than 100 000	Illustrate multiplication using long and short method	Ilustrating Explaining	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page96-97 Execise 9.2 page 94	Workcards Calculators Multiplication tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how multiplication is done using long and short method -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	

L3	**OPERATION** Multiplication of whole numbers Multiplication of whole number (whose product is less than 100 000	**Multiply 3 digit by 3 digit numbers**	**Multplyi ng Solving problem**	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page96-97 Execise 9.2 page 94	Workcards Calculators Multiplicati on tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how multiplication is done using 3 by 3 digit numbers -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L4	**OPERATION** Multiplication of whole numbers Multiplication of whole number (whose product is less than 100 000	**Multiply 2 digit by 3 digit numbers**	**Multiplyi ng**	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners	Workcards Calculators Multiplicati on tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how multiplication is done using 2 by 3 digit numbers -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	

				Book Grade 7 page99-100 Execise 10.210page 101			
L 5	**OPERATION** Multiplication of whole numbers Multiplication of whole number (whose product is less than 100 000	Multiply by 10 ,100 and 1000	**multiplyi ng**	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page99-100 Execise 10.210page 101	Workcards Calculators Multiplicati on tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how multiplication is done using 10 ,100 and 1000 -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L 6	**OPERATION** Multiplication of whole numbers	**Multiply using the doubling and halving stratergy**	**Doubling Multiplyi ng**	Hbc Junior Grde 3-7 Mopse	Workcards Calculators	**Ass Knowledge**: Learners can multiply and divide	

	Multiplication of whole number (whose product is less than 100 000			2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page103-104 Execise 10.4page 103	Multiplicati on tables Counters	-The facilitator explain how multiplication is done using the doubling and halving stratergy -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
WK4 L1	**OPERATION** Division of whole numbers whose dividend is less or equal to 100 000	Divide whole numbers by three - digit numbers - Use short and division method	Dividing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page103-104	Workcards Calculators Multiplicati on tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how to divide whole number by 3 digit number -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	

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				Execise 10.4page 103			
L2	**OPERATION** Division of whole numbers whose dividend is less or equal to 100 000	Divide whole numbers by three - digit numbers Use short and division method		Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page106-108 Execise 11.1page 108	Workcards Calculators Multiplication tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how to divide whole number by 3 digit number -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	

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L3	**OPERATION** Division of whole numbers whose dividend is less or equal to 100 000	Divide numbers with remainders	Dividing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page109-110 Execise 11.2page 110	Workcards Calculators Multiplication tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how to divide whole number which leave a remainder -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L4	**OPERATION** Division of whole numbers whose dividend is less or equal to 100 000 Division stories	Solve division stories	Solving problem Critical thinking	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners	Workcards Calculators Multiplication tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how to solve division story problems -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	

				Book Grade 7 page110-111 Execise 11.3page 111			
L5	**OPERATION** Division of whole numbers whose dividend is less or equal to 100 000 Division stories	**OPERATION** Division of whole numbers whose dividend is less or equal to 100 000 Division stories	Solving problem Critical thinking	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page110-111 Execise 11.3page 111-113	Workcards Calculators Multiplicati on tables Counters	**Ass Knowledge**: Learners can multiply and divide -The facilitator explain how to solve division story problems -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L6	**SCHOOL BASED PROJECT** Stage 5 Presentation of the final selection	-present the final solution in the form of an artefact or product	Critical thinking Problem solving	Hbc Junior Grde 3-7 Mopse 2024b -2030	Sample project	**Ass Knowledge**: Learners care aware of the school based project -The facilitator eplain how the possible solution of the problem identified	

			Communicating Researching	Mathematics Syllabi page 77		-Learners take turn to read their possible solutions to the problems -Learners identify the possible solution to their problems - In groups leaerners select the possible solution	
WK5 L1	**OPERATION** Multiplication of proper fractions and mixed number	-multiply ant two proper fractions with denominators from 2 -10	multiplication	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page114-115 Execise 12.1page 115-116	Number line strips Counters Calculator	**Ass Knowledge**: Learners aren aware of proper fractions and mixed numbers -The facilitator explain how to multiply proper fraction and mixed number -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L2	**OPERATION**	Multiply any two mixed numbers	Critical thinkin	Hbc Junior Grde 3-7	Number line strips	**Ass Knowledge**: Learners aren aware of proper fractions and mixed numbers	

	Multiplication of proper fractions and mixed number	with denominators from 2 -10	Solving Multiplyi ng	Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page114-115 Execise 12.1page 115-116	Counters Calculator	-The facilitator explain how to multiply proper fraction and mixed number -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	
L3	**OPERATION** Multiplication of proper fractions and mixed number	Multiply any two mixed numbers with denominators from 2 -10	Critical thinkin Solving Multiplyi ng	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners	Number line strips Counters Calculator	**Ass Knowledge**: Learners aren aware of proper fractions and mixed numbers -The facilitator explain how to multiply proper fraction and mixed number -Learners take turn to work out problems -Learners identify the challenging questions - In groups learners solve problems -learners report back Conclusion : Individual written work	

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				Book Grade 7 page114-115 Execise 12.1page 115-116			
L4	**OPERATIONS** **Highest Common Factor(HCF)** Factors of numbers Eg.10=1; 2; 5; 10	**Learners should be able to:** -find the HCF of two numbers (where the HCF is less than 20)	Identifyi ng listing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page120-122 Execise 13.3page 121	Chart on HCF task cards tables	**Ass Knowledge**: Learners can devide and multiply -The facilitator demonstrates factors of numbers -Learners take turns to describe factor -Learners identify factors of numbers -In groups learners list factors of numbers -Learners give feedback while others follow -Learners write individual work -Learners revise written work	
L5	Common Factors of two numbers e.g. 4=1; 2; 4 8=1; 2; 4; 8 CF= 1;2;4	- find the HCF of two numbers (where the HCF is less than 20)	Identifyi ng listing writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	Task cards chart on HCF	**Assumed Knowled** demonstrates on common factors - In pairs learners workout sums -Learners give feedback while others follow	

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				Syllabi page 64 2 HBC Plusone Learners Book Grade 7 page120-122 Execise 13.3page 121		-Learners write individual work with supervision of facilitator -Revising the written work	
L6	Highest Common Factors of 2 numbers e.g. . 4=1; 2; 4 8=1; 2; 4; 8 CF= 1;2;4 HCF =4	- find the HCF of two numbers (where the HCF is less than 20)	Listing identifyi ng	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 65 2 HBC Plusone Learners Book Grade 7 page120-122 Execise 13.3page 121	Task cards charts on HCF	**Ass Knowledge**: Learners know factors of numbers -Recap of previous lesson -Facilitator explains and demonstrates on highest common factors -Learners take turns to workout sums -Group work on the HCF of numbers -Learners give feedback while others follow -Learners write individual work with supervision of facilitator	

WK 6 **L1**	Lowest Common Multiple of two numbers E,g, 4= 4;8;12;16;20 8= 8; 16; 24; 32 CM =8 ;16 LCM= 8	-calculate LCM of two numbers (where the LCM is less than 100)	Listing identifyi ng	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 65 2 HBC Plusone Learners Book Grade 7 page124-126 Execise 13.3page 126 Exercise 13.5 pg126 -129	Task cards charts with times table	**Ass Knowledge**: Learners know multiples -Class discussion on multiples of numbers -Learners take turns to list multiples -Facilitator explains and demonstrates on common multiples -In groups learners work on common multiples of numbers -Learners give feedback - Learners write individual work with supervision of facilitator	
L2	**OPERATIONS** **PROPER FRACTIONS** Addition of proper fractions with same denominators e.g. $\frac{1}{8}+\frac{3}{8}$	-add proper fractions with the same denominators	Discussin g writing identifyi ng	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 67 2 HBC Plusone	Oranges charts task cards	**Ass Knowledge**: Learners can add -Learners perform mental work on addition -Class discussion on the fractions -Facilitator explains and demonstrates on addition -Learners take turns to work out sums -Group work on task cards sums -Learners give feedback while others follow -Learners write individual work	

				Learners Book Grade 7 page130-132 Execise 14.1page 133		-Learners revise the written work	
L3	Addition of proper fractions with different denominators e.g. $\frac{1}{4}+\frac{1}{2}$	- add proper fractions with the different denominators	Discussing writing identifying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 67 2 HBC Plusone Learners Book Grade 7 page133-134 Execise 14.2page 134-136	Oranges charts on fractions task cards	**Ass Knowledge**: Learners can add -Recap of previous lesson -Facilitator explains and demonstrates while the learners follow -Learners take turns to workout sums -Group work on task cards sums -Learners give feedback while others follow - Learners write individual work while the facilitator supervises -Learners revise the written work	
L4	Subtraction of proper fractions with the same denominators	- subtract proper fractions with the same	Subtracting writing	Hbc Junior Grde 3-7 Mopse	Oranges charts on subtraction	**Ass Knowledge**: Learners can subtract -Learners perform mental work on subtraction	

	e.g. $\frac{4}{8} - \frac{1}{8}$	denominators of 2 to 10 and multiples up to 50		2024b -2030 Mathematics Syllabi page 67 2 HBC Plusone Learners Book Grade 7 page137-138 Execise 15.1page 138	of fractions task cards	-Facilitator explains and demonstrates while learners follow -Learners take turns to work sums on the chalkboard -In pairs learners answer the questions on task cards - Learners give feedback while others follow -Learners write individual work with the help of the facilitator	
L5	Subtraction of proper fractions with different denominators e.g. $\frac{3}{8} - \frac{1}{4}$	- subtract proper fractions with the different denominators of 2 to 10 and multiples up to 50	Subtracting writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 67 2 HBC Plusone Learners Book Grade 7 page139-140 Execise 15.2page 140	Oranges task cards	**Ass Knowledge**: Learners can subtract -Recap of previous lesson -Facilitator explains and demonstrates on different denominators -Learners take turns to work out on the chalkboard while others follow -In pairs learners work on task cards with facilitator's supervision -Learners give feedback - Learners write individual work	

L6	Revision of covered work	-add proper fractions with the same denominators -subtract proper fractions with the same denominators	writing	Junior Mathematics Syllabus 2024-2030 page 67 Learners book page 142 -144	Charts on fractionstask cards	**Ass Knowledge**: Learners can recall taught concepts -Learners write individual work while the facilitator supervises -Learners revise the written work with the help of the facilitator -facilitator comments on weaknesses and strengths - Facilitator records marks	
WK7 **L1**	**OPERATIONS** Addition of decimals without carrying e.g. 7,22 +1,11 7,33	-add decimals up to three decimal places	Adding arranging	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 67 2 HBC Plusone Learners Book Grade 7 page145-146 Execise 16.2page 146	Task cards charts on addition of decimals	**Ass Knowledge**: Learners know decimals -Class discussion on decimal numbers -Facilitator explains and demonstrates on arranging decimals numbers -Learners take turns to arrange numbers on the board while others follow -In groups learners work out sums on the task cards while the facilitator follows and helps -Feedback while others follow - Learners write individual work with the help of the facilitator -Learners revise the written work	

L2	Addition of decimals with carrying e.g. 3,947 +1,878 5,825	- add decimals up to three decimal places	Adding writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page146-148 Execise 16.1page 147	Charts on addition of decimals work cards	**Ass Knowledge**: Learners can add numbers -Recap of previous lesson on arranging fractions -Facilitator explains and demonstrates on addition with carrying -Learners take turns to work sums on the chalkboard -In pairs learners work out task cards sums -Learners give feedback while others follow -Learners write individual work	
L3	Subtraction of decimals without equal addition e.g. 2.94 -1,22 1,77	-subtract decimals up to three decimal places	Writing discussing subtracting	Junior Mathematics Syllabus 2024-2030 page 57	Charts on subtraction of decimals work cards	**Ass Knowledge**: Learners can subtract numbers -Class discussion on arranging decimal numbers -Facilitator illustrates the subtraction of decimals -Learners take turns to work out sums -In groups learners work out sums on the work cards and facilitator supervises -Learners give feedback while others follow	

						- Learners write individual work while the facilitator supervises	
L4	Subtraction of decimals with equal addition e.g. 4,24 -2,98 1,26	- subtract decimals up to three decimal places	Writing discussing subtracting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page146-148 Execise 16.1page 147	Charts on subtraction of decimals work cards	**Ass Knowledge**: Learners can subtract numbers -Recap of previous lesson -Facilitator explains and demonstrates equal addition while learners follow -Learners take turns to work out sums -In pairs learners work out sums -Learners give feedback while others follow - Learners write individual work -Revising written work	
L5	Subtraction of decimals from whole numbers e.g. 7,00 -5,27 1,73	- subtract decimals up to three decimal places	Writing discussing subtracting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone	Charts on subtraction of decimals task cards	**Ass Knowledge**: Learners can subtract numbers -Facilitator explains how to arrange whole numbers with decimals -Learners take turns to arrange whole numbers with decimals -In groups learners workout sums while facilitator supervises and helps - Learners give feedback while others follow	

				Learners Book Grade 7 page149-151 Execise 17.1page 151		- Learners write individual work	
L6	OPERATIONS Multiplication of proper fractions by whole numbers e.g. $\frac{1}{2}$ x 8	-multiply proper fractions by up to 4-digit whole numbers	Writing discussing multiplying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page155-156 Execise 18.1page 151	Charts on fractions task cards	**Ass Knowledge**: Learners know fractions -Learners perform mental work on multiplication -facilitator illustrates multiplication of fractions and whole numbers -Learners take turns to work out sums on the board -group work on the sums on task cards -Learners give feedback - Learners write individual work	
WK 8 L1	Multiplication of whole numbers by fractions e.g. 24 x $\frac{3}{4}$	- multiply proper fractions by up to 4-digit whole numbers	discussing multiplying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	Charts on fractionstask cards	**Ass Knowledge**: Learners can multiply fractions -Recap of previous lesson -Facilitator explains and demonstrates -Learners take turns to workout sums on the chalkboard	

				Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page149-151 Execise 17.1page 151		-In pairs pupils workout the task cards sums with the facilitator's help -Learners give feedback while others follow -Learners write individual work -Learners revise the written work	
L2	Multiplication of proper fractions by proper fractions e.g. $\frac{1}{4}$ x $\frac{3}{5}$ or $\frac{1}{8}$ x $\frac{1}{2}$	-conduct multiplication of proper fraction by proper fraction	discussing multiplying	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page149-151 Execise 17.1page 151	Charts on fractionstask cards	**Ass Knowledge**: Learners can multiply fractions -Recap of previous lesson -Facilitator explains and demonstrates -In groups learners workout the sums while the facilitator supervises -Learners give feedback -Learners write individual work with the help of the facilitator - Learners revise written work	

L3	Number stories on multiplication of fractions e.g. There are 48 learners in class $\frac{3}{4}$ of the class are boys. How many boys are in the class?	- multiply proper fractions by up to 4-digit whole numbers	discussing multiplying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page149-151 Execise 17.1page 151	Charts on fractionstask cards	**Ass Knowledge**: Learners can multiply fractions -Learners take turns to read the number stories -Class discussion on the stories -In groups the learners workout the sums on task cards -Learners give feedback while others following - Learners write individual work - Learners revise written work with the help of the facilitator	
L4	Revision of covered work	- multiply proper fractions by up to 4-digit whole numbers	discussing multiplying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners	Charts on fractionstask cards	**Ass Knowledge**: Learners can recall taught concepts -Learners write individual work while the facilitator supervises -Learners revise the written work with the help of the facilitator -Facilitator gives comments on weaknesses and strengths -Facilitator records the marks in the record books	

				Book Grade 7 page149-151 Execise 17.1page 151			
L5	**OPERATIONS** **Multiplication of decimals** Multiplication of decimals by whole numbers e.g. 0,2 x 5	- multiply decimals by decimals numbers up to 2 decimal places	discussing multiplying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page155-156 Execise 18.1page 156	Multiplication tables charts Task cards	**Ass Knowledge**: Learners can work out operations on numbers -Mental work on multiplication -Facilitator demonstrates and explains while the learners follow -Learners take turns to workout sums on the board as others follow -In pair learners workout sums on task cards -feedback while others follow -Learners write individual work while the facilitator supervises and helps - Learners write individual work -Learners revise the written work	
L6	**Multiplication of decimals by decimals** e.g. 0,2 x0,4	- multiply decimals by decimals numbers up to 2 decimal places	discussing multiplying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68	Multiplication tables charts Task cards	**Ass Knowledge**: Learners can work out operations on numbers -Facilitator demonstrates and explains while learners follow -Learners take turns to work sums on task cards -Group work on task cards sums	

				2 HBC Plusone Learners Book Grade 7 page155-156 Execise 18.3page 157		-Learners give feedback while others follow - Learners write individual work - Learners revise the written work	
WK 9	**Division of decimals by whole numbers** e.g. 3.2÷ 4	-divide decimal numbers by numbers up to 2 decimal places	Dividing writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page160-161 Execise 19.1page 161	Multiplication tables charts Task cards	**Ass Knowledge**: Learners can work out operations on numbers -Learners perform mental work on division -Facilitator explains and demonstrates -Learners take turns to workout sums -In pairs learners workout sums with help from the facilitator -Learners give feedback - Learners write individual work	
L4	**Division of decimals by decimal numbers** e.g. 0,04 0,02	- divide decimal numbers by numbers up to 2 decimal places	Dividing writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030	Multiplication tables charts Task cards	**Ass Knowledge**: Learners can work out operations on numbers - Facilitator demonstrates and explains while learners follow	

				Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page155-156 Execise 18.1page 156		- Learners take turns to workout sums while others follow - In pairs learners workout sums with help from the facilitator - Learners give feedback while others follow - Learners write individual work - Learners revise the written work	
L5	**Division of whole numbers by decimals** e.g. 96 0,03	- divide decimal numbers by numbers up to 2 decimal places	Dividing writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page156-165	Multiplication tables charts Task cards	**Ass Knowledge**: Learners can work out operations on numbers -Recap of previous lesson - Facilitator demonstrates and explains - Learners take turns to workout sums while others follow -In groups learners workout task cards with the help of the facilitator - Learners write individual work with supervision of the facilitator - Learners revise the written work with the help of the facilitator	
L6	**OPERATION Combined Operations**	-work out mathematical	Writing discussin	Hbc Junior Grde 3-7	Task cards charts	**Ass Knowledge**: Learners can work out operations on numbers	

	Addition and Subtraction e.g. 2+4-3	problems involving 2 operations	g adding subtracting	Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page166-167 Exercise 20.1 page 169		-Class discussion on the four operations -Facilitator explains and demonstrates the order of precedence on operations -Learner take turns to workout sums -In groups learners workout sums with the supervision of the facilitator -Learners give feedback while others follow -Learners write individual exercise -Learners revise the written work	
WK 10	**Multiplication and Division** e.g. 6x 5÷10	- work out mathematical problems involving 2 operations	Multiplying dividing writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page166-167	Multiplication tables task cards charts	**Ass Knowledge**: Learners can work out operations on numbers - Class discussion on the order of precedence -Facilitator explains and demonstrates while the learners follow -Learners take turns to workout sums -In groups learners workout sums on task cards with the help of the facilitator -Learners give feedback of group work - Learners write individual work -Learners revise the written work	

				Exercise 20.1 page 169			
L1	**Addition or Subtraction combined with multiplication** e.g. 5+3x6	-work out mathematical problems involving 2 operations	Discussing writing adding	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone Learners Book Grade 7 page166-167 Exercise 20.1 page 169	Multiplication tables task cards charts	**Ass Knowledge**: Learners can work out operations on numbers -Recap of previous lesson -Facilitator explains the order of precedence - Learners take turns to workout sums - In pairs learners workout sums on task cards with the help of the facilitator - Learners give feedback -Learners write individual work with the help of the facilitator -Learner revise the written work with the facilitator's help	
L2	**Addition or Subtraction combined with division** e.g. 5+15÷3	-work out mathematical problems involving 2 operations	Adding writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 68 2 HBC Plusone	Multiplication tables task cards charts	**Ass Knowledge**: Learners can work out operations on numbers - Recap of previous lesson -Class discussion on the order of precedence -Facilitator explains and demonstrates while the learners follow - In groups learners workout sums with the supervision of the facilitator	

				Learners Book Grade 7 page166-167 Exercise 20.1 page 169 Examination 2 page 172 - 174		- Learners give feedback -Learners write individual work with the help of the facilitator -Learner revise the written	
L3	**MEASURES** **Money** **Adding notes and coins up to $200** e.g. Two $2 notes, five $1 notes and three 20c coins $4,00+$5,00+$0,60=$9,60	-work out change	Counting writing reading	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page177-178 Exercise 21.1 page 178	Multiplication tables task cards charts dollars	**Ass Knowledge**: Learners can tell amounts of money -Learners describe coins and notes -Learners identify notes and coins -Facilitator explains and demonstrates while learners follow -In groups learners workout the value of notes and coins - Learners give feedback -Learners write individual work with supervision of the facilitator -Learners revise written work	
L4	**MEASURES** **Money**	-work out change	Converting	Hbc Junior Grde 3-7	Multiplication tables	**Ass Knowledge**: Learners can tell amounts of money	

	Conversions		reading writing	Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page180-181 Exercise 21.1 page 180	task cards charts dollars coins	-Class discussion on the cents in a dollar -facilitator explains and demonstrates while learners follow -Learners take turns to workout sums on the board -In pairs learners workout sums on task cards with the help of the facilitator -Learner give feedback while others follow - Learners write individual work - Learners revise written work	
L5	**Calculate change** e.g Amount paid =$20,00 Value of goods= $10,40 Change= $9,60	-work out change -prepare invoices correctly	Discussing writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page180-181	tables task cards charts on calculating change	**Ass Knowledge**: Learners can do operation sums -Class discussion on change - Facilitator explains and demonstrates while learners follow -Learners take turns to workout change -Group work on the sums on task cards -Feedback and individual work -Learners revise the written work	

				Exercise 21.1 page 180			
L6	**Calculate profit** e.g. Selling price $16,00 Buying price= $14,00 $ 2,00	-calculate profit or loss	Writing subtracting discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page182-183 Exercise 21.3page 182	tables task cards charts on calculating profit	**Ass Knowledge**: Learners can do operation sums -Class discussion on profit -Facilitator explains and demonstrates while learners follow - Learners take turns to workout sums - In pairs learners workout sums on task cards with the help of the facilitator - Learner give feedback while others follow - Learners write individual work - Learners revise written work	
WK 11 L1	**Calculating loss** e.g. Buying price= $20,00 Selling Price= $14,00 Loss = $ 6,00	-calculate profit or loss	Subtracting discussing writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone	tables task cards charts on calculating loss	**Ass Knowledge**: Learners can do operation sums - Class discussion on loss -Identifying the situation that gives learners loss in business - Facilitator explains and demonstrates on calculating loss - In pairs learners workout sums on task cards	

				Learners Book Grade 7 page182-190 Exercise 21.3page 182		- Learner give feedback - Learners write individual work - Learners revise written work	
L2	**MEASURES** **TIME** **Time Units** **Converting minutes to hours** e.g. 30 minutes = $\frac{30}{60}$ $=\frac{1}{2}$	-convert time	Discussing writing converting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page191-193 Exercise 22.1page 193	tables task cards charts on time conversion	**Ass Knowledge**: Learners can tell time -Class discussion on the units of time - Facilitator explains and demonstrates while learners follow - Learners take turns to workout work on the chalkboard - In groups learners workout sums on task cards while the facilitator supervises - Learner give feedback with the help of the facilitator - Learners write individual work with the help of the facilitator	
L3	**12 Hour Notation** **Read and write time in 12 hour notation** e.g. 10 mins past 12p.m=12.10p.m	-write time in 12 hour and 24 hour notation	Discussing writing converting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	tables task cards charts on time	**Ass Knowledge**: Learners can tell time in 12 hours - Class discussion on time in 12 hour notation -Learners take turns to read the time	

				Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page193-195 Exercise 22.2page 195		- Facilitator explains and demonstrates while learners follow -Learners take turns to write time in 12 hour notation -In pairs learners write task cards sums -Learners give feedback while others follow -Learners write individual work	
L4	**24 Hour Notation Convert 12 hour to 24 hour notation**	- write time in 12 hour and 24 hour notation	Writing discussing converting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page193-195 Exercise 22.2page 195	tables task cards charts on SI notation	**Ass Knowledge**: Learners can tell time 12 hours -Recap of previous lesson -Facilitator explains and demonstrates on conversion - Learners take turns to convert time on the board -Group work on task card work - Learners give feedback while others follow - Learners write individual work -Learners revise the written work	

L5	**Time taken** **Calculate time taken** e.g. 6.00am to 10.00am = 10.00am -6.00 am 4.00 hrs	-calculate time taken	Writing discussing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners Book Grade 7 page193-195 Exercise 22.2page 195	Task cards	**Ass Knowledge**: Learners can tell time -Class discussion on time taken - Facilitator explains and demonstrates while learners follow -In groups learners workout sums on task cards -Learners give feedback on the work - Learners write individual work -Learners revise the written work	
L6	**Standard International Notation** **Write dates in S.I. Notation** e.g. 14 October 2016 =2016-10-14	-express date in SI notation	Discussing writing describing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 69 2 HBC Plusone Learners	Calendar task cards	**Ass Knowledge**: Learners can tell time - Class discussion on the Standard International Notation -Learners give their dates of births -Facilitator helps learners write their dates of births - Group work on writing task cards work -Learners give feedback - Learners write individual work with facilitator's help	

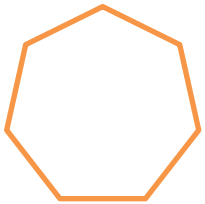
				Book Grade 7 page197-198 Exercise 22.2page 199-200			
L7	**MEASURES** **MASS** **Converting gramms to kilograms** e.g. 500g = 500kg / 1000 =0,5kg	-convert grammes to killogrammes and vice versa	Discussing writing converting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page201-203 Exercise 23.1page 202	Tins of food Task cards	**Ass Knowledge**: Learners can convert measures -Class discussion on naming the items that are measured in mass -Facilitator explains and demonstrates while learners follow -Learners take turns to workout work on the board -In pairs the learners workout task cards work -Learners give feedback and other learners follow - Learners write individual work -Learners revise the written work	
WK1 1 **L1**	**Converting kilograms to grams** e.g. 2kg= 2x1000g =2000g	- convert grammes to killogrammes and vice versa	Discussing writing converting	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	Task cards charts on mass	**Ass Knowledge**: Learners can convert measures -Recap of previous lesson -Facilitator explains and demonstrates while learners follow -Learners take turns to workout sums	

				Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page203-204 Exercise 23.6page 205		-In groups learners workout sums on task cards - Learners give feedback and other learners follow - Learners write individual work with facilitator supervision	
L2	**Gross Mass** **Calculating gross mass** e.g. net mass= 2kg tare mass = +1kg gross mass= 3kg	-calculate gross, net and tare mass	Discussing writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page205 Exercise 23.7page 206	Task cards charts on mass	**Ass Knowledge**: Learners can calculate mass -Learners describe gross mass -Class discussion on gross mass -Facilitator explains and demonstrates while learners follow -Learners take turns to workout sums - In pairs the learners calculate gross mass - Learners give feedback - Learners write individual work with facilitator supervision - Learners revise the written work	

L3	**Net Mass** **Calculate net mass** e.g. gross mass=10kg tare mass = -1kg net mass = 9kg	- calculate gross, net and tare mass	Discussing writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page205 Exercise 23.7page 206	Task cards charts on mass	**Ass Knowledge**: Learners can calculate mass - Learners describe net mass -Facilitator illustrates examples using tins of beans -Learners take turns to workout task sums - In pairs the learners workout the task cards sums - Learners give feedback - Learners write individual work - Learners revise the written work	
L4	**Tare mass** **Calculating tare mass** e.g. gross mass=10kg net mass = -9kg tare mass = 1kg	-calculate gross, net and tare mass	Discussing writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners	Tins of food tables	**Ass Knowledge**: Learners can calculate mass -Class discussion on tare mass -Facilitator explains and demonstrates -Learners take turns to workout examples on the board - In groups the learners workout the task cards sums - Learners give feedback while others follow - Learners write individual work - Learners revise the written work	

				Book Grade 7 page205 Exercise 23.7page 206 - 207			
L5	**MEASURES** **LENGTH** **Non-standard units of length** e.g. span pace	-estimate length using non-standard units -record their findings	Recording identifying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page205 Exercise 23.7page 206	Charts tables	**Ass Knowledge**: Learners can measure lengths - Class discussion on non-standard units -Learners show non-standard units -In groups learners measure objects using non-standard units - Learners give feedback of group work - Learners write individual work with the supervision of the facilitator - Learners revise the written work	
L6	**MEASURES** **LENGTH** **Standard units of length** e.g. mm m km	-measure lengths using standard measures	Recording identifying writing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics	Charts tables	**Ass Knowledge**: Learners can measure lengths -Learners identify the standard units -Facilitator explains and demonstrates - In groups learners measure objects and record	

				Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page205 Exercise 23.7page 206		- Learners give feedback - Learners write individual work - Learners revise the written work	
WK1 2 L1	**Perimeter of square and rectangle** e.g. 8m 2m 8m+8m+2m+2m=20m	-perform operations involving length	Naming writing describing drawing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page205 Exercise 23.7page 206	Task cards shapes on chart	**Ass Knowledge**: Learners can add numbers -Learners describe the perimeter - Facilitator explains and demonstrates - Learners take turns to workout sums on the board - In groups learners calculate the perimeter of shapes - Learners give feedback -Learners draw and workout perimeter	

L2	**Calculating Perimeter of polygons up to 10 sides** e.g. 	- perform operations involving length	Naming writing describing	Hbc Junior Grde 3-7 Mopse 2024b -2030 Mathematics Syllabi page 70 2 HBC Plusone Learners Book Grade 7 page205 Exercise 23.7page 206	Task cards shapes on chart	**Ass Knowledge**: Learners can add lengths -Class discussion on polygons -Learners name polygons -Facilitator explains on perimeter of polygons - In groups learners help one another to workout perimeter of polygons -Learners give feedback - Learners write individual work with help of the facilitator - Learners revise the written work -Facilitator makes comments	
	Revision of the covered work in weeks 1-3 **Operations** **HCF** **LCM** **Addition of fractions** **Subtraction of fractions**	-revise covered work	Writing Revising Critical thinking	Junior Mathematics Syllabus 2024-2030 P64-71 Hbc plus one learners Grade 7book page 177 - 255	Charts on operations Past exam question papers	**Ass Knowledge**: Learners can recall learnt concepts - Learners revise the covered work in week 1-3 with help of the facilitator - Learners write individual work -Facilitator makes comments on strengths and weaknesses	

	Revision of the covered work in weeks 4-6 **Lengths** **Mass** **Money** **Lenghs** **2D &3D shape** **Rate** **Area** **Volume and capacity** **Angles ,direction amd direction**	-revise covered work in the stated weeks	Writing discussing	Junior Mathematics Syllabus 2024-2030 P64 -71 Hbc plus one learners Grade 7book page 177 - 255		**Ass Knowledge**: Learners can recall learnt concepts - Learners revise the work covered during wek 4-6 -Learners write individual work with facilitator's supervision - Facilitator makes comments	
	Revision of the covered work in weeks **Time** **Mass** **Money**	-revise covered work in the stated weeks	Writing discussing	Junior Mathematics Syllabus 2024-2030 p60-62	Charts on measures	**Ass Knowledge**: Learners can recall learnt concepts - Learners write individual work with facilitator's supervision - Learners revise the written work - Facilitator makes comments	

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KOTORO YECHIPIRI

ZVINANGWA

Pakupera kwekotoro vana vanofanirwa kunge vava neunyanzvi uye utesve muzviga zvemutauro zvinoti kuverenga, kutaura,kuterera nekunyora uyevo kuva nexzvinoonekwa ,kubatika pamwe nekukwanisa kuita Mabasa emaoko ,kukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana .Kuti vadzidzi vakwanise kushandisa michinew (ICT Technology) Kuti vana vaone kukosha kwemutauro yedu yemuno vagoufarira kugara vacchiverenga pachavo kuitira tsika neunhu hwavo .Kutaura ngano dzepasichigare ,kuita hurukuro nenhetembo ,pamwe nenziyo kana zvimwevo zviniota vazive tsika nemagariro echishona

MISORO

1 Kutaura
2 kuverenga
3Kunyora
4 kuverenga

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VHIKI	MUSORO NE MUSORONYANA	ZVINANGWA	DURA	ZVOMBO	ZVIITWA	OGNORORO
1 L 1	**Hurukuro** Zviera era munzvimbo	-kudoma nzvimbo dzinoera uye kutsangaura mitemo inotevedzerwa panzvimbo idzi kuti vanhu vasapinde mumatambudziko	Bumbiro Gwaro 3-7 Peji 95 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 95	-Makadhi ebasa -Mifananidzo Bhmbiri -midziyo yanhasi	Zvinozivikwanwa vanogona kurava zviri pamakadhi -vadzidzi vanodoama nzvimbo dzinoera -vana vanon -vadzidzi vanopa basa ravaita varimumapoka avo -vana vanonyora basa mumabhuku avo mumwe nemumwe sedungamunhu	
Chidzidzo 2	**MAUMBIRWO EMUTAURO** Mapoka emazwi -kushandisa zviito muzvirevo sekuti: ***Nyora*** basa rako zvakanaka. Enda ***unobata*** mwana	-kushandisa zviito muzvirevo zvakasiyana-siyana -kunyurutra zviito kubava muzvirevo zvakanyorwa	Bumbiro Gwaro 3-7 Peji 89 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 81	-makadhi ebasa Mifananidzo Bhambiri zvitaitai	-vana vanodoma zviito zvakasiyana-siyana. - vana vanoteerera mudzidzisi achitsanangura chidzidzo pamusoro pekushandisa zviito muzvirevo -Vana vanoptaura zvirevo zvavo vachishandisa zviito vamwe vose vakateerera -Vana vana vanotaura zvavadzidza muchidzidzo	

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Chidzidzo 3 & 4	Nzwisiso ne pfupiso Nzwisiso ye Nyaya 2 Tabhita muka	-kuverenga ndima yakapiwa nemutauro wakanaka. -kududzira pfungwa dziri mundima -kuppindura mibvunzo yenzwisiso.	Bumbiro Gwaro 3-7 Peji 82 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 88	Bhambiri Zvitaitai Tafura Makadi ebasa	-kuverenga nekutsanangura mazwi angangova matsva kubva mundima -kuverenga ndima vana vachitevedzana -vana vanopindura mibvunzo yenzwisiso sedungamunhu	
Chidzidzo 5	Mashandisirwo emutauro zvirungamutauro Tsumo Kududzira tsumo	-Kupa Tsumo dzakasiyana-siyana -kupa dudziro yetsumo dzavadoma	Bumbiro Gwaro 3-7 Peji 85 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 84	Zitaitai Makadhi ebasa Bhambiri Mifananidzo	-Vana vanotaura zvirungamutauro zvavanoziva -kudoma tsumo dzakasiyana-siyana -Vana vanopa dudziro yetsumo dzavadoma varimumapoka mushure mekunge mudzidzisi atsanangura Vana vanotaura zvavaita mumapoka vonyora basa mumabhuku avo sedungamunhu.	
Chidzidzo 6&7	RONDEDZERO Rondedzero	-Kutsanangurea pamusoro pezvinodiwa	Bumbiro Gwaro 3-7 Peji 91	-Mabhuku ane Nyaya - Zvitaitai	-vana vanotaura zvinotarisirwa pakunyora rondedzero yakanaka	

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	Tsamab yeushamwari	kunyora rondedzero yeushamwari kana ukama	2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 79	-makadhi ebasa -bhambiri	-vana vanotsangura musoro werondedzero yakapiwa varimumapoka vozonyora sedungamunhu mumabhuku avo	
Chidzidzo 8	**Tsika nemagariro** nhaka Zvieraera (Taboos)	-Kudoma zviera-era zvemunyika yedu -Kutanagura zviera-era (Taboo)	Bumbiro Gwaro 3-7 Peji 95 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 84	-nziyo -zvipfeko zvechinyakare -pepenhau zvitaitai	-vana vanodoma tsika dzavanoziva dzechivanhu -Vana vanodoma zviera-era zvemunyika medu -vadzidzi vanotsanangura zviera-era varimumapoka vozonyora basa mumwe nemumwe	
2 **Lesson 1**	**Maumbirwo emutauro** Sungawirirano -Sungawirirano yamazwi	-Kudoma mazwi esungawirirano -kunyora zvirevo zvine sungawirirano	Bumbiro Gwaro 3-7 Peji 89 2 Rodza	-makadhi ebasa -pepanhau -zvitaitai	-Vana vanombodoma tsika dzavakabata muchidzidzo chapfuura -vadzidzi vanodoma mazwi esungawirirano vachibatsirwa nemudzidzisi	

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	Sekuti; Tawanda akaenda ***na*** Tadiwa. Ndine nzara ***asi*** handina chekudya		HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 82		-vana vanonyora zvirevo zvinesungawirirano mumapoka avo vozonyora mumabhuku avo sedungamunhu.	
Chidzidzo 2	Sungawirirano yemazwi	-Kushandisa sungawirirano yemazwi muzvirevo zvakanaka.	2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 84	Makadhi ebasa -zvitaitai -basa pachidziro	Vana vanodoma sungawirirano yemazwi -Vana vanonyora zvirevo vachishandisa sungawirirano yavadoma	
Chidzidzo 3 & 4	NZWISISO Pfupiso yenyaya	-Kuverenga ndima yakapiwa zvakanaka -Kunyurura pfungwa huru mundima yavaverenga nemazwi anosvikamakumi matatu nemashanu	Bumbiro Gwaro 3-7 Peji 83 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro	Mepu -bhambiri -tafura -girafu	-Vana vanoverenga ndima yakapiwa vachipanana mikana -Vana vanotsvaka nekununyurura pfungwa huru kubva mundima yavaverenga varimumapoka -Vana vanotaura zvavaita varimumapoka mushure mekutsanangurirwa nemudzidzisi manyorerwo epfupiso -Vadzidzi vanonyora pfupiso yendima mumabhuku avo	

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		-	rechinomwe page 84			
Chidzidzo 5	**MASHANDISIRWO EMUTAURO Zvirungamutauro** -Nyaudzosingwi Kudoma nyaudzosingwi -kutsanangura nyaudzosingwi	-Kudoma nyaudzosingwi dzinoshandiswapamutauro zvakakodzera -kutsanangura nyaudzosingwi dzavadoma	Bumbiro Gwaro 3-7 Peji 85 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 85	-pepanhau -zvitai tai -makadhi ebasa -basa pachidziro	-Vadzidzi vanodoma nyaudzosingwi dzavanoziva -Vana varimumapoka madiki vanotsanangura nyaudzosingwi dzavadoma. -vana vanopihwa basa rekunyora mumabhuku avo mushure mekupa zvavaita varimumapoka avo -Mudzidzisi anoverenga basa revana voita dzokororo	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
Chidzidzo 6&7	RONDEDZERO Rondedzero Yemhan,arwa	-Kudoma mhando dzerondedzero dzakasiyana-siyana -kutsanangura manyorerwo erondedzero ine musoro wakapiwa	Bumbiro Gwaro 3-7 Peji 91 2 Rodza HBC Pfungwa Chishona	Mabhuku Zvitaitai Makadhi ebasa -basa pachidziro	-Vana vanodoma mhando dzerondedzero dzakasiyana-siyana -Vadzidzi vanotsanangura manyorerwo erondedzero varimumapoka avo -Vana vanonyora rondedzero yeonogororo ine musoro wakapiwa	

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		-kunyora rondedzero yeongororo nemutauro wakanakamumazwi aripakati pe 80-120 -	Bhuku revana Gwaro rechinomwe page 86			
Chidzidzo 8	DZOKORORO	-kupindura mibvunzo yedzokororo inosvika gumi nemiviri nemazvo -kupedza kupindura mibvunzo yakapiwa nenguva yakatarwa -kugona mibvunzo yenzwisiso	Bumbiro Gwaro 3-7 Peji 81-2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 81	-makadhi ebasa -zvtaitai Bhambiri --basa pachidziro	-vadzidzi vanotaura zvavakabata mumasvondo maviri apfuura -vana vanopindura mibvunzo yedzokororo mumabhuku avo mumwe nemumwe	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**

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1 Chidzidzo 1	**MAUMBIRWO EMUTAURO** Sungawirirano -zvirevo zvine sungawirirano	-Kudoma mazwi esungawirirano -kupedzisa zvirevo vachishandisa sngawirirano	Bumbiro Gwaro 3-7 Peji 89 2 Rodza HBC Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 98	-bhambiri -zvitaitai	-Vana vanodoma mazwi esungawirirano avakamboita muchidzidzo chakapfuura -Vana vanopa zvirevo vachishandisa sungawirirano yavadoma -vana vanopedzisa zvirevo vachishandisa sungawirirano	
L 2	Sungawirirano -zvirevo zvine sungawirirano.	-kudoma sungawirirano -Kushandisa sungawirirano nemazvo muzvirevo -kupedzisa zvirevo vachishandisa sungawirirano yakakodzera	Bumbiro Gwaro 3-7 Peji 89 2 Rodza HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 98	-zvitaitai --basa pachidziro -makadhi ebasa -bhambiri rine zvirevo zvine-sungawirirano	-vana vanodoma sungawirirano dzavanyora -vanoshandisa sungawirirano muzvirevo -vana vana vanonyora basa mumabhuku avo vachipedzisa zvirevo nesungawirirano	

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L 3&4	NZWISISO NEPFUPISO Nzwisiso yenyaya	-kuverenga ndima yakapiwa nemutauro wakanaka -kunyurura mazwi matsva kubva mundima -kupindura mibvunzo yenzwisiso	Bumbiro Gwaro 3-7 Peji 82 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 98	-bhambiri -zvitaitai -makadhi ebasa	-vana voverenga ndima vachiteverana -Vadzidzi vanonyukura pfungwa huru/mazwi matsva votsananguriranа varimumapoka avo vachibatsirwa nemudzidzisi -Vana vanopindura mibvunzo yenzwisiso yenyaya yavaverenga	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
L 5	**MASHANDISIR WO EMUTAURO** Manhamba muchiShona	-kudoma manhamba akasiyana-siyana -kuverenga manhamba muchishona kubva makumi mashanu kusvika pa zana	Bumbiro Gwaro 3-7 Peji 85 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro	Bhambiri -zvitaitai -makadhi ebasa	-vadzidzi vanodoma manhamba akasiyana-siyana -vaverenge manhamba avadoma muchiShona chakanaka varimumapoka vachibatsirwa nemudzidzisi -Vana vanonyora basa	

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			rechinomwe page 99			
L 6 & 7	RONDEDZERO Rondedzero yetsananguro Mushadirapamwe	-kudoma mhando yerondedzero -kunyora rondedzero yetsananguro vachishandisa zvirungamutauro uye mumazwi ari pakati pe 80-120	Bumbiro Gwaro 3-7 Peji 91 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 108	-bhuku rakanyorwa -zvitaitai -makadhi ebasa	Vadzidzi vanodoma mhando yerondedzero uye manyorerwo erondedzero -Vana vanopiwa basa rekunyora rondedzero imwee chete varimumapoka avo votaura zvavabuda nazvo -vana vanonyora rondedzero yakapuwa mumwe nemumwe sedungamunhu mumabhuku avo	
L 8	TSIKA NEMAGARIRO Zvinyorwa (registers) -kukwazisana	-kudoma mazwi anoshandiswa pakukwazisana -kukwazisa vanhu zvichienderana nezviripo panguva iyoyo	2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 109	-pepanhau -nziyo -zvitai tai -makadhi ebasa	-vana vanodoma mazwi ekukwazisana sezvavanoita kumba uye kuchikoro -vana vanoita kamutambo kekukwazisana zvichienderana nezviripo	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**

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4 L 1	**MAUMBIRWO EMUTAURO** Mapoka emazwi Mazwi anoratidza nzvimbo (prepositions)	-kudoma mazwi anoratidza nzvimbo ine zvinhu -kushandisa mazwi anoratidza nzvimbo ine chinhu muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 109	Zvitai-tai -makadhi ebasa -pepanhau	-Vana vanodoma nzvimbo dzine zvhinhu zvavanenge vachiratidzwa nemudzidzisi -Vana vanonyurura mazwi anoratidza nzvimbo ine chinhu kubva pane zvavataura -vana vanoshandisa mazwi aya muzvirevo varimumapoka -	
L 2	Mapoka emazwi --mazwi anoratidza nzvimbo ine chinhu (prepositions) Sekuti: Chinyoreso chiripatafura	-kudoma mazwi anoratidza nzvimbo ine chinhu -kushandisa mazwi anoratidza nzvimbo ine chinhu muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 109	-zvitaitai -makadhi ebasa -bhambiri	-vana vanodoma nzvimbo inoratidza pane chinhu -vana vanonyora basa mumabhuku avo vachishandisa mazwi anoratidza nzvimbo ine chinhu -	
L 3 & 4	NZWISISO NEPFUPISO	-kuverenga mazwi uye zvirevo	Bumbiro Gwaro 3-7	-makadhi ebasa -zvitai tai	-Vana vanodoma mazwi avanoziva	

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	Zvishevedzo nezviperengo -mazwi muzvirevo	-kushandisa mazwi muzvirevo zvakanaka	Peji 83 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 110	-bhambiri	-vana vanoverenga mazwi uye zvirevo zvavanopiwa nemudzidzisi -Vana vanopiwa mazwi ekushandisa muzvirevo zvakanaka varimumapoka evatatu vatatu -vana vanotaura zvavaita varimumapoka vopiwa basa rekunyora mumwe nemumwe	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
L 5	Mashandisirwo emutauro Zvimiso “ “ zvivhura nezvivhara muromo	-kudoma zvimiso zvakasiyanasiyana -kushandisa zvimiso zvakapiwa nemazvo muzvirevo	Bumbiro Gwaro 3-7 Peji 90 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 120	Zvitaitai -makadhi ebasa -bhambiri	-Vana vanodoma zvimiso zvavanoziva zvakasiyanasiyana -Vadzidzi vanoshandisa zvivhuramuromo/zvivharamuromozvakanaka vari mumapoka vozonyora mumabhuku avo.	

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L 6 & 7	Tsamba yeshamwari kana kuti yeukama	Kudoma mhando yerondedzero dzakasiyanasiyana - kunyora tsamba kushamwari /hama vachishandisa mutauro wakanaka mumazwi anosvika 80-120	Bumbiro Gwaro 3-7 Peji 92 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 121	-bhuku rine Nyaya dzakanyorwa -zvitai-tai --makadhi ebasa	-vana vanotaura zvinotarisirwa pakunyora ronedzero -Vana vanonyora rondedzero ine musoro wakapiwa varimuzvikata vozotaura zvavabuda nazvo -Vana vanonyora rondedzero ine musoro wakapiwa sedungamunhu mumabhuku avo	
8	DZOKORORO	-kupindura mibvunzo yedzokororo inosvika makumi maviri -kupindura mibvunzo yedzokororo nenguva yakatarwa	Bumbiro Gwaro 3-7 Peji 79-93 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 39	-zvitaitai Makadhi ebasa -bhambiri	Vana vanokurukura zvavakadzidza mumasvondo maviri apfuura -Vana vanonyora bvunzo dzedzokororo mumwe nemumwe	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**

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5 L 1	MAUMBIRWO EMUTAURO Mazwi muuwandu	-kudoma zvinongedzo zvakasiyana-siyana -kushandisa zvinongedzo muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 110	-makadhi ebasa -zvitai-tai -Bhambiri	-Vana vanodoma zvinongedzo zvakasiyana-siyana -Vana vanoedza kushandisa zvinongedzo zvakasiyana-siyana muzvirevo vari mumapoka avo avashanu vashanu	
L 2	Mapoka emazwi -zvinongedzo	-kudoma zvinongedzo zvakasiyana-siyana -kushandisa zvinongedzo muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 112	-makadhi ebasa Zvitai-tai -bhambiri	Vana vanodoma zvinongedzo -vana vanonyora basa ravanopiwa nemudzidzisi vachizadzisa nezvinongedzo mumabhuku avo.	
L 3 & 4	NZWISISO NE PFUPISO	-kuverenga ndima yakapiwa nemazvo	Bumbiro Gwaro 3-7	-zvitai-tai Makadhi ebasa	-vana vanoverenga ndima yavanopiwa nemudzidzisi vachitevedzana	

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	Nzwisiso yenyaya Mubatanidzwa Wenyika	-kunyurura mazwi matsva kubavmundima yaverengwa -kupindura mibvunzo yenzwisiso	Peji 83 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 111	-bhambiri	-Vana vanotsananguririrana mazwi matsva avawana mundima vari mumapoka -Vana vanopindura mibvnzunzo yenzwisiso mumabhuku avo	
L 5	MASHANDISIRWO EMUTAURO Chivhundutso /chiturakatyamadzo	-kudoma zvimiso zvakasiyana-siyana -kushandisa chimiso chakapiwa muzvirevo	Bumbiro Gwaro 3-7 Peji 90 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 121	Zvitai-tai -basa pachidziro -makadhi ebasa	-Vana vanotaura zvimiso zvakasiyana siyana -Vana vanoshandisa chiturakatyamadzo vari mumapoka uye vozonyora basa muambhuku avo	
L 6&7	RONDEZERO Tsamba kushamwari	-kudoma matanho anotevedzwa mukunyora rondedzero	Bumbiro Gwaro 3-7 Peji 92	-bhuku rakanyorwa Nyaya -zvitaitai	-vana vanotaura mhando dzerondedzero -Vana vanoita basa mumapoka pamusoro paemanyorerwo etsamba yebasa -vana vanonyora tsamba mumabhuku avo	

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		-kunyora tsamba yebasa nemutauro wakana	2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 121			
8	Tsika nemagariro Zvinyorwa -kushandisa mutauro	Kudoma mazwi ekukwazisana -kushandisa mutauro wakakodzoera unoenderana nezvirikuitika	Bumbiro Gwaro 3-7 Peji 97 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 115	-zvitaitai Makadhi emazwi Basa pachidziro	-vana vanotaura tsika dzavanoziva -Vana vanoshandisa mutauro unokodzera zvichienderana nezviripo -Vana vanonyora basa mumabhuku avo	
6 L 1	MAUMBIRWO EMUTAURO Mapoka emazwi Btanidzo yezvireva	-kutaura mazwi akasiyana siyana -kutaura mazwi anoshandiswa kubatanidza zvirevo	- Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza	-zvitai tai Makadhi ebasa -basa pahidziro	Vana vanotaura zvirevo zvakasiyana siyana votsvaga votsvaga mazwi avangashandise kubatanidza zvirevo izvi -Va na vanobatanidza zvirevo vzri mumapoka votaura zvavaita	

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		Kushandisa zvibatanidzo	Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 117			
L 2	Mapoka emazwi Batanidzo yezvirevo	-kutaura mazwi anoshandiswa kubatanidza zvirevo -kusahndisa mazwi anoshandiswa kubatanidza zvirevo	Bumbiro Gwaro 3-7 Peji 89 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 121	-zvitaitai -makadhi ebasa -bhambiri	-vana vanotaura mazwi avanoshandisa pakubatanidza zvirevo -vana vanonyora basa ravanopiwa vachibatanidza zvirevo vozoita dzokororo	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
L 3 & 4	NZWISISO NEPFUPISO Pfupiso yanyaya	-kuverenga ndima cinyararire uye vachizoshevedzera	Bumbiro Gwaro 3-7 Peji 83	-mabhuku ane ndima dzekuverenga -makadhi ebasa	Vana vanoverenga ndima vachiteverana -vana vanotsvaga pfungwa huru kubva mundima -Vana vanonyora pfupiso mumapoka avo vozonyora mumabhuku avo	

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	Magetsi ezuva	-kunyikura pfungwa huru kubva mundima -kunyora mubvunzo wepfupiso	2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 118			
L 5	MASHANDISIRWO EMUTAURO Nguva -mwedzi yegore	Kudoma mazuva epasvondo -kudoma mwedzi yegore -kunyora zvirevo vachishandisa mwedzi yegore	Bumbiro Gwaro 3-7 Peji 83 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 121	-bhambiri -zvitaitai M,akadhi ebasa	-Vana vanodoma mazuva epavhiki -vana vanodoma mwedzi yegore vonyora zvirevo zvakanakavachishandisa nguva yezuva vari mumapoka avo	
L 6 & 7	RONDEDZERO Mhan'arwa	-kudoma mhando dzerondedzero dzavanoziva -kunyora mhan'rwa yakanaka nemazwi anosvika 80-120	Bumbiro Gwaro 3-7 Peji 91 2 HBC Rodza Pfungwa	-zvitaitai -makadhi ebasa -basa pachidziro	-Vana vanotaura matanho anodiwa mukunyora rondedzero yakanaka -Vana vanotsananguriranа manyorerwo emhan'arwa varimumapokavachibatsirwa nemudzidzisi -vana vanonyora rondedzero yakapiwa mumabhuku avo sedungamunhu	

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			Chishona Bhuku revana Gwaro rechinomwe page 121			
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
Chidzidzo 8	dzokororo	-kupindura mibvunzo yedzokororo nenguva yakatarwa uye kupindura mibvunzo inosvika makumi maviri		-makadh ebasa -basa pachidziro -zvitaitai	-vana vanotaura zvakadzidzwa mumasvondo maviri akapera -Vana vanotsanangiririrana zvakakosha mukunyora bvunzo yedzokororo -Vana vanonyora bvunzo yedzokororo mumwe nemumwe	
7 L 1	MAUMBIRWO EMUTAURO Mazwi anoreva zvakafannana	-kudoma zvipauro zvakasiyanasiyana -kushandisa zvipauro muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro	-makadhi ebasa -zvitaitai -bhambiri rine zvipauro	-vana vanodoma zvipauro zvakasiyasiyana mushure mekunge mudzidzisi apa muenzaniso -Vana vanonyora zvirevo zvakanaka vachishandisa zvipauro vari mumapoka avo. -vana vanotaura zvavaita	

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			rechinomwe page 122			
L 2	Nyaudzosingwi	Kudoma zvipauro zvakasiyanasiyana -kushandisa zvipoauro muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 120	-basa pachidziro -zvitaitai -bhambiri	-Vana vanodoma zvipauro zvakasiyanasiyana vachiedza kushandisa muzvirevo zvakanaka -Vana vanopiwa basa rekunyora mumabhuku avo vozoita dzokororo	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
L 3 & 4	NZWISISO NEPFUPISO Zvishevedzo nezvipoerengo	-kuverenga mazwi uye zvirevo -kushandisa mazwi muzvirevo	Bumbiro Gwaro 3-7 Peji 83 2 HBC Rodza Pfungwa Chishona	Bhambiri rine mazwi uye zvirevo -zvitaitai -makadhi ebasa	-vana vanoteerera mudzidzisi achishevedzera ivo vachinyora -vana vanotsanagura mazwi ashevedzerwa nemudzidzisi vari mumapoka avo -Vana vanoverenga mazwi avanyora voshandisa mazwwi iwayo kunyora zvirevo zvakanaka mumabhuku avo	

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			Bhuku revana Gwaro rechinomwe page 120			
L 5	MASHANDISIRWO EMUTAURO Mazwi anoreva zvakafanana sekuti: -chibage-magwere	-kudoma mazwi akasiyanasiyana -kupa mazwi anoreva zvakafanana -kushandisa mazwi anoreva zvakafanana muzvirevo	Bumbiro Gwaro 3-7 Peji 87 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 121	-makadhi emazwi -zvitaitai -basa pachidziro	-Vana vanotaura mazwi akasiyanasiyana -vana vano[pa mazwi anoreva zvakafanana varimumapoka avo vomboedza kuashandisa muzvirevo vachibatsiarwa nemudzidzisi -Vana vanopiwa basa rekunyora mubhuku avo	
L 6 & 7	RONDEDZERO Nhaurirano	-kudoma rondedzero dzavakaita masvondo apfuura -kutsanangura manyorerwo eroindedzero	Bumbiro Gwaro 3-7 Peji 91 2 HBC Rodza Pfungwa Chishona Bhuku revana	-bhuku rine rondedzero dzakanyorwa zvakanaka -zvitaitai Makadhi ebasa	-vana vanodoma rondedzero dzvanoziva -Vadzidzi vanotsananguriranana manyorerwo enhaurirana vari mumapoka avo vachibatsirwa nemudzidzisi -vanovanyora rondedzero yenhaurirano mumabhuku avo	

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		-kunyora rondedzero nemazwi anosvika 80-120	Gwaro rechinomwe page 121			
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
Chidzidzo 8	TSIKA NEMAGARIRO Nhaka -Dzinza	-kudoma mitupo yakasiyanasiyana -kutaura madzinza akawanda -kutsanangura mhuri dzavo	Bumbiro Gwaro 3-7 Peji 95 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 126	-mifananidzo -zvitaitai -makadhi ebasa	-Vana vanotaura mitupo yavanoziva -Vanooita tsvakurudzo yekwakabva mhuri dzavo varimumapoka vachibatsirwa nemudzidzisi -Vana vanonyora basa mumabhuku avo pamusoro pemhuri ne madzinza avo	
YECHISERE Chidzidzo 1	MAUMBIRWO EMUTAURO Mazwi muuwandu	-kudoma mazita akasiyanasiyana -kudoma zvidudzirazita zvakasiyanasiyana	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza	-mifanaidzo -zvitaitai -makadhi ebasa	-Vana vanodoma zvidudziramazita mushure mekupiwa muenzaniso nemudzidzisi -Vana vanoshandisa zvidudziramazita muzvirevo varimumapoka -Vana vanotaura zvavabuda nazvo muampoka avo	

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		-kushndisa zvidudzirazita zvakasiyanasiyana	Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 124			
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
Chidzidzo 2	Tsumo	-kudoma tsumo dzine tsanangudzo dzakapiwa	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 127	-mifananidzo -zvitaitai Makadhi ebasa	-Vana vanodoma zvidudziramazita -Vadzidzi vanoshandisa zvidudzirazita muzvirevo vonyora basa mumabhuku avo	

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VHIKI	MUSORO NE MUSORONYANA	ZVINANGWA	DURA	ZVOMBO	ZVIITWA	OGNORORO
Chidzidzo 3 & 4	NZWISISO NEPFUPISO Nzwisiso yenyaya	-kuverenga ndima yakapiwa zvakanaka -kutsvaka nazwi matsva kubva mundima -kupindura mibvunzo yenzwisiso	Bumbiro Gwaro 3-7 Peji 82 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 127	-makadhi ebasa -zvitai tai -mifananidzo	-Vana vanoverenga ndima vachiutevedzana -Vadzidzi vanotsvaga mazwi matsva kubv mundima yavaverenga -Vana vanotsananguririrana mazwi aya vari mumapoka vachibatsirwa nemudzidzisi -Vana vanopindura mibvunzo ye nzwisiso mumabhuku avo	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
L 5	MASHANDISIRWO EMUTAURO: NGUVA Mwaka yegore	-kupa mwedzi yegore -kudoma mwaka yegore -kutaura zvinoitwa mumwaka yakasiyanasiyana	Bumbiro Gwaro 3-7 Peji 86 2 HBC Rodza Pfungwa Chishona	-mifananidzo -zvitaitai -makadhi ebasa	-Vana vanodoma mwedzi yegore -Vadzidzi vanodoma mwaka yegore -Vana vana vanotsananguririrana zvinoitwa mumwaka yakasiyanasiyana vozonyora mumabhuku avo	

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			Bhuku revana Gwaro rechinomwe page 126			
L 6 & 7	RONDEDZERO Rondedzero yenhaurwa(speech)	-kudoima matanho anotevedzwa pakunyora rondedzero yenhaurwa -kunyoira rondedzero yenhaurwa inosvika mazwi 80-120	Bumbiro Gwaro 3-7 Peji 92 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 128	-bhuku rine rondedzero dzakanyorwa dzakanaka -zvitaitai	-Vana vanotsananguririana maonyorerwo erondedzero dzenhaurwa varimumapoka avo vozotaura zvavabuda nazvo -Vana vanonyora rondedzero ine musoro wakapihwa vachishandisa zvirunga mutauro zvakanaka	
Chidzidzo 8	DZOKORORO	-kupindura mibvunzo yedzokororo nenguva yakatarwa uye nemazvo -kunyora mibvunzo yedzoikororo inosvika makumi maviri	2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 120	-zvitaitai -makadhi ebasa -bhambiri -basa pachidziro	-Vana vanotaurirana zvavakadzidza mumasvondo mavir apfuura -Vana vanonyora bvunzo yedzokororo sedungamunhu	

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VHIKI	MUSORO NE MUSORONYANA	ZVINANGWA	DURA	ZVOMBO	ZVIITWA	OGNORORO
9 Chidzidzo 1	MAUMBIRWO EMUTAURO Mazwi anoreva zvakawanda	-kudoma mazwi esungawirirano -kushandisa sungawirirano muzvirevo -kupedzisa zvirevo nesungawirirano	Bumbiro Gwaro 3-7 Peji 89 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 131	-zvitatai -makadhi ebasa -bhambiri	-Vana vanodoma mazwi esungawirirano -Vadzidzi vanoshandisa sungawirirano muzvirevo -Vana vanopedzisa zvirevo vachishandisa sungawirirano vari mumapoka	
L 2	Sungawirirano	-kudoma mazwi esungawirirano -kushandisa sungawirirano muzvirevo -kupedzisa zvirevo nesungawirirano	Bumbiro Gwaro 3-7 Peji 89 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro	-zvitaitai -bhambiri rine zvirevo -makadhi ebasa	-Vana vanoshandisa sungawirirano muzvirevo -Vana vanonyora basa mumabhuku avo vachipedzisa Zvirevo zvesungawirirano	

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			rechinomwe page 132			
L 3 & 4	NZWISISO NEPFUPISO Pfupiso yenyaya	-kuverenga Nyaya chinyarire -kunyukura pfungwa huru kubv mundima -kunyora pfupiso ine mazwi makumi matatu nemashanu	Bumbiro Gwaro 3-7 Peji 83 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 133	-zvitaitai -bhambiri rine zvirevo -	-Vana vanoverenga ndima chinyararire -Vana vanoyukura pfungwa huru kubva mundima -Vana vanoyora pfupiso	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
Chidzidzo 5	MASHANDISIRWO EMUTAURO Zvimiso Chibviunzo **?**	-kudomazvimiso -kushandisa chibvunzo muzvirevo	Bumbiro Gwaro 3-7 Peji 83	-zvitaitai Makadhi ebasa -bhambiri	-Vana vanodoma zvimiso zvavanoziva -Vana vanoshandisa chibvunzo muzvirevo -Vana vanonyora basa mumabhuku avo	

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			2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 133			
Chidzidzo 6 & 7	RONDEDZERO Mhan'arwa	-zvikamu zverondedzero -kunyora rondedzero yemhangarwa nemazwi anosvika 80-120 vachoishandisa zvirungamutauro	Bumbiro Gwaro 3-7 Peji 92 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 135	-mabhuku anerondedzero dzavakanyora zvakanaka -zvitaitai -makadhi ebasa	-vana vanotaura zvikamu zvinoda kutevedzwa pakunyora rondedzero -vana vanonyora rondedzero ine musoro wakapiwa vari mumapoka vozonyora mumabhuku avo	
L 8	TIKA NEMAGARIRO Zvinyorwa Mativi, sekuti; Madokro Mabvazuva	-kudoma mativi mana enyika -kunongedza mativi mana enyika	Bumbiro Gwaro 3-7 Peji 97 2 HBC Rodza Pfungwa	-bhambiri rine mativi mana enyika -zvitaitai -makadhi ebasa	_Vana vanodoma mativi mana enyika -vana vanonongedza mativi avanenge vanzi vanongedze nemudzidzisi Vadzidzi vanofamba vachienda divi ravanenge vanzi vaende nemudzidzisi	

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	Chamhembe maodzanyemba		Chishona Bhuku revana Gwaro rechinomwe page 135			
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
10 Chidzidzo 1	MAUMBIRWO EMUTAURO Mapoka emazwi Mazwi anotsanagura zviito sekuti: Akamhanya zvakanyanaadverbs)	-kudooma mazwi anodzirazviito -kushaandisa mazwi anodudzira zviito muzvirevo	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 128	-zvitaitai -makadhi ebasa -mabhambiri ane zvirevo	-Vana vanodoma mazwi anodudzira zviito -vana vanoshandisa mazwi anodudzira zviito varimumappoka vozotaura zvavabuda nazvo	
L 2	-mapoka emazwi Mazwi anodudzira zviito	-kudoma mazwi anotsanangura zviito	Bumbiro Gwaro 3-7 Peji 88 2 HBC Rodza	-zvitaitai -makadhi ebasa -bhambiri	-Vana vanodoma mazwi anotsanangura zviito -Vana vanonyora basa vachishandisa mazwi anotsanangura zviito muzvirevo	

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		-kushandisa mazwi anotsanagura zviito muzvirevo	Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 129			
L 3 & 4	NZWISISO NEPFUPISO Nzwisiso yenya Dzidzo yepasichigare	-kuverenga ndima/Nyaya chinyararire -kutsvaka mazwi matsva mundima yavavereenga -kupindura mibvunzo ye nzwisiso zvakanaka	Bumbiro Gwaro 3-7 Peji 81 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 125	--bhuku rine Nyaya dzakanyorwa -zvitaitai -makadhi ebasa	-Vana vanoverenga ndima mumwe nemumwe -Vana vanonyukura mazwi matsva mundima votsanangura varimuzvikwata -vadzidzi vanoyora basa rekupindura mibvunzo mumabhuku avo	
VHIKI	**MUSORO NE MUSORONYANA**	**ZVINANGWA**	**DURA**	**ZVOMBO**	**ZVIITWA**	**OGNORORO**
L 5	MASHANDISIRWO EMUTAURO	-kudoma mazwi/mazita	Bumbiro Gwaro 3-7	-zvitaitai -makadhi ebasa	-vana vanodoma mazwi/mazita anoreva zvakasiyana asi achinyorwa zvakafanana	

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	Zvirungamutauro -mazwi anoreva zvakasiyana asi achinyorwa zvakafanana -sekuti: Nyika ye Zimbabwe. -Nyika chimera muvura	anoreva zvakasiyana asi achinyorwa zvakafanana -kushandisa mazwi aya muzvirevo	Peji 81 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 124	-basa pachidziro	-Vana vanoshandisa mazwi avadoma muzvirevo varimuzvikwata -Vana vanotaura zvavaita vonyora basa mumabhuku avo	
L 6 & 7	RONDEDZERO Detembo	-kupa rondedzero dzakasiyanasiyana -kutsanangura manyorerwo edetembo -kunyora detembo rinosvika mazwi 80-120	Bumbiro Gwaro 3-7 Peji 92 2 HBC Rodza Pfungwa Chishona Bhuku revana Gwaro rechinomwe page 125	-zvitaitai -bhuku rine nhetembo -makadhi ebasa	-Vana vonodoma mhando dzerondedzero dzavanoziva -Vana vanotsananguririrana mumapoka manyorerwo enhetembo mumapoka mushure mekunge vatsananguririrwa nemudzifdzisi -Vana vanonyora detembo rine musora wakapiwa	
Chi 8	DZOKORORO	-kupindura mibvunzo yedzokororo inosvika makumi	2 HBC Rodza Pfungwa Chishona Bhuku revana	-zvitaita -makadhi ebasa -bhambiri-basa pachidziro	-Vana vanotaura zvinoraisirwa mukunyora bvunzo dzedzokororo -Vana vanonyora bvunzo dzedzokororo mumabhuku avo	

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		maviri nenguva yakatarwa -kupindura mibvunzo yedzokororo nemazvo	Gwaro rechinomwe page 125			
YEGUMI NEIM WE GUMI NEMBIRI	**DZOKORORO NEBVUNZO DZEKUPERA KWEKOTORO**					

GRADE 7 TERM 2

ENGLISH

TOPICS

1. Listening /observing
2. Speaking / signing
3. Reading
4. Writing / brailing

GENERAL AIM

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By the end of the term the teacher should have Instilled knowledge and nurture attitudes and dispositions that commensurate with the Heritage Based Curriculum .Nurture and appreciate English language as a means of communication. Develop the macro language skills namely Listening, observing, speaking, signing, reading and writing/brailing together with their sub-skills like fluency, pronunciation, editing and summarizing.

WK END G	TOPIC CONTENT	OBJECTIVES Learners should be able to:	REFERENCE	MEDIA	COMPE TENCIE S	METHOIDS AND ACTIVIES	EVALUATION

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Wk. 1 L1	LISTENIN /OBSERVING Phonics	-pronounce words with correct stress and intonation	1 English language syllabus 2024-2030 Gr 3-7 p 56 2 HBC learners book grade 7 Plusone page 27	-thrass chart -puzzles -ICT tools	Reding Listening Speaking Matching	Assumed knowledge: learners can read words -intro. learners read rhyming words -In pairs, learners sort/match rhyming words -written work -class discussion on written work	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPE TENCIE S**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L2	Speaking/obser ving Signing Articulation -use appropriate gestures in speech and poems e.g. child abuse drug abuse	-pronounce at least 10 words correctly -choose a topic and recite a poem or speech	1 English language syllabus 2024-2030 Gr 3-7 p 68 2 HBC learners book grade 7 Plusone page 87	-word cards -ICT tools -poems on chart	Pronounc ing Reading Speaking Using gestures	Assumed knowledge; learners have recited poems before -intro. Learners are given topics to write on in pairs -teacher does a model poem and recites -pairs do their poems -teacher emphasizes the use of gestures Con. Volunteers recite	

L 3 & 4	READING/SIGNING Intensive reading comprehension Rise of robot	-read new words -read a passage silently -answer 10 comprehension questions	1 English language syllabus 2024-2030 Gr 3-7 p 68 2 HBC learners book grade 7 Plusone page 85 -86	a variety of tools cards ICT tools	Reading Answering Commenting Analyzing	-assumed knowledge; learners can read words -intro; learners read new words facilitator explaining -learners read silently -question and answer -pair work Individual written work Revision of written work	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPETENCIES**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 5	WRITING/BRAILING Penmanship Handwriting Letters Hh Pp Spellings Hopeful Grateful etc.	-shape the identified letters of the alphabet correctly -to spell at least 10 words correctly that have letters H-g	1 English language syllabus 2024-2030 Gr 3-7 p 68 2 HBC learners book grade 7 Plusone page 87	Nelson script chart Letters	Writing Shaping Spelling words	Assumed knowledge; learners can shape letters Intro; learners write letters referring to nelson handwriting chart -facilitator helps learners to shape through demonstration on the chalkboard -learners write letters and complete spellings on letters taught referring to Nelson script	

L 6	LISTENING/OBSERVING Giving responses to statements or questions e.g. definitely absolutely certainly -Do you like our country Zimbabwe?	-give suitable responses based on their attitudes -use words highlighted in giving Reponses	English language syllabus 2024-2030 Gr 3-7 p 57 2 HBC learners book grade 7 Plusone page 116	Sentence strips Work cards ICT tools	Responding Asking speaking	-*assumed knowledge*; learners can answer questions Intro; flashing cards and reading as class -facilitator explains use of words highlighted -learners do question and answer in pairs -learners give each other report back responses	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPETENCIES**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 7 & 8	WRITING LETTER WRITING	-write a an email follow all	- English language	Sample letters	Writing Responding	Assumed knowledge; learners can write both formal and informal letters -intro. Facilitator reads a model email	

	Email	the stages in writing an email	syllabus 2024-2030 Gr 3-7 p 63 2 HBC learners book grade 7 Plusone page 88	ICT tools		-learners demonstrate lay out of a letter of an email -Learners write an email	
WK 2 L1	LISTENING / OBSERVING Phonics: Articulate words with triphthongs e.g. quiet, choir	-read and pronounce triphthongs correctly -identify at least 10 triphthongs from a given list of words	English language syllabus 2024-2030 Gr 3-7 p 58 2 HBC learners book grade 7 Plusone page 27	Chart Puzzles work cards	Identifying Listening Pronouncing	Assumed Knowledge: learners can read small words (diphthongs) -intro. A puzzle -learners practice reading words -facilitator guides -pair work -taking turns to read as individuals	
L 2	SPEAKING/SIGNING Debate e.g. Cellphone must be carried to school. Having an informal job is better than	-sustain an argument on a topical issue -to use sustenance markers as; Therefore, nevertheless,	English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 116	Variety of texts Recording ICT tools	Arguing Speaking Listening	Assumed Knowledge: learners can argue in their mother tongue. Intro. Facilitator plays an audio on arguing parties. _-facilitator explains how to debate -Pupils practice in groups -Groups debate	

	having a formal one.	subsequently, thus					
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPE TENCIE S**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 3&4	WRITING Intensive reading Comprehensio n summary 2 Navigating places	-read a story silently -to answer at least 5 comprehension questions -write a summary of the required length	English language syllabus 2024-2030 Gr 3-7 p 64 2 HBC learners book grade 7 Plusone page 93	Various textbook s Cards ICT tools	Reading Summary Answerin g Writing	Assumed Knowledge: Learners can read sentences Intro. Reading new words -Learners read silently -Facilitator explains how to write a summary -Question and answer as a class. -pairs write summaries -volunteer retell a story	
L 5	LISTENING/O BSERVING Dictation Write sentences correctly	-listen to dictated sentences correctly -write dictated sentences	English language syllabus 2024-2030 Gr 3-7 p 64 2 HBC learners book grade 7	Play games A variety of texts ICT tools	Playing games Listening Writing	Assumed Knowledge: Learners can write Intro. Fishing games -Facilitator dictates spelling -Individual written work -Class discussion and correction of common mistakes	

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			Plusone page 93				
L 6	SPEAKING/SIGNING Describing events	-describe events in logical order -to use words such as ; Firstly, finally, such as	English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 116	ICT tools Work cards Words on flash cards	Describing Reading Speaking	Assumed Knowledge: Learners can describe events Intro. Song -Learners are given set of words to describe events -In pairs learners use the words -Volunteers describe the events	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPETENCIES**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 7 & 8	READING Extensive reading for leisure	-read stories from supplementary books, novels and newspapers	English language syllabus 2024-2030 Gr 3-7 p 60	Flash cards	Reading silently Retelling stories	Assumed Knowledge: Learners can read sentences Intro. Learners are given texts to read -Reading silently -A few volunteers narrate their stories	

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		-retell a story read	2 HBC learners book grade 7 Plusone page 93				
L 9	REVISION TESTS	-write fortnight tests on concepts learnt	English language syllabus 2024-2030 Gr 3-7 p 56-60	chalkboard	Answering Discussing revising	-Facilitator gives instruction -Learners write -Revision	
Wk. 3 L 1	LISTENING AND OBSERVING Identifying words with the same terminal sound e.g. dress, chess, stream, cream	-read at least 10 pairs of words with same terminal sound -using 10 words in a sentence	English language syllabus 2024-2030 Gr 3-7 p 56 2 HBC learners book grade 7 Plusone page 37	Flashcards ICT tools Sentence strips	Reading Listening Wring	Assumed Knowledge: Learners can read some words Intro. Completing a dress-puzzle -Facilitator gives focus of lesson -Learners read aloud and facilitator corrects -Learners group words in pairs -reading aloud	

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WK END G	TOPIC CONTENT	OBJECTIVES Learners should be able to:	REFERENCE	MEDIA	COMPE TENCIE S	METHOIDS AND ACTIVIES	EVALUATION
L 2	SPEAKING/S PEAKING Registers Congratulating Expressing empathy	-demonstrate appropriate ways of expressing empathy -play roles in congratulatory messages	English language syllabus 2024-2030 Gr 3-7 p 58 2 HBC learners book grade 7 Plusone page 120	Cartoon s Magazin e ICT	Speaking Listening Passing messages	-Assumed Knowledge: Learners can pass congratulatory messages in vernacular Intro. Learners listen as teacher offers congratulatory messages -Pair work -Report back -Class discussion	
L3 & 4	READING/SI GNING Intensive reading Give meanings of words(contextu al) word meanings	-reading a story -giving meanings of 10 words according to the context	English language syllabus 2024-2030 Gr 3-7 p 60 2 HBC learners book grade 7 Plusone page 93	Variety of texts Word cards IVCT tools	Reading Scanning Writing	Assumed Knowledge: Learners can read words Intro. Reading the passage as class in turns -Learners in pairs find word meaning according to context	

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WK END G	TOPIC CONTENT	OBJECTIVES Learners should be able to:	REFERENCE	MEDIA	COMPE TENCIE S	METHOIDS AND ACTIVIES	EVALUATION
L 5	WRITING/BR AILING Language structures Question tags	-formulating 7 question tags given 7 statements -completing question tags correctly	English language syllabus 2024-2030 Gr 3-7 p 65 2 HBC learners book grade 7 Plusone page 205	Sentenc e strips Charts ICT ools	Listening Reading writing	Assumed Knowledge: Learners can use prepositions Intro. Facilitator gives focus of lesson -Reading tags -Completing question tags	
L 6	LISTENING/ OBSERVING Dictation and spelling Dictated paragraph	-listen and write dictated paragraph	English language syllabus 2024-2030 Gr 3-7 p 57 2 HBC learners book grade 7 Plusone page 99	Dictiona ries A variety of texts ICT tools	Spelling words Writing Reading	Assumed Knowledge: Learners can read phonics Intro. Completing a puzzle -Facilitator dictates words -learners write -Revision of work written -Class discussion	
L 7 & 8	READING/SI GNING	-read a passage silently	English language	A variety of texts	Reading Writing	Assumed Knowledge: Learners can summaries a Shona text Intro. Story telling by facilitator	

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	Comprehension and summary	-answer at least 5 comprehension questions -to write a summary of the required length	syllabus 2024-2030 Gr 3-7 p 60	Flash cards ICT tools	comprehending	-reading a story silently -Facilitator helps learners on how to write a summary -Learners summarize	
L 9	WRITING/BRAILING Composition The day I got lost	-to write a dialogue of the required length	English language syllabus 2024-2030 Gr 3-7 p 63 2 HBC learners book grade 7 Plusone page 96	Sample dialogues Chart Variety of texts	Writing listening Reading	Assumed Knowledge: Learners can write a narrative composition Intro. Reading sample narrative composition -Learners give feedback on how to write a narrative composition -Individual learners write narratives - feedback from the learners on their compositions	
WK 4 L 1	LISTENING/OBSERVING Phonics Contrasting words with long and short vowels	-read words correctly -compare and contrast 8 pairs of words with long and short vowel e.g. sit/seat Fill/feel	English language syllabus 2024-2030 Gr 3-7 p 56 2 HBC learners book grade 7 Plusone page 47	Thrass reading chart Puzzle ICT tools	Listening Reading Sorting comparing	Assumed Knowledge: Learners can read phonics Intro. Reading letters of the alphabet phonetically -Learners read aloud while teacher corrects -Pairs compare and contrast phonics -Report back -Discussion	

L2	SPEAKING/SIGNING Descriptions Describing a process	-describe a process e.g. how to prepare an indigenous juice	English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 116	Pictures Recipe books ICT tools	Describing Writing reading	Assumed Knowledge: Learners can describe themselves Intro. Learners describe how sadza is cooked -Facilitator gives a variety of topics to choose from -Pairs describe according to topic -Report back	
L 3 & 4	READING/SIGNING Reading for fluency Spelling The Famous storyteller	-read a paragraph to an audience -spell 10 words from the read texts	English language syllabus 2024-2030 Gr 3-7 p 61 2 HBC learners book grade 7 Plusone page 113	Variety of texts Work cards	Reading Expressing spelling	Assumed Knowledge: Learners can read words Intro. Model reading by a good reader or facilitator -Facilitator paste words on the board - Facilitator explains -Learners practise reading in groups -Volunteers read loudly and fluently	
L 5	WRITING/BRAILING Language structures Adjectives	-to identify at least 5 adjectives To use the appropriate adjectives	English language syllabus 2024-2030 Gr 3-7 p 67	Variety of texts Flash cards Sentence strips	Drawing Describing completing	Assumed Knowledge: Learners can describe using colours Intro. Facilitator explains how adjectives are formed -Learners identify adjectives from sentences -Pair work	

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			2 HBC learners book grade 7 Plusone page 108			-Written work -discussion	
L 6	LISTENING /OBSERVING Using adverbs	-to describe a process or event	English language syllabus 2024-2030 Gr 3-7 p 56 2 HBC learners book grade 7 Plusone page 130	Variety of texts Pictures Magazine	Observing Picture reading describing	Assumed Knowledge: Learners can follow instructions e.g. sing -loudly sit quietly Intro. Facilitator gives focus of the lesson -Learners in pairs use adverbs in sentences -Pairs report back -Class comments and corrects -Discussion	
L 7&8	WRITING/BRAILING Composition Speech	-to write a speech of the required length	English language syllabus 2024-2030 Gr 3-7 p 56 2 HBC learners book grade 7	Samples of speeches Charts ICT tools	Writing discussion	Assumed Knowledge: Learners can speak Intro. Learners state functions they have once attended -Facilitator gives general layout of speech writing -In pairs they plan -Individually they write speeches	

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			Plusone page 110				
L 9	REVISION TEST All concepts	-to answer 25 revision question	English language syllabus 2024-2030 Gr 3-7 p 56 2 HBC learners book grade 7 Plusone page 108	-	Writing Discussing Answering	Facilitator gives instructions on how the test should be written -Learners write a revision test -revision of work write	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPETENCIES**	**METHOIDS AND ACTIVIES**	**EVALUATION**
WK 5 L 1	LISTENING /OBSERVATION Registers Extensive reading	-listen to registers on asking for something from a person -role play on read registers	English language syllabus 2024-2030 Gr 3-7 p 58	ICT tools Flash cards	Listening Observing Reading Role playing ICT tools	Assumed Knowledge: Learners can ask for things politely using their vernacular Intro. Learners watch a video picture -Class discussion -Facilitator explains appropriate registers when asking for something -Group work and report back	

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					Flash cards		
L 2	SPEAKING/ SIGNING Public speaking Prepared speech	-recite a prepared speech -display public speaking skills	English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 113	Speeches ICT tools	Speaking Reading writing	Assumed Knowledge: Learners have done speeches before Intro. Teacher explains on speech giving emphasizing use of gestures -Using prepared speech, learners give speeches -Class discussion	
L 3 & 4	READING COMPREHENSION Intensive reading Comprehension The famous story teller	-read a story -answer at least 10 comprehension questions	English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 113	Word cards ICT tools	Reading Listening Writing	Assumed Knowledge: Learners can read sentences Intro. Reading new words	

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WK ENDG	TOPIC CONTENT	OBJECTIVES Learners should be able to:	REFERENCE	MEDIA	COMPETENCIES	METHOIDS AND ACTIVIES	EVALUATION
L 5	WRITING BRAILING Language structures Antonyms Opposites	-list 10 pairs of antonyms -complete sentences using antonyms	English language syllabus 2024-2030 Gr 3-7 p 67 English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 119	Charts Pictures ICT tools	Listing Writing reading	Assumed Knowledge: Learners have done opposites before Intro. Playing a mberi shure game/river bank -Learners read words -In pairs they find opposites of words -Pairs report back -Individual written work _ revising the work	
L 6	OBSERVING LISTENING	Give responses to given	English language	Charts ICT tools	Listening Replying writing	Assumed Knowledge: Learners can answer questions	

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	Responses and questions Giving replies	questions e.g. yes, I do No, I don't	syllabus 2024-2030 Gr 3-7 p 57 English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 113	Audios		Intro. Learners play a game *(*do you know my name) -Learners are taught on ways of responding to questions -Pair work -Written work -Revision of work	
L 7 & 8	WRITING/BRAILING LETTER writing An Email	-compose an email -attach files on composed E-mails	English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7	Samples of E-mail Phones ICT tools	Reading Listening writing	Assumed Knowledge: Learners have seen SMS messages before Intro. Teacher outlines layout of an E-mail -Learners in pairs plan and report back -Written individual work	

			Plusone page 85				
L 9	READING Instructions and warnings Beware of dogs	-read instructions and symbols -explain the meanings of instructions	English language syllabus 2024-2030 Gr 3-7 p 61 English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 123	Posters ICT tools Local environment	Reading explaining	Assumed Knowledge: Learners have seen posters before Intro. Learners read posters -discussing the instruction on posters	
WK 6 L 1	LISTENING OBSERVING Intensive listening	-respond to an utterance -repeat utterances	English language syllabus 2024-2030 Gr 3-7 p English language	Sentence strips ICT tools Recorded audios	Listening Repeating	Assumed Knowledge: Learners can imitate Intro. Learners imitate animal sounds -Using sentence strips; learners respond to what is written -Repeating utterances	

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			syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 122				
L 2	SPEAKING SIGNING Summarizing stories	-summarize a story -state main points according to questions given	English language syllabus 2024-2030 Gr 3-7 p English language syllabus 2024-2030 Gr 3-7 p 59 2 HBC learners book grade 7 Plusone page 122	Story books Cards Folktales	Reading Identifying retelling	Assumed Knowledge: Learners can read a story Intro. Learners discuss with facilitator how a summary is done -learners pick main points according to the question -Individual written work	
L 3 & 4	READING SIGNING	-read a story allowed	English language	Variety of texts Charts	Reading describing	Assumed Knowledge: Learners can read words	

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	Reading for fluency and observing punctuations	-observe and react to a punctuation in a text -write punctuation	syllabus 2024-2030 Gr 3-7 p 61 2 HBC learners book grade 7 Plusone page 122	Talking books		Intro. Facilitator reads to learners with emphasis on fluency and noticing punctuation -Learners practise reading in pairs as per facilitator instruction	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPE TENCIE S**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 5	WRITING/BR AILING Language structures Neither/either	-demonstrate how neither an or either is used -complete sentences	English language syllabus 2024-2030 Gr 3-7 p 65 2 HBC learners book grade 7 Plusone page 117	Charts Flash cards	Reading writing	Assumed Knowledge: Learners can use the word both Intro. Facilitator gives focus of the lesson -learners use neither and either in pairs -Work on sentence completion	

L 6	LISTENING OBSERVING Dictation and spelling	-spell at least 10 words correctly -write sentences using selected words	English language syllabus 2024-2030 Gr 3-7 p 57	Flash cards dictionary	Listening spelling	Assumed Knowledge: Learners can spell words Intro. Spelling game -learners write spellings of words whilst teacher dictates	
L 7 & 8	WRITING/SIGNING Composition report	-write a report of the required length -outline the structure of a report	2 HBC learners book grade 7 Plusone page 119	Sample of report ICT tools	Outlining Writing discussion	Assumed Knowledge: Learners can write a narrative Intro. Learners discuss the structure of a report -learners write reports Reading some of the reports	
L 9	REVISION TEST Fortnight tests	-answer at least 20 revision questions	English language syllabus 2024-2030 Gr 3-7 p 56-63 2 HBC learners book grade 7 Plusone page 122 Examination 2 page 133	Chalkboard ICT tools	Answering discussing	-Learners are given instructions on how the tests should be written -individually, learners answer -revision	
WK 7 L 1	LISTENING OBSERVING Comprehension	-retell a story - answer oral comprehension questions	English language syllabus 2024-2030	Variety of tools Sentence strips	Listening Speaking Discussing	Assumed Knowledge: Learners can respond to questions Intro. Reading words in turns -learners listen while teacher reads	

	Seasons of the year		Gr 3-7 p 58 2 HBC learners book grade 7 Plusone page 140				
L 2	SPEAKING SIGNING Collective nouns	-give a collective name masculine/feminine name in given situation Complete sentences	English language syllabus 2024-2030 Gr 3-7 p 67 2 HBC learners book grade 7 Plusone page 147	Chart pictures	Speaking reciting	Assumed Knowledge: Learners have seen groups of animals Intro. Naming game -*let's play anything* -reading words -In pairs learners complete	

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WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPE TENCIE S**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 3 & 4	READING SIGNING comprehension	-read a story silently -answer comprehension questions	English language syllabus 2024-2030 Gr 3-7 p 60 2 HBC learners book grade 7	Charts Pictures Work cards	Reading Answering writing	Learners read new words Facilitator helps to explain them Learners read silently Learners write individual exercises Class discussion	

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			Plusone page 149				
L 5	WRITING/BRAILING Punctuation marks	-use punctuation marks correctly -use the punctuation marks in statements	English language syllabus 2024-2030 Gr 3-7 p 65 2 HBC learners book grade 7 Plusone page 109	Flash Cards Sentence strips	Writing Listening	Assumed Knowledge: Learners can use the full stop Intro. Naming punctuation marks and saying how and when they are used -Flashing punctuation marks saying how and when they are used -Sentence completion using marks	
L 6&7	LISTENING OBSERVING Dictation and spelling	-spell dictated words correctly -use dictated words in 5 sentences	English language syllabus 2024-2030 Gr 3-7 p57 2 HBC learners book grade 7	Dictionary Cards ICT tools	Listening Writing spelling	Assumed Knowledge: Learners can spell words Intro. Spelling game -dictating words -learners write -Class discussion	

			Plusone page 151				
L8	READING SIGNING Contextual meaning of words	-read a story -find word meaning using context	syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 151	Variety of texts ICT tools	Reading explaining	Assumed Knowledge: Learners can read a story Intro. Reading new words -Reading silently -pair work finding meanings of words in context -Class discussion	
L 9	WRITING BRAILING Structures using **unless**	-use the word unless correctly	syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 151-152	Word cards ICT tools	Speaking Reading writing	Assumed Knowledge: Learners can use ***if*** Intro. Naming objects and giving orders -listening to audios -Facilitator explains use of unless -pair work and report back	
WK 8 L 1	LISTENING OBSERVING	-listen to similes and imitate	English language	Student companion	Listening Repeating	-Assumed Knowledge: Learners can imitate Intro. Learners listen to audios -Facilitator explains while imitating	

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	Repeat utterances In particular similes	-complete similes as imitated	syllabus 2024-2030 Gr 3-7 p 56 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 151	ICT tools	Answering	-Learners repeat similes after the facilitator	
L 2	SPEAKING SIGNING Description comparing	Describe objects and compare objects of the same nature	English language syllabus 2024-2030 Gr 3-7 p 59 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 151	Tangible objects from the classroom environment	Naming Describing comparing	Assumed Knowledge: Learners can name objects Intro. Reciting a poem on objects -Learners pick objects and compare them using highlighted words -Learners discuss -Class discussion	
L 3& 4	READING SIGNING	-read a story silently	English language	Cards Sentence strips	Reading Answering	Assumed Knowledge: Learners can read sentences Intro. Quiz	

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	Intensive reading Comprehension	-o answer 10 questions silently	syllabus 2024-2030 Gr 3-7 p 59 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 162	ICT tools	scanning	-Reading new words Writing word meanings as groups/pairs -Reading n turns -Written work -Question and answer	
L 5	LISTENING OBSERVING Dictation and spelling	-use dictionary to find meanings of words -spell 10 dictated sentences observing capital letters	English language syllabus 2024-2030 Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 161 -162	Charts Cards ICT tools	Listening Reading writing	Assumed Knowledge: Learners are able to write Intro. Learners do quiz game -Facilitator dictates words -individual written work Class discussion	
L6 & 7	READING/SIGNING	-read a story silently	Gr 3-7 p 5	Flashcards	Reading Writing	Assumed Knowledge: Learners can read and write Intro. Facilitator flashes new words	

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	Intensive reading for comprehension	-answer at least 10 questions	syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 161 -162			-learners to read silently -pair work Written work _class discussion	
L 8	WRITING/BRAILING Structures Word formation	-form words using suffixes e.g. **-ment,** **-ous**	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p65 2 HBC learners book grade 7 Plusone page 161 -162	ICT tools charts	Listening Reading Speaking writing	Assumed Knowledge: Learners can make Intro. Song 'agreement" -Facilitator gives focus of the lesson. learners do examples with the facilitator -pair work -written work -recap	

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L 9	REVISION FORTNIGHTLY	-answer at least 20 revision questions	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 161 -162	Cards Chalkboard Question papers	Answering discussing	-Learners are given instructions on how to answer revision exercises -learners answer revision question	
WK 9 L 1	LISTENING OBSERVING Reponses to statements and questions	-give replies using; **-so does she** **So, do we** **So does grandfather**	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57 2 HBC learners book grade 7 Plusone page 160	Work cards Flash cards IVCT tools	Observing Answering Replying	Assumed Knowledge: Learners can respond to questions Intro. Role playing -Facilitator introduces the issue of giving appropriate responses -Volunteers demonstrate _-pair work Report back -Discussion	
L 2	SPEAKING articulation	-read at least 80 words Pronounce words correctly	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p61	Alphabet chart Word cards	Speaking Imitating Pronouncing	Assumed Knowledge: Learners can pronounce simple words Intro. Facilitator gives focus of lesson -Facilitators flash cards while learners read	

			2 HBC learners book grade 7 Plusone page 161			-Learners take turns to read -Facilitator corrects where necessary -Reading as a class	
WK END G	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPE TENCIE S**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 3& 4	READING/SI GNING comprehension	-to read a story silently -to answer comprehension questions	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 168 -169	Variety of texts ICT tools	Speaking Reading writing	Assumed Knowledge: Learners can read sentences Intro. Learners sing a song -reading new words Taking turns to read a passage Question and answer Written work Class discussion	

L 5	WRITING/BRAILING Language structures Although but	-use the word although and but correctly in at least 8 sentences	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p65 2 HBC learners book grade 7 Plusone page 233	Flashcards Boards ICT tools	Reading Writing speaking	Assumed Knowledge: Learners have used but in previous grades Intro. Recap -Facilitator explains use of but -learners practice in pairs -pairs report back Question and answer	
L 6	LISTENING OBSERVING Spelling	-listen and write dictated spellings Use dictated words in sentences	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57 2 HBC learners book grade 7 Plusone page 161 -162	Charts ICT Tools	Listening writing	Assumed Knowledge: Learners can read Intro. Playing a game -dictation -Writing spellings -revision of written work	
L 7 & 8	WRITING/BRAILING Language structures Superlatives **most**	-use adjectives in ten sentences -to complete ten sentences correctly	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57 2 HBC learners book grade 7 Plusone page 173	Charts Word cards	Comparing writing	Assumed Knowledge: Learners compare using adjectives Intro. Song in mother tongue -Facilitator gives focus on lesson -pair work -written work -revision of written work	

L 9	WRITING/BRAILING DICTAT Dictated paragraph from a passage	-write a passage of up to 80 words	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57 2 HBC learners book grade 7 Plusone page 161 -162	Stories Various texts	Writing listening	Assumed Knowledge: Learners can read Intro. Facilitator dictates passage -Learners write -revision of the dictated paragraph	
WK 10 L 1	LISTENING /OBSERVING Phonics homonyms	-write 8 homonyms -read correctly -complete sentences correctly	English language syllabus 2024-2030 Gr 3-7 p 56 Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 161 -162	Recorded audios Rhyming games	Speaking Listening retelling	Assumed Knowledge: Learners can read simple words Intro. Reading puzzle -Facilitator helps learners read homonyms -Class discussion -Pairing homonyms	
L 2	SPEAKING/SIGNING Summarizing stories	-write 8 homonyms -read correctly	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57	Story books ICT tools	Speaking retelling	Assumed Knowledge: Reading can be done by some learners Intro. Reading new words -facilitator gives focus of lesson	

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	The Heroes Acre	-complete sentences correctly	2 HBC learners book grade 7 Plusone page 180			-Group work -Volunteers summarize a story	
L 3 & 4	READING INTENSIVE READING comprehension	Read a story silently -answer at least 8 comprehension questions -	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57 2 HBC learners book grade 7 Plusone page 161 -162	Sentence strips Variety of texts	Reading Listening writing	Assumed Knowledge: Learners can read words Intro. Learners read new words with the help of the facilitator -reading as a class and discussion -answering comprehension questions	
L 5	WRITING/BRAILING Language structure synonyms	-read 10 pairs of words -match words to their correct synonyms	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p62 2 HBC learners book grade 7 Plusone page 184	Variety of texts charts	Listening Writing matching	Assumed Knowledge: Learners have used some synonyms before Intro. Facilitator give focus of the lesson -Learners read words -pairs match synonyms Individual written work	
L 6	LISTENING OBSERVING Dictation and spelling	-listen and spell 10 dictated words	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p57	Flash cards Dictionary	Spelling Listening writing	Assumed Knowledge: Learners can spell short vowel words Intro. Learners listen while facilitator dictates -Learners write	

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		-use dictated words in sentences	2 HBC learners book grade 7 Plusone page 161 -162	ICT tools		-Revision of spellings	
L 7 & 8	READING SIGNING Extensive reading Cancer awareness	-read a variety of texts for leisure -retell their stories	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p60 2 HBC learners book grade 7 Plusone page 191 – 192	A variety of texts ICT tools	Reading retelling	Assumed Knowledge: Listening to audios -Learners and facilitators read a novel chapter -Class discussion -Answer questions -learners retell stories read	
L 9	WRITING BRAILING Language structures Passive and active vice	-read statements in active form -to write 6 statements in passive form	Gr 3-7 p 5 syllabus 2024-2030 Gr 3-7 p61 2 HBC learners book grade 7 Plusone page 161 -162	Cards Sentence strips ICT tools	Reading writing	Assumed Knowledge: Learners can write verbs in past tense forms Intro. Role plays -Learners read statements in active voice -Facilitator helps learners to change to passive form	
Wk. 11&12	REVISION WEEK AND MID YEAR EXAMS					-in pairs the learners are given active statements -they change them to passive statements -report back	
WK. 12	REVISION AND MID YEAR EXAMS						

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					-individual written work -conc. Recap of concept learnt during the lesson.	

MATHEMATICS

SCIENCE AND TECHNOLOGY

GENERAL AIM

By the end of term two the heritage based science and technology syllabus a to: Develop an understanding of basic scientific and indigenous knowledge concepts Appreciate innovative solutions Develop environmental awareness and protection responsibilities Develop problem solving skills through hands experience

TOPICS TO BE COVERED TERM 2

1. Crop plants and animals

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2. Environmental awareness and conservation
3. Disaster risk management and resilience
4. Educational technology and innovation
5. Tools equipment and implements
6. Energy and fuels
7. Health and hygiene

WK ENDG	TOPIC CONTENT	OBJECTIVES Learners should be able to:	REFERENCE	MEDIA	COMPETENCIES	METHOIDS AND ACTIVIES	EVALUATION
WK 1 L 1	CROP, PLANTS AND ANIMALS K. C. Photosynthesis S. C. process of photosynthesis	-explain the process of photosynthesis	Gr 3-7Science and Technology syllabus 2024-2030 P 80 2 HBC Plusone Science and Technology Learners book page 66 -67	Diagram of photosynthesis		Assumed Knowledge: Learners are aware that plants make food Introduction: Educator explains the process of photosynthesis 1. Learners research /read about photosynthesis 2. Learners describe the process of photosynthesis 3. Learners draw diagrams describing photosynthesis Conclusion: Learners answer questions based on photosynthesis	

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L 2	CROPBPLANTS AND ANIMALS KEY-CONCEPT. Photosynthesis SUB-CONCEPT Factors necessary for photosynthesis	-identify or explain factors necessary for photosynthesis	Grade 3-7 HBC Science syllabus 2024-2030 P 80 2 HBC Plusone Science and Technology Learners book page 66 -67	iPad cellphones		Assumed Knowledge: Learners are aware that plants make food. Introduction: Review of work covered on the process of photosynthesis 1. Educator explain expectations 2. Class group discuss factors necessary for photosynthesis 3. Groupsresearch using media (Bing, meta, Messenger) 4. Report back Conclusion: Learners answer questions.	
L 3 & 4	CROP, PLANTS AND ANIMALS K. C. Photosynthesis S. C. leaf starch test	Test for the presence of starch in leaves	Gr 3-7 syllabus 2024-2030 P 80 2 HBC Plusone Science and Technology Learners book page 67	Iodine solution Methylated spirits		Assumed Knowledge: Learners are aware Introduction: Review of previous work on photosynthesis 1. Educator explains the need for experiment 2. Learners collect equipment 3. Group experiment 4. Recording of results Conclusion: Learners report back on findings	

WK ENDG	**TOPIC CONTENT**	**OBJECTIVES Learners should be able to:**	**REFERENCE**	**MEDIA**	**COMPETENCIES**	**METHOIDS AND ACTIVIES**	**EVALUATION**
L 5 & 6	USES OF PLANTS KEY-CONCEPT. Plants as a source of food and nutrition SUB-CONCEPT Coding tools	-discuss plants as source of food and nutrition 2 explain plants as a source of medicine and health	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 67		Naming Identifying stating	Assumed Knowledge: Learners are aware of plants as source of food Introduction: Educator explains plants as source of food 1. Teacher shows leaerners different food samples and learners state more food sample 2. Research on on sources of different food 3. Learners name different food from plants 4. Individual work Conclusion: Learners answer questions based on coding tools	

L 7	Crop Plants and Animals KEY-CONCEPT. Uses of plants SUB-CONCEPT Plants as a source of shelter and construction	-describe plants as a source of shelter and construction - identify the different uses of plants -	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 76 - 77	Wood smartphone Pictures / videos showing different pants	Defining stating	Assumed Knowledge: Learners are aware that food comes from plants Introduction: Learners describe the different plants used as shelter and plants used in construction 1.Teacher explains the uses of trees ,teacher shows learners picture showing different uses of plants 2.Clas/group research on plants used as shelter and construction 3.Class discus the uses of plants 4.Individual written work Con. Learners answer questions about uses of plants	
L 8	PLANTS AND ANIMALS KEY-CONCEPT. Uses of animals SUB-CONCEPT importance of animals as source of food and nutrition	-Discuss the importance of animals as sources of food and nutrition	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 79 -89	Digital tools	Researching reporting	As. Kn. Learners aware of the uses of animals Introduction: Review of previous lesson 1. Viewing pictures showing the uses of animals 2. Reading and researching on the uses of animals and importance 3. Report back 4. Conclusion: Learners answer questions based on climate change	

L 9-10	PLANTS AND ANIMALS KEY-CONCEPT. Uses of animals SUB-CONCEPT importance of animals as source of clothing and textiles	Explain the importance of animals as sources of food and nutrition	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 80 -81	Print media Videos on climate Changes	Researching reporting	Assumed Knowledge: Learners are aware tha animals are important Introduction: Review of previous work on uses of animas change 1. Viewing videos on uses of aniamals 2. Group research on uses of aniamls and their importance 3. Report back 4. Conclusion: Learners answer questions	
WK 2 L 1	CROP PLANTS AND ANIMALS KEY-CONCEPT. uses of animals SUB-CONCEPTS	-describe the role of animals as companions and in assisting humans	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 79 -80	Pictures of food plants Live food plants e.g. maize	Naming Explaining identifying	As. Kn. Learners are aware that some animals are important to human and are good companion Introduction: Learners name animals which help people 1. Teacher explains im[ortance of animals 2. Class/ group research on importance of aniamls sources 3. Learners answer questions 4. Individual written work Conclusion: Learners answer questions on work covered on plant food source	

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L 3& 4	Environmental awareness and conservation KEY-CONCEPT. Climate change SUB-CONCEPT causes of climate change	-Define climate change -identify causes of climate change	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 91 -93	Local environment Printed media Digital media	Naming Describing identifying	Assumed Knowledge: Learners are aware of weather elements, patterns and the environment . Introduction: Teacher explains climate and climate change 1. Educators and learners state the possible cause of climate change 2. Class discusses on how humans contribute to climate change and also the natural causes of climate change 3. Group report back on climate change Con. Learners answer questions based on climate change	
L 7	Environmental awareness and conservation KEY-CONCEPT. Climate change SUB-CONCEPT Natural causes of climate change	-identify the natural causes of climate change	Science and Technology Syllbus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plusone Science and Technology Learners book page 93 -96	Pictures Local environment	Naming Identifying classifying	Assumed Knowledge: Learners are aware of human causes on climate change Introduction: Learners describe what they see on pictures on natural causes of climate changes 1. Educator defines the natural causes on climate change 2. Learners research on natural causes of climate change 3. The learners report back on the natural causes of climate change 4. Individual written work Conclusion: Learners answer questions	

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L 8	Environmental awareness and conservation KEY-CONCEPT. Climate change SUB-CONCEPT Effects of climate change	-identify effects of climate change	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plus one Science and Technology Learners book page 93 -96	Local environment 2.Printed media 3 charts	Naming Identifying classifying	Assumed Knowledge: Learners are aware of causes of natural causes and human causes of climate change Introduction: Review of previous lesson 1. Learners read about man-made causes and natural causes of climate change 2. Class/group discuss the effects of climate change 3. Report back from the groups 4. Individual written work on the effects of climate change Conclusion: Learners state the effects of climate change	
L 9 & 10	Environmental awareness and conservation	Discuss the mitigation measures on climate change	Science and Technology Syllabus 2024 -	Digital tools	Naming Identifying stating	Assumed Knowledge: Learners are aware of causes of natural causes and human causes of climate change	

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	KEY-CONCEPT. Climate change SUB-CONCEPT Mitigation measures of climate change		2030 Grade 3 - 7 page 72 2 HBC Plus one Science and Technology Learners book page 95 -96 Exercise 14.3 page 96	Local environment 2.Printed media 3 charts		Introduction: Review of previous lesson 1 Learners read about the solution to climate change 2 Class/group discuss the mitigation measures on climate change 3 Report back from the groups 4 Individual written work on the mitigation measures Conclusion: Learners state the mitigation measures of climate change	
WK 3 L 1	Environmental awareness and conservation KEY-CONCEPT. Weathering SUB-CONCEPT Types of weathering	Define weathering 2.State the types of weathering	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 72 2 HBC Plus one Science and Technology Learners book page 95 -96 Exercise 14.3 page 96	Paint models	Naming Describing Explaining	Assumed Knowledge: Learners are aware of soil erosion Introduction: Review of previous lesson on soil erosion 1 Facilitator explain the term weathering using local environment 2 Learners anad facilitator identify the types of weathering 2 Class/group discuss on the causes and types of weathering	s

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						3 Report back and teacher demonstrate weathering ona small rock and a piece of chalk 5 Individual written work on the types weathering Conclusion: Learners state the types and cause of weathering	
L 2	Environmental awareness and conservation KEY-CONCEPT. Weathering SUB-CONCEPT Types of weathering Biological	-describe the causes biological weathering	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 101 -102 Exercise 14.3 page 96	Print media Local environmental	Identifying naming	Assumed Knowledge: Learners are aware of soil erosion Introduction: Review of previous lesson on soil erosion 1 Facilitator explain the term weathering using local environment 3 Learners anad facilitator identify the types of weathering 2 Class/group discuss on the causes and types of weathering 3 Report back and teacher demonstrate weathering ona small rock and a piece of chalk 4 Individual written work on the types weathering	

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						Conclusion: Learners state the types and cause of weathering	
L 3&4	Environmental awareness and conservation KEY-CONCEPT. Weathering SUB-CONCEPT Types of weathering Chemical	describe the causes and types chemical weathering	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 102 -104 Exercise 15.3 page 104 -105	Print media Manila scissors	Naming Identifying constructing	Assumed Knowledge: Learners are aware of weathering Introduction: Review of previous lesson on biological weathering 1 Facilitator explain the term weathering using local environment 4 Learners anad facilitator identify the types of weathering 2 Class/group discuss on the causes and types of chemical weathering 3 Report back and teacher demonstrate weathering on a small rock and a piece of chalk 4 Individual written work on the types weathering Conclusion: Learners state the types and cause of chemical weathering	
L 5 &6	School based project Stage 4	-explain ,illustrate or demonstrate	Science and Technology Syllabus 2024 -	Resource person	Naming Identifying	Assumed Knowledge: Learners are able to identify problems through the learning experiences	

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	Select most suitable solutions	most suitable solutions	2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 102 -104	Sample of projects	construct ing	Introduction: Review of previous work on school based projects 1. Learners explain and illustrate suitable solutions on the projects while the facilitator guides 2. Learners create their most suitable solutions 3. individual written work Conclusion: Learners write the stage 4 of school based projects	
L 7	ENVIRONMENTAL AWARENESS AND CONSERVATIO N KEY-CONCEPT. Soil profile Sub-concept Layers of the soil profile	-define soil profile -identify layers of the soil profile	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 106 -108 Exercise 16.1 page 108	Local environ ment A dug pit	Defining Explainin g	Assumed Knowledge: Learners are aware of types of weathering Introduction: Educator explains expectations 1. leaners define the term soil profile in their own words 2. educator points out layers 3. group work identifying layers of soil profile 4. individual written work. Conclusion: Learners answer questions	

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L 8	ENVIRONMENTAL AWARENESS AND CONVERSATION KEY-CONCEPT. Soil Profile SUB-CONCEPT Soil profile layers	-identify layers of a soil profile	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 108 -109 Exercise 16.2 page 109	A dug pit	Explaining	Assumed Knowledge: Learners are aware that soil is formed from weathering Introduction: Review of previous work 1. educator introduces work to be covered 2. class/group discuss soil profile 3. learners visit a dug pit to observe the layers 4. individual written work Conclusion: Learners answer questions on soil profile	
L 9 & 10	Environmental awareness and conservation KEY-CONCEPT. Soil profile SUB-CONCEPT Importance of the soil profile	-explain the importances of the soil profile	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 108 -109 Exercise 16.2 page 109	work cards printed media digital tools	Explaining Identfying	Assumed Knowledge: Learners are aware that soil is formed from weathered rocks Introduction: Review of previous work 1. class/group discussion of soil importance 2. reading importance of soil profile 3. report back 4. individual written work. Conclusion: Learners answer questions	

WK 4 L 1	Environmental awareness and conservation KEY-CONCEPT. Water Scarcity SUB-CONCEPT Effects of water scarcity	-define water scarcity -explain the effects of water scarcity	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 112 -114 Exercise 17.1 page 114	Workcards Pictures Ict tools Digital tools	Identifying naming	Assumed Knowledge: Learners are able to identify the uses of water Introduction: Educator and learners state the different uses of water 1. Teacher explain what is water scarcity 2. Learners state the effects of water scarcity 3. learners complete an exercise on water scarcity 4. learners write individual work Conclusion: Learners explain effects of water scarcity	

L 2& 3	Environmental awareness and conservation KEY-CONCEPT. Water Scarcity SUB-CONCEPT Water conservation methods	-identify water conservation methods	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 114 -115 Exercise 17.2page 116 - 117	Work cards Print media	Naming Explaining	Assumed Knowledge: Learners are able to identify the uses of water Introduction: Educator and learners state the effect of water scarcity 5. Teacher explain ways of conserving the water 6. Learners state the importance of conserving the water 7. learners complete an exercise on water conservation 8. learners write individual work Conclusion: Learners explain water conservation	
L 4 & 5	Environmental awareness and conservation KEY-CONCEPT. Land Use SUB-CONCEPT Mining	-Define mining - discuss the impacts of mining to the environment	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology	Digital tools Pictures Work card	Naming Identifying constructing	Assumed Knowledge: Learners learnt about natural land use and the importance of conserving natural resources Introduction: Teacher explain what is mining and learners state types of minerals and where they are mined 1. teacher and learners discuss on the impacts of mining to the environment	

			Learners book page 118 -120 Exercise 18.1page 120			2. learners in groups state the effects of mining 3. group report back 4. learners state the possible ways of solving the problems of mining Conclusion: Learners answer questions effects of mining	
L 5 & 6	Environmental awareness and conservation KEY-CONCEPT. Land Use SUB-CONCEPT Benefits of mining	-explain the benefits of mining	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 118 -120 Exercise 18.1page 120	Work cards Resource person Printed media	explaining	Assumed Knowledge: Learners learnt about natural land use and the importance of conserving natural resources Introduction: Teacher explain what is mining and learners state types of minerals and where they are mined 1 teacher and learners discuss on the benefits of mining to the country amd locals 2 learners in groups state the importance of mining 3 group report back 5 learners state the possible ways of solving the problems of mining Conclusion: Learners answer questions benefits of mining	

L 7	SCHOOL BASED PROJECT Stage 4 The most suitable solutions	-learners create most suitable solution of their problems	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 83	Work cards Print media	Naming Identifying	Assumed Knowledge: Learners are able to identify problems through learning experiences Introduction: Review of previous work school based projects 1. educator explains expectations 2. Learners examine ideas that might solve their problems while facilitator guides them 3. learners state suitable solutions of their problems 4. Individual work Conclusion: Learners answer questions	
L 8	Tools ,equipment and implements KEY-CONCEPT. Farm Implements SUB-CONCEPT Types of farm implements	-identify farm implements - explain safety procedures for operating farm implements	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 HBC Plus one Science and Technology Learners book page 124 -126	Print media Digital tools Pictures	Identifying naming	Assumed Knowledge: Learners are aware of farm tools and machines Intro. Learners state the various farm tools and uses 1. class discuss on types of farm implements manual ,animal driven and motorized 2. pair work on categorizing farm tools 3. Learners state the safety procedures on safety use of various farm implements 4. individual written work Conclusion: Learners answer questions	

L 9 & 10	Tools ,equipment and implements KEY-CONCEPT. Farm Implements SUB-CONCEPT Types of farm implements	-describe mantainance procedures of farm implements	Science and Technology Syllabus 2024 - 2030 Grade 3 - 7 page 74 2 . HBC Plus one Science and Technology Learners book page 124 -126	Pictures Farm implements Digital tools	Naming Identifying	Assumed Knowledge: Learners are aware of farm tools and machines Intro. Learners state the various farm tools and uses 5. class discuss on types of farm implements manual ,animal driven and motorized 6. pair work on categorizing farm tools 7. Learners state the safety procedures on safety use of various farm implements 8. individual written work Conclusion: Learners answer questions	
WK 5 L 1	Tools ,equipment and implements KEY-CONCEPT. Farm Implements SUB-CONCEPT Mantainance of farm tools	Describe the maintenance procedures of farm implements	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 124 -126 Exercise 19.3 page 128 -129	Pictures Work cards Digital tools	Naming Describing Explaining	Assumed Knowledge: Learners are aware of farm tools and machines Intro. Learners state the various farm tools and uses 1 class discuss on types of farm implements manual ,animal driven and motorized 2 pair work on maintenance of the farm tools 3 Learners state the maintenance o procedures on farm implements 4 individual written work Conclusion: Learners answer questions	

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L 2	Tools ,equipment and implements KEY-CONCEPT. Digital devices SUB-CONCEPT Types of servers	-define servers - list different types of servers -explain uses of servers	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 124 -126 Exercise 19.3 page 130 -132	Pictures Work cards Pictures	Explaining identifying	Assumed Knowledge: Learners are aware of digital camera .recording of videos and also computers Introduction: Facilitator and learners identify digital tools 1 Facilitator define servers 2 discussion on the types of servers 3 Class discussion on the uses of the different types of servers 3 individual written work. Conclusion: Learners answer questions on servers	
L 3 & 4	Tools ,equipment and implements KEY-CONCEPT. Digital devices SUB-CONCEPT Advantages and	Discuss advantages and disadvantages of different servers	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 133	Print media Environ Computers Gps system	Stating Discussing Explaining	Assumed Knowledge: Learners are aware of digital camera .recording of videos and also computers Introduction: Facilitator and learners identify digital tools 1 Facilitator define servers 2 discussion on the advantages and disadvantages of different servers 3 Class discussion on the advantages and disadvantages of servers	

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	disadvantages of servers		Exercise 20.1 page 132			4 individual written work. Conclusion: Learners answer questions on servers	
L 5& 6	Tools ,equipment and implements KEY-CONCEPT. Digital devices SUB-CONCEPT Purpose of servers	-explain the purpose of severs	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 133 Exercise 20.1 page 132	Work cards Resource person	explaining	Assumed Knowledge: Learners are aware of digital camera .recording of videos and also computers Introduction: Facilitator and learners identify digital tools 1 Facilitator define servers 2 discussion on the purposes of servers 3 Class discussion on the different purposes of server 5 individual written work. Conclusion: Learners answer questions on purpose of servers s	
L 7	Tools ,equipment and implements KEY-CONCEPT.	Explore the importance and use of the global	Science and Technology gr 3-7 syll p 76	Work cards Resource person	Explaining Discussing	Assumed Knowledge: Learners are aware of digital camera .recording of videos and also computers	

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	Digital devices SUB-CONCEPT Importance of GPS	positioning system GPS	2 . HBC Plus one Science and Technology Learners book page 133 Exercise 20.4 page 138 -139			Introduction: Facilitator and learners identify digital tools 1 Facilitator define GPS 2 discussion on the purposes OF GPS 3 Class discussion on the different purpose OF GPS ser 6 individual written work. Conclusion: Learners answer questions on purpose of servers s	
L 8	SCHOOL BASED PROJECT STAGE 5 Presentation of an artefact or product	-present the final solution in the form of am artefact or product	-Gr 3-7 Science and Technology Syll. P 83	Local environment Print media	Naming Identifying Explaining	Assumed Knowledge: learners are aware of school based project Introduction: Revision of previous work on school based project 1. educator explains expectations 2. class discuss stage five and present their final products 3. discussion on the final product 4. Individual written work Conclusion: Learners answer questions .	

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L 9 &10	Tools ,equipment and implements KEY-CONCEPT. Digital devices SUB-CONCEPT Database	Create and enter data into a database table	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 133 Exercise 20.4 page 140 -142 Exercise 21.1 page 142	Local environment Print media tour guidelines	Naming Explaining	As. Kn. Learners are able to create spreadsheet ,use formulae calculate and present results Introduction: Facilitator gives the focus of the lesson 1. Facilataor explain and also demonstrate creation adnd entering of data into database 2. Using tablets and laptop the learners create and enter tables 3. Learners practice the data entering in groups and report back 4. The learners practice individually Conclusion: Learners do practical work of data entering on database	
WK 6 L 1	Tools ,equipment and implements KEY-CONCEPT. Digital devices SUB-CONCEPT Database	-filter data according to different attributes	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 142 -144	Tablets Ict tools Flashcards Print media	Explaining Defining Identifying	As. Kn. Learners are able to create spreadsheet ,use formulae calculate and present results Introduction: Facilitator gives the focus of the lesson 1 Facilitator explain and also demonstrate creation data filtering 2 Using tablets and laptop the learners filter data using set criteria 3 Learners practice the data filtering in groups and report back	

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			Exercise 21.2 page 145			4 The learners practice individually Conclusion: Learners do practical work of data filtering on database	
L 2	Tools ,equipment and implements KEY-CONCEPT. Digital devices SUB-CONCEPT Sorting tools	Use sorting tools in response to a problem	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 142 -144 Exercise 21.2 page 145 Exercise 21.3page 147 - 149	Tablets Ict tools Flashcards Print media		As. Kn. Learners are able to create spreadsheet ,use formulae calculate and present results **Introduction:** Facilitator gives the focus of the lesson 5. Facilitator explain and also demonstrate data sorting that is arranging data in specific order 6. Using tablets and laptops learners sort dat A -Z ascending and descending order Z – A 7. Learners state the importance of data sorting 8. The learners practice individually Conclusion: Learners do practical work of data sorting on database	
L 3 & 4	SCHOOL BASED PROJECT	-present the final solution in the form of	Science and Technology gr 3-7 syll	Print media Fo	Naming Describing	Assumed Knowledge: Learners are aware of the stages of the project presentation Introduction: Review of previous work on project	

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	STAGE 6 Presentation of final solution	product or service	p 83			1. Class discusses stage 5 of the project 2. Learners present their products or services concerning their problems 3. Marking of products and the facilitator help the learners to make neat artefacts 4. Individual work Conclusion: Oral review of the lesson	
L 5 & 6	Tools ,equipment and implements KEY-CONCEPT. Digital tools SUB-CONCEPT Design forms and reports	-design forms and reports using wizards	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 142 -144 Exercise 21.2 page 145 Exercise 21.3page 147 - 149	Tools Equipment Computers Laptops Tablets	Researching naming	Assumed Knowledge: Learners are aware database creation ,sorting and filtering Introduction: Review of previous lesson 1. Educator explains how forms and forms wizard are done 2. Group research and report back form creation and wizard 3. Report back on findings 4. Individual written work Conclusion: Learners answer questions	

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L 7	Tools ,equipment and implements KEY-CONCEPT. Career opportunity SUB-CONCEPT Career opportunities in ICT	-name career opportunities in ICT -	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 150 -152 Exercise 22.1 page 152 Exercise 21.3page 147 - 149	Print media Work on chalkboard	Naming describing	Assumed Knowledge: Learners are aware learnt about basic computer operations and simple programming Introduction: Learners identify career they know in ICT 1. Educator show pictures about different careers in ICT 2. Learners name different career in ICT 3. Learners refer to work on chalkboard naming 4. Individual written work Conclusion: Learners answer questions	
L 8	TOOLS, EQIPMENT AND IMLEMENTS Career opportunity SUB-CONCEPT	-explain the role of ict personnel	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology	Print media Computers Tablets	Naming Explaining	Assumed Knowledge: Learners are aware learnt about basic computer operations and simple programming Introduction: Learners identify career they know in ICT 5. Educator show pictures about different careers in ICT 6. Learners name different career in ICT	

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	Career opportunity in ICT		Learners book page 150 -152 Exercise 22.1 page 152 Exercise 21.3page 147 - 149			7. Learners refer to work on chalkboard and answer questions on the role of ICT personnel 8. Individual written work Conclusion: Learners answer questions	
L 9 & 10	Energy and FUELS SUB-CONCEPT Sound energy	-demonstrate that sound travels through air ,solids and water	Science and Technology gr 3-7 syll p 76 2 . HBC Plus one Science and Technology Learners book page 150 -152 Exercise 22.1 page 152 Exercise 21.3page 147 - 149	Print media Manilla Markers poster sample	Drawing listing	As. Kn. Learners are aware of sources of heat and electricity Introduction: Review of previous work 1. Educator explain and demonstrate that sound travels through air ,solids and through water 2. Class discusses making of posters 3. Collecting materials 4. Group work on demonstrating how sound travels Conclusion: Learners answer questions	

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WK 7 L 1&2	ENERGY AND FUELS KEY-CONCEPT. Sound energy SUB-CONCEPT ways of producing sound	-experiment and explain how sound is produced through air	Science and Technology gr 3-7 syll p 77 2 . HBC Plus one Science and Technology Learners book page 156 -158	Musical instruments utensils	Instrument strumming	Assumed Knowledge: Learners are aware that sound is produced through different medium Introduction: Revision of previous work. 1. Educators explains expectations 2. Groups experiment producing sound in air 3. Report back on findings 4. Individual written work Conclusion: Learners answer questions	
L 3&4	Energy and fuels KEY-CONCEPT. Sound energy SUB-CONCEPT sound medium (solids)	-experiment and explain how sound is produced through solids	Science and Technology gr 3-7 syll p 77 2 . HBC Plus one Science and Technology Learners book page 156 -158	Musical instrument Utensils		Assumed Knowledge: Learners are aware that sound is produced through different medium Introduction: Review of previous work 1. Educator explains expectations 2. Class read hoe sound is produced in solids 3. Report back on findings 4. individual written work Conclusion: Learners answer questions	

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L 5 & 6	ENERGY AND FUELS KEY-CONCEPT. Sound energy SUB-CONCEPT Sound medium (water)	-experiment and explain how sound is transmitted through water -answer at least 10 questions based on sound energy	Science and Technology gr 3-7 syll p 77 2 . HBC Plus one Science and Technology Learners book page 156 -158	Musical instrument utensils		Assumed Knowledge: Learners are aware that sound is produced through different mediums Introduction: Review of previous work 1. educator explains expectations 2. class reading on how sound is produced in water 3. report back 4.individual written work Conclusion: Learners answer questions	
L 7 &8	SCHOOL BASED PROJECT STAGE 7 Evaluation and recommendations	-write evaluation and recommendation of their solutions	Science and Technology gr 3-7 syll p 83	Project samples Trs resource file Work on the chalkboard	Explaining Naming Recommending	Assumed Knowledge: Learners are of the different stages in projects Introduction: Review of previous work 4. educator explains expectations 5. class read their recommendations to the class 6. report back 4.individual written work Conclusion: Learners answer questions	
WK 8 L 1	ENERGY AND FUELS	-describe how energy is converted from	Science and Technology gr 3-7 syll p 77	Batteries Cables	Explaining demonstrating	Assumed Knowledge: Learners are aware of types of energy Introduction: Review of previous lesson 1. explanation of expectations	

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	KEY-CONCEPT. Energy conversions SUB-CONCEPT Stored energy to light energy	one form to another Explain the energy chain	2 . HBC Plus one Science and Technology Learners book page 160 -161 Exercise 24.2 page 163	Light bulbs		2. reading on energy conversations 3. experimentation 4. individual written work Conclusion: Learners answer questions	
L 2	Energy and fuels KEY-CONCEPT. Energy conversation SUB-CONCEPT Stored energy to light energy	-explain and demonstrate conversation of stored energy to light energy	Science and Technology gr 3-7 syll p 77 2 . HBC Plus one Science and Technology Learners book page 160 -161	Batteries Cables Light bulbs	Explaining demonstrating	Assumed Knowledge: Learners are aware of types of energy Introduction: Review of previous lesson 5. explanation of expectations 6. reading on energy conversations 7. experimentation 8.individual written work Conclusion: Learners answer questions	
L 3 & 4	Energy and fuels KEY-CONCEPT. Energy conversation	-explain and demonstrate conversation of stored energy	Science and Technology gr 3-7 syll p 77	Bulbs Battery	Explaining Demonstrating	Assumed Knowledge: Learners are aware of types of energy Introduction: Review of previous work. 1. Educator explains expectations 2. Group experimentation	

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	SUB-CONCEPT Stored energy to motion energy	to motion energy	2 . HBC Plus one Science and Technology Learners book page 160 -161			3. Report back 4. Individual written work Conclusion: Learners answer questions	
L 5 & 6	Energy and fuels KEY-CONCEPT. Impact of fuel in the environment SUB-CONCEPT impact of veld fires	Explain the causes of wild fires and their effects on the environments	Science and Technology gr 3-7 syll p 77 2 . HBC Plus one Science and Technology Learners book page 166 -167	Pictures Ict tools Printed media	Naming Explaining Discussing	Assumed Knowledge: Learners are aware of dangers of fire Introduction: Learners state the causes of veld fire and wild fires 1.Explanations on dangers of veld fires 2.Naming both man made and natural causes of veld fires 3.Group work on veld fires 4.Display of finished products Learners answer questions	
L 7	Energy and fuels	-suggest ways of controlling wild fires	Science and Technology gr 3-7 syll	Computers	Identifying Listing	Assumed Knowledge: Learners are aware of dangers of veld fires Introduction: Review of previous lesson	

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	KEY-CONCEPT. Impact of fuel in the environment SUB-CONCEPT Ways of controlling wild fires		p 77 2 . HBC Plus one Science and Technology Learners book page 168 -169 Exer 25.3 pge 170	Print media	Naming	1. Educators explain expectations 2. Class discuss the causes of veld and ways of controlling wild fires 3. Group read on ways of preventing the veld fires 4. Individual written work Conclusion: Learners answer questions	
L 8	Disaster risk management and resilience KEY-CONCEPT. Digital services SUB-CONCEPT impact of disasters	Identify different types of disasters	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 179 -184 Exer 26.3 pge 184	Computers Print media Local environment	Naming Explaining	Assumed Knowledge: Learners are aware of disatsters from previous grades Introduction: Review of previous work 1.Learners state types of disasters 2.Class name the causes of the different types of disasters 3.Reading on different types disasters 4.Individual written work Con. Learners answer questions on types of disaster	

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L 9 & 10	Disaster risk management and resilience KEY-CONCEPT. Impact of disaster SUB-CONCEPT impact of disaster	-discuss the impact of disasters	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 184 -187 Exer 26.4 pge 185 Exercise 26.5 page 187 -188	work on chalkboard print media	Describing answering	Assumed Knowledge: Learners are aware of disaster Introduction: Review of previous work on natural and man made disasters 1. Class discussion on the impact of disasters 2. Group research and report backs 3. Individual written work Conclusion: Learners answer questions	
WK 9 L 1&2	Disaster risk management and resilience KEY-CONCEPT. Impact of disaster SUB-CONCEPT impact of disaster	-explain the impacts of disasters	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 184 -187	work on chalkboard print media	Describing answering	Assumed Knowledge: Learners are aware of disaster Introduction: Review of previous work on natural and man made disasters 4. Class discussion on the impact of disasters 5. Group research and report backs 6. Individual written work Conclusion: Learners answer questions	

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			Exer 26.4 pge 185 Exercise 26.5 page 187 -188				
L 3&4	Disaster risk management and resilience KEY-CONCEPT. Impact of disaster SUB-CONCEPT impact of disaster	- explain the impacts of disasters	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 184 -187 Exer 26.4 pge 185 Exercise 26.5 page 187 -188	work on chalkboard print media	Explaining demonstrating	Assumed Knowledge: Learners are aware of disaster Introduction: Review of previous work on natural and man made disasters 7. Class discussion on the impact of disasters 8. Group research and report backs 9. Individual written work Conclusion: Learners answer questions	
L 5&6	ENERGY AND FUELS KEY-CONCEPT. Energy conversions	-experiment and explain more ways of converting	Science and Technology gr 3-7 syll p 78	Batteries Cables Car bell	Explaining demonstrating	Assumed Knowledge: Learners are aware of types energy Introduction: Review of previous work 1. Educator explains expectations	

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	SUB-CONCEPT Stored energy to sound energy	stored energy to sound energy	2 . HBC Plus one Science and Technology Learners book page 184 -187 Exer 26.4 pge 185 Exercise 26.5 page 187 -188			2. Class/group research on energy conversions 3. Report back on findings 4. Individual written work	

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L 9 & 10	SCHOOL BASED PROJECT STAGE 7	-Present their projects and their products	Science and Technology gr 3-7 syll p 83	Work card Print media Resource person	Explaining	Assumed Knowledge: Learners are able to identify problems through learning experience Introduction: Review of previous work on school based projects 1. Resource person explain on stage 7 2. The learners discuss on the final products 3. Report back on findings 4. Individual Written work Conclusion: Learners answer questions	
WK 10 L 1&2	**REVISION** TOOLS, EQUIPMENT AND IMPLEMENTS KEY-CONCEPT. Digital devices	-explain the purpose of servers	Science and Technology gr 3-7 syll p 74 2 . HBC Plus one Science and Technology	Print media Computers	Explaining	Assumed Knowledge: Learners are aware of servers Introduction: Review of previous work 1Educator explains expectations 2.Class read the purpose of servers 3.Clas /Group discuss read matter 4.Individual written work Conclusion: Learners answer questions	

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	SUB-CONCEPT Purpose of servers		Learners book page 130 -140				
L 8	TOOLS, IMPLEMENTS AND EQUIPOMENTS KEY-CONCEPT. Dital Devices SUB-CONCEPT Advantages and disadvantages of servers	-research and report on advantages and disadvantages of servers	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 130-140	Print media Computers	Researching Reporting	Assumed Knowledge: Learners are aware of servers Introduction: Review of previous work 1.Educator explains expectations 2.Class/group reading on advantages /disadvantages of servers 3.Report back on findings 4.Individual written work Conclusion: Learners answer questions	
L 9 & 10	TOOLS, IMPLEMENTS AND EQUIPOMENTS KEY-CONCEPT. Dital Devices	-research and report on global positioning	Science and Technology gr 3-7 syll p 74 2 . HBC Plus one Science and Technology	GPS system compass	Researching reporting	Assumed Knowledge: Learners are aware of compasses Introduction: Review of previous work 1. Educator explains expectations 2. Class reading on GPS 3. Group discussion 4. Individual written work Conclusion: Learners answer questions	

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	SUB-CONCEPT Importances of GPS		Learners book page 140 -150				
WK 11 L 1&2	ENERGY AND FUELS KEY-CONCEPT. Impact of fuels in the environment SUB-CONCEPT Wild fires and their effects	-explain causes of wild fires -state effects of wild fires	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 155 -166	Local environment Print media	Explaining Stating describing	Assumed Knowledge: Learners are aware of wild fires Introduction: Review of previous work 1. Educator explains expectations 2. Class read on causes of wild fires 3. Group re[ort back on findings 4. Individual written work Conclusion: Learners answer questions	
L 3&4	ENERGY AND FUELS KEY-CONCEPT. Impact of fuels on the environment SUB-CONCEPT Ways of controlling wild fires	-research and report on ways of controlling wild fires	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 155 -166	Local environment Print media	Researching Reporting Describing	Assumed Knowledge: Learners are aware of wild fires 1. Educator explains expectations 2. Group research on ways of controlling fires 3. Report back on findings 4. Individual written work Conclusion: Learners answer questions	

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L 5& 6	ENERGY AND FUELS KEY-CONCEPT. Impact of fuels in the environment SUB-CONCEPT Impact of fuels in the environment	Make a collage on wild fires -answer at least 10 questions based on the impact of fuels on the environment	Science and Technology gr 3-7 syll p 78 2 . HBC Plus one Science and Technology Learners book page 155 -166	Work on chalkboard Pictures manilla	Drawing and researching	Assumed Knowledge: Learners are aware of wild fires Introduction: Review of previous work 1. Explanation of expectations 2. Collecting material for use 3. Group work on collage 4. Display of work done 5. Individual written work Conclusion: Learners answer questions	
L 7& 8	Educational technology and innovation KEY-CONCEPT. Technology design and safety	-explain how anti0- virus software is installed -install anti-virus software	Science and Technology gr 3-7 syll p 79 2 . HBC Plus one Science and Technology Learners book page 189 -190	Internet smartphones	Explaining Researching	Assumed Knowledge: Learners are aware of anti-virus Introduction: Review of previous lesson 1. Explanation of experiments 2. Class discusses anti-virus 3. Group work and installation	

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WK 12 L 1 & 2	TOOLS AND EQUIPMENT KEY-CONCEPT. Digital tools SUB-CONCEPT Creation and entering of data	Create a data base -enter data into a data base	Science and Technology gr 3-7 syll p 79 2 . HBC Plus one Science and Technology Learners book page 130-150	Computers Tablets Digital tool	Entering	Ass, kn. Learners are aware of data bases Introduction: Review of previous work 1. explanation of expectations 2. group practise entering data into a data base 3. pair work on entering data into a data base Conclusion: Learners answer questions	
L 3&4	TOOLS AND EQUIPMENT KEY-CONCEPT. Digital tools SUB-CONCEPT Designing forms and reports using wizard	-design forms and reports using wizard	Science and Technology gr 3-7 syll p 79 2 . HBC Plus one Science and Technology Learners book page 130-150	Computers	designing	Assumed Knowledge: Learners are aware of digital tools Introduction: Review of previous work 1. explanation of expectations 2. groups discuss design of forms of reports 3. pair work on designing report forms Conclusion: Learners answer questions	
L 5 & 6	TOOLS EQUPMENT	-name career opportunities in ICT	Science and Technology gr 3-7 syll	Print media	Naming Explaining	Assumed Knowledge: Learners are aware of some careers found ICT Introduction: Review of previous lesson	

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	AND IMPLEMENTS KEY-CONCEPT. Career opportunities Sub-concept Role of ICT p-personnel	-explain the roles of ICT personnel	p 79 2 . HBC Plus one Science and Technology Learners book page 130-150	Resource personnel		1. explanation of expectations 2. group research on careers in ICT. 3. Individual written work Conclusion: Learners name careers in ICT	
WK 11 - 14	REVISION ALL TOPICS TAUGHT DURING THE TERM	-correctly answer at least half of the revision questions		ICT tolls Work cards Question papers textbooks	Critical thinking Problem solving	Assumed Knowledge: Learners are able to answer revision questions Introduction: Learners explain what they7 learned 1. Teacher and learners discuss concepts taught 2. Learners answer oral questions 3. Pairs / group discuss assignment 4. Individual written work	

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EXAM	EXAM						

SOCIAL SCIENCES

TERM 2

TOPICS TO BE COVERED TERM 2

1. Shelter
2. Global issues
3. Social Etiquette
4. Managing and coping changes
5. Entitlement ,rights and responsibilities
6. Health

GENERAL AIM

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

WK	TOPIC/CONTENT	OBJECTIVES	SOM	MEDIA	METHODOLOGY	EVALUATION

WK 1 L 1&2	SHELTER KEY-CONCEPT: Solutions to shortage of shelter SUB-CONCEPT: Problems caused by shortage of shelter	-identify and describe problems arising from shelter shortage	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 93 - 95 Exercise 19.1 page 95	Work cards ICT tools Chart with images of shelter	Assumed Knowledge: Pupils know different types of shelter and uses of shelter Intro. Brief explanation on the need of shelter 1. Discussing importance and problems arising from shelter shortage 2. Groups work on the problems caused by shortage of shelter 3. Report back and further discussion Conc Learners write revision test on the solution to shortage of shelter	
L 3 & 4	SHELTER KEY-CONCEPT: Solutions to shortage of shelter SUB-CONCEPT: Possible solutions to shortage of shelter Building low-cost houses	-suggest possible solutions to shortage of shelter	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 93 - 95 Exercise 19.1 page 95	Local environment ICT tools Work cards	Assumed Knowledge: Pupils are aware of problems caused by shortage of shelter Intro. Recap of previous lesson 1. Class discusses solutions to shortage of shelter 2. Group work on work cards 3. Report back while the teacher corrects errors 4. Individual written work Conc. Revising the questions together	

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	Use temporary shelter Sorey buildings construction					
L 5 & 6	SHELTER KEY-CONCEPT: Factors that affect citing and design SUB-CONCEPT: Shelter design and citing can be influenced by various factors -drawing shelter with different designs	-list factors that influence design and citing	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 97 - 99 Exercise 20.1 page 99	Work cads ICT tools	Assumed Knowledge: Pupils are aware of possible solutions to shortage of shelter Intro. Recap of previous lesson 1. Class discusses factors that influence citing and design of shelter 2. Group work on questions from work cards 3. Report back while teacher corrects errors 4. Individual written work Conc. Summarizing the lesson	
L 7 & 8	SHELTER KEY-CONCEPT: Factors that	-explain and describe factors that influence	HBC Social Science Syll Grde	ICT tools Resource person	Assumed Knowledge: Pupils are aware of factors that influence citing and design of shelter Intro. Recap of previous work	

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	influence citing and design SUB-CONCEPT: Drawing shelter with different design	the citing and design of shelter -tour various places with shelter -draw shelter with different designs	3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 97 - 99 Exercise 20.1 page 99	Chart with diagrams	1. The teacher explains these factors to learners 2. Groups draw various designs of shelter 3. Groups display their drawings while the teacher comments Conc. Revising the main points or facts	
L 9 & 10	SHELTER KEY-CONCEPT: Ways of acquiring accommodation SUB-CONCEPT: Renting Buying Constructing own accommodation Inheriting accommodation	-identify and describe different ways of acquiring accommodation	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 100 - 104 Exercise 21.1 page 103	ICT tools Chart drawn different types of shelter Work cards	Assumed Knowledge: Learners know shelter with different designs Intro. Recap of previous lesson 1. The teacher explains different ways of acquiring accommodation 2. Group work based on work cards 3. Report back and discussion 4. Individual written work Conc. Oral review of the concepts taught	

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WK 2 L1 &2	Shelter Revision test	-answer correctly at least 50% of the questions asked	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 100 - 104	chalkboard	Assumed Knowledge: Learners know shelter and its uses 1. Teacher gives instructions on how the test is to be written 2. Learners write the test 3. Class revises the test together orally.	
L3&4	GLOBAL ISSUES Key concept Desertification Causes Deforestation Overgrazing overcultivation	-Define desertification -Examine causes of desertification	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 105 - 106 Exercise 22.1 page 106	Chart Pictures Maps Tree seedlings Seeds	Assumed Knowledge: Learners know some of the deserts in Africa Intro:Teacher explain and also shows learners some of the deserts in Africa and world 1 Teacher gives a brief explanation of a desert 2 Learners and facilitator state the causes of desertification 3 Class discussion on the factors which contribute to desertification 4 Group discussion on the effects of deforestation and overgrazing Conclusion Class revises the exercise together orally	
L 5&6	GLOBAL ISSUES Key concept Desertification	Examine the effects of desertification	HBC Social Science Syll Grde	Chart Pictures Maps	Assumed Knowledge: Learners know some of the deserts in Africa	

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	2.Effects of desertification		3 -7 mpose 2024 -2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 105 - 106 Exercise 22.1 page 106	Tree seedlings Se	Intro:Teacher explain and also shows learners some of the deserts in Africa and world 1Teacher gives a brief explanation of a desert 2Learners and facilitator state the causes of desertification and effects of desertification 3Class discussion on the effects of desertification 4Group discussion on the effects of deforestation and overgrazing Conclusion Class revises the effects of desertification orally	
L5 &6	GLOBAL ISSUES Key concept Desertification 2.Mitigatory factors to the problem of desertifications such as afforestsation Soil management	Suggest mitigatory measures to reduce or prevent desertification	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167 2 Plus one Social Science HBC learners book grade 7 pge 107 - 108 Exercise 22.3page 108 - 109	Resource persons Chart Videos Pictures	Assumed Knowledge: Learners know some of the deserts in Africa Intro:Teacher explain and also shows learners some of the deserts in Africa and world 1Teacher gives a brief explanation of a desert 2Learners and facilitator state the causes of desertification and ways of reducing desertification 3Class discussion on the mitigation measures on desertification 4Group discussion on the solutions to desertification Conclusion Exercise on mitigation measures to desertification	

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L7 &8	GLOBAL ISSUES Key concept Desertification 2.Mitigatory factors to the problem of desertification such as afforestation Soil management	Suggest mitigatory measures to reduce or prevent desertification	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 107 - 108 Exercise 22.3page 108 - 109	Resource persons Chart Videos Pictures	Assumed Knowledge: Learners know some of the deserts in Africa Intro:Teacher explain and also shows learners some of the deserts in Africa and world 1Teacher gives a brief explanation of a desert 2Learners and facilitator state the causes of desertification and effects of desertification 3Class discussion on the effects of desertification 4Group discussion on the effects of deforestation and overgrazing Conclusion Class revises the effects of desertification orally	
L9&10	SCHOOL BASED PROJECTS STAGE 4 Refinement of selected solution	-explain ,illustrate three possible solution to the problem they have identified	HBC Social Science Syll Grde 3 -7 mpse 2024 - 2030 page 167	Resource persons Chart Videos Pictures	Assumed Knowledge: Learners know some of the stages of school based projects Intro:Teacher explain and also shows learners some finished projects 1Teacher gives a brief explanation 2Learners state three possible solutions giving merits and demerits 3Class discussion on the possible and better solution 4 refining the selected solution Conclusion Class revises the effects of desertification orally	

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WK 3 L 1 &2	MANAGING AND COPING WITH CHANGES <u>Key Concept</u> <u>Puberty</u> <u>Change at boys</u>	Describe different types of changes that occur in boys at puberty	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 107 - 108 Exercise 22.3page 108	-resource person Ict tools Charts Songs Story books Media Related theatre	Assumed Knowledge: Learners aware of changes to the body as human grow Intro: Teacher explain the word puberty 1Learners state the changes which occur to boys during puberty 2Learners state three changes that is physical ,emotional and social in groups 3Group report back 4 Reading on the effects of puberty Conclusion Class revises the work puberty	
L3&4	MANAGING AND COPING WITH CHANGES <u>Key Concept</u> <u>Puberty</u> <u>Changes at girls</u>	Describe different types of changes that occur in girls at puberty	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 107 - 108 Exercise 22.3page 10	theatre resource person Ict tools Charts Songs Story books Media Related	Assumed Knowledge: Learners aware of changes to the body as human grow Intro: Teacher explain the word puberty 1Learners state the changes which occur to girls during puberty 2Learners state three changes that is physical ,emotional and social in groups 3Group report back 4 Reading on the effects of puberty Conclusion Class revises the work puberty	

L5& 6	MANAGING AND COPING WITH CHANGES Key Concept Puberty Myths and misconception about puberty	-Explain myths and misconceptions about puberty	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 113 Exercise 23.4page 113	theatre resource person Ict tools Charts Songs Story books Media Related	Assumed Knowledge: Learners aware of changes to the body as human grow Intro: Teacher explain the word puberty 1Learners state the myths and misconception about puberty 2Learners state at least three myths and misconception about puberty 3Group report back 4 Reading on the myths and misconceptions Conclusion Class revises the work puberty	
L7 &8	MANAGING AND COPING WITH CHANGES Key Concept Puberty Myths and misconception about puberty	Explain myths and misconceptions about puberty	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 113 Exercise 23.4page 113-114	theatre resource person Ict tools Charts Songs Story books Media Related	Assumed Knowledge: Learners aware of changes to the body as human grow Intro: Teacher explain the word puberty 1Learners state the myths and misconception about puberty 2Learners state at least three myths and misconception about puberty 3Group report back 4 Reading on the myths and misconceptions Conclusion Class revises the work puberty	
L9 &10	SCHOOL BASED PROJECT	-present the final solution in	HBC Social Science Syll Grde	Sample project	Assumed Knowledge: Learners know some of the stages of school based projects	

	Stage 5 Presentation of the final solution	form of service ,artefact ,prototype	3 -7 mpse 2024 -2030 page 167	Trs file Work on cb	Intro:Teacher explain and also shows learners some finished projects 1Teacher gives a brief explanation 2Learners state three possible solutions giving merits and demerits 3Class discussion on the possible and better solution 4 refining the selected solution Conclusion Class revises the stage 5 requirements	
WK 4 L1&2	**SOCIAL ETIQUETE** <u>Key concepts</u> <u>Acceptable behaviour at the workplace</u> <u>S</u>uch as punctuality ,respect ,acceptable dress	-explain acceptable behaviour at the workplace	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 115 Exercise 24.1page 116-117	Ict tools Related literature Picturea	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain that good behaviors at workplace is also important 1Teacher gives the importance of acceptable behavior at work 2Learners state and explain the acceptable behaviors at work 3Class discussion on how to learn and cope behaviors 4 Group work on social etiquete Conclusion Class revise and individual written work	
L3&4	**SOCIAL ETIQUETE** <u>Key concepts</u>	explain acceptable behaviour at the workplace	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169	Ict tools Related literature Picture	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain that good behaviors at workplace is also important	

	Acceptable behaviour at the workplace Such as punctuality ,respect ,acceptable dress		2 Plus one Social Science HBC learners book grade 7 pge 115 Exercise 24.1page 116-117		1Teacher gives the importance of acceptable behavior at work 2Learners state and explain the acceptable behaviors at work 3Class discussion on how to learn and cope behaviors 4 Group work on social etiquete Conclusion Class revise and individual written work	
L5&6	**SOCIAL ETIQUETE** Key concepts Acceptable behaviour at the workplace Such as punctuality ,respect ,acceptable dress	Demonstrate acceptable behaviors at workplace	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 115 Exercise 24.1page 116-117	Ict tools Related literature Picture	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain that good behaviors at workplace is also important 1Teacher gives the importance of acceptable behavior at work 2Learners state and explain the acceptable behaviors at work 3Class discussion on how to learn and cope behaviors 4 Group work on social etiquete Conclusion Class revise and individual written work	
L7&8	**SOCIAL ETIQUETE** Key concepts	Demonstrate acceptable behaviors at workplace	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169	Ict tools Related literature Picture	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain that good behaviors at workplace is also important	

	Acceptable behaviour at the workplace Such as punctuality ,respect ,acceptable dress		2 Plus one Social Science HBC learners book grade 7 pge 115 Exercise 24.1page 116-117		1Teacher gives the importance of acceptable behavior at work 2Learners state and explain the acceptable behaviors at work 3Class discussion on how to learn and cope behaviors 4 Group work on social etiquete Conclusion Class revise and individual written work	
L9 &10	SCHOOL BASED PROJECT **Stage 5** Presentation of the final solution	Select and refine solution	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 177	Sample project Ict tools Picture Related literature	Assumed Knowledge: Learners know some of the stages of school based projects Intro:Teacher explain and also shows learners some finished projects 1Teacher gives a brief explanation 2Learners state three possible solutions giving merits and demerits 3Class discussion on the possible and better solution 4 refining the selected solution Conclusion Class revises the stage 5 requirements	
WK 5 L1 &2	**SOCIAL ETIQUETE** Key concepts Communication and assertive skills	Explain communication and assertiveness	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC	Ict toold Role play Story books Newspaper Articles	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain the words communication and assertive skills in relation to social etiquette 1Teacher gives the different ways communicating feelings 2Learners state ways of being assertive	

			learners book grade 7 pge 118-120 Exercise 24.1page 116-117	Related literature	3Class discussion on how to learn and cope behaviors 4 Group work on communication and assertiveness Conclusion Class revise and individual written work	
L3&4	**SOCIAL ETIQUETE** Key concepts Communication and assertive skills	Explain communication and assertiveness	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169 2 Plus one Social Science HBC learners book grade 7 pge 118-120 Exercise 24.1page 116-117	Story books Newspaper Articles Related literature	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain the words communication and assertive skills in relation to social etiquette 1Teacher gives the different ways communicating feelings 2Learners state ways of being assertive 3Class discussion on how to learn and cope behaviors 4 Group work on communication and assertiveness Conclusion Class revise and individual written work	
L5&6	**SOCIAL ETIQUETE** Key concepts Communication and assertive skills	Outline characteristics of assertive communication skills	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 169	Story books Newspaper Articles	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain the words communication and assertive skills in relation to social etiquette 1Teacher gives the different ways communicating feelings	

	2 characteristics of assertive communicative skills		2 Plus one Social Science HBC learners book grade 7 pge 118-120 Exercise 24.1page 116-117	Related literature	2Learners state ways of being assertive 3Class discussion on how to learn and cope behaviors 4 Group work on communication and assertiveness Conclusion Class revise and individual written	
L7&8	**SOCIAL ETIQUETE** Key concepts Communication and assertive skills 2 characteristics of assertive communicative skills	Outline characteristics of assertive communication skills	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 172 2 Plus one Social Science HBC learners book grade 7 pge 118-120 Exercise 25.1page 122-123	Story books Newspaper Articles Related literature	Assumed Knowledge: Learners know some of good behaviors at school and public places Intro: Teacher explain the words communication and assertive skills in relation to social etiquette 1Teacher gives the characteristics of assertive communication skills 2Learners state and discuss characteristics of assertive communication skills 3Class discussion on how to become assertiver 4 Group work on communication and assertiveness Conclusion Class revise and individual written	
L9 &10	SCHOOL BASED PROJECT **STAGE 6**	Present the final solution in the form of	HBC Social Science Syll Grade 3 -7 mpse	HBC Social Science Syll Grade 3 -7 mpse	Assumed Knowledge: Learners know some of the stages of school based projects Intro:Teacher explain and also shows learners some finished projects	

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	Presentation of final solution	product or service	2024 -2030 page 177	2024 - 2030 pag	1Teacher gives a brief explanation 2Learners state three possible solutions giving merits and demerits 3Class discussion on the possible and better solution 4 refining the selected solution Conclusion Class revises the stage 5 requirements	
WK 6 L 1& 2	ENTITLEMENT , RIGHTS AND RESPONSIBILITIES KEY-CONCEPT: **Ownership of property** SUB-CONCEPT: Types of property Movable property Immovable property	-identify types of properties	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 172 2 Plus one Social Science HBC learners book grade 7 pge 124-125 Exercise 26.1page 125	Resource persons Chart with drawn images of different property Work cards ICT tools	Assumed Knowledge: Pupils know children's rights Intro. Recap of previous lesson 1. The teacher explains types of properties 2. Groups identify and list different types of shelter 3. Report back while the teacher corrects errors Conc. Class discuss the main thrust of the topic.	
L3&4	ENTITLEMENT , RIGHTS AND RESPONSIBILITIES	identify types of properties	HBC Social Science Syll Grade 3 -7 mpse	Resource persons Chart with drawn	Assumed Knowledge: Pupils know children's rights Intro. Recap of previous lesson 4. The teacher explains types of properties	

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	KEY-CONCEPT: **Ownership of property** SUB-CONCEPT: Types of property Movable property Immovable property		2024 -2030 page 172 2 Plus one Social Science HBC learners book grade 7 pge 124-125 Exercise 26.1page 125	images of different property Work cards ICT tools	5. Groups identify and list different types of shelter 6. Report back while the teacher corrects errors Conc. Class discuss the main thrust of the topic	

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L 5& 6	ENTITLEMENT , RIGHTS AND RESPONSIBILITIES KEY-CONCEPT: Ownership of property SUB-CONCEPT: Types of ownership documents Title deeds Vehicle registration Stock card	-list types of property ownership	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 172 2 Plus one Social Science HBC learners book grade 7 pge 124-125 Exercise 26.1page 125	Affidavit forms Samples of wills ICT tools Work cards	Assumed Knowledge: Pupils know types of property Intro. Recap of previous lesson 1. The teacher explains and describes the types of property ownership 2. Group work based on work cards 3. Report back and discussion 4. Individual written work Conc. Summary of the lesson taught	
L7&8	ENTITLEMENT , RIGHTS AND RESPONSIBILITIES KEY-CONCEPT: Ownership of property SUB-CONCEPT: Types of	list types of property ownership	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 173 2 Plus one Social Science HBC learners book	Affidavit forms Samples of wills ICT tools Work cards	Assumed Knowledge: Pupils know types of property Intro. Recap of previous lesson 5. The teacher explains and describes the types of property ownership 6. Group work based on work cards 7. Report back and discussion 8. Individual written work Conc. Summary of the lesson taught	

	ownership documents Title deeds Vehicle registration		grade 7 pge 124-125 Exercise 26.1page 125			
WK 7 L1&2	RIGHTS AND RESPONSIBILITIES KEY-CONCEPT: Ownership of property SUB-CONCEPT: Patent rights Intellectual property Copy rights Animal branding	-describe impedance of patent rights	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 173 2 Plus one Social Science HBC learners book grade 7 pge 127-126 Exercise 26.3page 128-129	Work cards ICT tools	Assumed Knowledge: Learners know ownership documents Intro. Recap of previous lesson 1. The teacher explains patent rights 2. Groups answer questions from work cards 3. Individual written work. Conc. Summary of the content taught	
L3&4	RIGHTS AND RESPONSIBILITIES	describe impedance of patent rights	HBC Social Science Syll Grade 3 -7 mpse	Work cards ICT tools	Assumed Knowledge: Learners know ownership documents Intro. Recap of previous lesson 4. The teacher explains patent rights	

	KEY-CONCEPT: Ownership of property SUB-CONCEPT: Patent rights Intellectual property Copy rights Animal branding		2024 -2030 page 173 2 Plus one Social Science HBC learners book grade 7 pge 127-126 Exercise 26.3page 128-129		5. Groups answer questions from work cards 6. Individual written work. Conc. Summary of the content taught	
L 5 & 6	RIGHTS AND RESPONSIBILITIES KEY-CONCEPT: Inheritance SUB-CONCEPT: Property inheritance	-define inheritance	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 173 2 Plus one Social Science HBC learners book grade 7 pge 127-126 Exercise 26.3page 128-129	Work cards ICT tools pictures	As. Kn. Pupils know importance of patent rights Intro. Recap of previous lesson 1. The teacher explains property inheritance 2. Group work based on work cards 3. Report back and discussion 4. Individual written work. 5. Conc. Revising the exercise.	

L 9 & 10	RIGHTS AND RESPONSIBILITIES KEY-CONCEPT: Inheritance SUB-CONCEPT: Concept guiding inheritance Wils Heirship	-explain concepts guiding inheritance	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 173 2 Plus one Social Science HBC learners book grade 7 pge 130-132 Exercise 27.1page 128-129	ICT tools Samples of wills Affidavit forms	Assumed Knowledge: pupils know what inheritance is about Intro. pupils will sing a song that refers to inheritance woes. 1. The teacher explains the concept of guiding inheritance 2. Group exercises and report back 3. Individual written work Conc. Revising the exercise.	

WK 8 L1&2	KEY-CONCEPT: Indigenous institutions and domestic legislation on gender equity SUB-CONCEPT: Institution that promotes gender equity Community saving group Zimbabwe gender commission	-name indigenous institution that promote gender equity	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 174 2 Plus one Social Science HBC learners book grade 7 pge 130-132 Exercise 27.1page 128-129	ICT tools Work cards Resource person	Assumed Knowledge: Pupils aware inheritance guidance issues Intro. The facilitator explain the word gender equity 1 learners state the indigenous institution which promote equity 2 Learners explain the different ways the community promote gender equity and community 3 Class discussion of income generating projects which promote gender equity 4.Learner explain how the indigenous institution promote gender equity Conclusion; Individual written exercise ob gender equity	
L3&4	KEY-CONCEPT: Indigenous institutions and domestic legislation on gender equity SUB-CONCEPT: Institution that	name indigenous institution that promote gender equity	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 174 2 Plus one Social Science HBC learners book	ICT tools Work cards Resource person	Assumed Knowledge: Pupils aware inheritance guidance issues Intro. The facilitator explain the word gender equity 1 learners state the indigenous institution which promote equity 2 Learners explain the different ways the community promote gender equity and community 3 Class discussion of income generating projects which promote gender equity	

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	promotes gender equity Community saving group Zimbabwe gender commission		grade 7 pge 130-132 Exercise 27.1page 128-129		4.Learner explain how the indigenous institution promote gender equity Conclusion; Individual written exercise ob gender equity	
L5&6	Gender commission Constitution of Zimbabwe	Expalin how the gender commission and constitution of Zimbabwe promote gender equity	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 174 2 Plus one Social Science HBC learners book grade 7 pge 130-132 Exercise 27.1page 128-129	ICT tools Work cards Resource person	Assumed Knowledge: Pupils aware inheritance guidance issues Intro. The facilitator explain the word gender equity 1 learners state the indigenous institution which promote equity 2 Learners explain the different ways the community promote gender equity and community 3 Class discussion of income generating projects which promote gender equity 4.Learner explain how the indigenous institution promote gender equity Conclusion; Individual written exercise ob gender equity	
L7 &8	Gender commission Constitution of Zimbabwe	Explain the importance gender equity	HBC Social Science Syll Grade 3 -7 mpse	ICT tools Work cards	Assumed Knowledge: Pupils aware inheritance guidance issues Intro. The facilitator explain the word gender equity	

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			2024 -2030 page 174 2 Plus one Social Science HBC learners book grade 7 pge 130-132 Exercise 27.1page 128-129	Resource person	1 learners state the indigenous institution which promote equity 2 Learners explain the different ways the community promote gender equity and community 3 Class discussion on the importance of Gender equity 4.Learner explain how the indigenous institution promote gender equity Conclusion; Individual written exercise ob gender equity	
L9 &10	Revision Rights and responsibities	Revise and consolidate all the concepts learnt	SS Syllabus HBC Junior	Work on cb	Assumed Knowledge: The learners had grasped the learnt concepts 1 The teacher explain the requirements of the test 2 Learners write the revision test individually 3 Revision of the test 4 Sport remediation on the failed concepts +	
WK 9 L1&2	**HEALTH** Drug and substance abuse <u>Key concept</u> Risk of drugs and substance abuse	-define drug and substance abuse and state common drugs abused by the learners -state the risks associated with drugs and	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware effects of alcohol ,tobacco and overdosing of drugs Intro. The facilitator explain drug abuse 1 learners state the common drugs abused by people 2 Learners and facilitator explain the dangers of drug and substance abuse 3 In groups learners state the health ,social, academic and behavioral effects of drugs 4.Learner report back on the issues of drug abuse	

		substance abuse	grade 7 pge 140-141 Exercise 29.1page 141		Conclusion; Individual written exercise on drug abuse	
L 3&4	**HEALTH** Drug and substance abuse Key concept Ways of avoiding substance abuse	-Identify ways of avoiding drug and substance abuse	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 141-142 Exercise 29.2page 142	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware effects of alcohol ,tobacco and overdosing of drugs Intro. The facilitator explain drug abuse 1 learners state the common drugs abused by people 2 Learners and facilitator explain the dangers of drug and substance abuse 3 In groups learners state the ways of avoiding drugs and substance abuse 4.Learner report back on the ways of ending drug and substance abuse Conclusion; Individual written exercise on drug abuse	
L 5&6	**HEALTH** Drug and substance abuse Key concept Ways of avoiding substance abuse	Identify ways of avoiding drug and substance abuse	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware effects of alcohol ,tobacco and overdosing of drugs Intro. The facilitator explain drug abuse 1 learners state the common drugs abused by people 2 Learners and facilitator explain the dangers of drug and substance abuse 3 In groups learners state the ways of avoiding drugs and substance abuse	

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			grade 7 pge 141-142 Exercise 29.2page 142		4.Learner report back on the ways of ending drug and substance abuse Conclusion; Individual written exercise on drug abuse	
L7&8	**HEALTH** Drug and substance abuse <u>Key concept</u> Support systems and rehabilitation centres for people abusing drugs	-outline the support systems for people abusing drugs and substances	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 141-142 Exercise 29.2page 142	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware effects of alcohol ,tobacco and overdosing of drugs Intro. The facilitator explain needed for someone abusing drugs 1 learners state the ways in which people take in drugs 2 Learners and facilitator explain the support system and places where drug abusers can be assisted 3 In groups learners state how family and friends assist drug abusers 4.Learner state the support systems for people abusing drugs Conclusion; Individual written exercise on drug abuse	
L9&10	**HEALTH** Drug and substance abuse <u>Key concept</u> Support systems and	outline the support systems for people abusing drugs and substances	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC	Resource persons ICT tools Media Charts Pamphlets	Assumed Knowledge: Pupils aware effects of alcohol ,tobacco and overdosing of drugs Intro. The facilitator explain needed for someone abusing drugs 1 learners state the ways in which people take in drugs	

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	rehabilitation centers for people abusing drugs		learners book grade 7 pge 143-144 Exercise 29.4page 144 - 146	Related literature	2 Learners and facilitator explain the support system and places where drug abusers can be assisted 3 In groups learners state how family and friends assist drug abusers 4.Learner state the support systems for people abusing drugs Conclusion; Individual written exercise on drug abuse	
WK 10 L1 &2 HEAL TH	**HEALTH** Sexually transmitted infections (STI) <u>Key concept</u> Common symptoms of STIs	-state the common STI s -eplain common symptoms of STIs	HBC Social Science Syll Grade 3 -7 mopse 2024 - 2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 147-148 Exercise 30.1page 148	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware diseases caused by sexual intercourse Intro. The facilitator explain how the STI are spread 1 learners state different types of STI 2 Learners and facilitator explain the common symptoms of sexually transmitted infections 3 In groups learners state the cause of STI and those which cannot be treated 4.Learner read the effects of STI and feedback Conclusion; Individual written exercise on STI	
L3&4	**HEALTH** Sexually transmitted infections (STI) <u>Key concept</u>	state the common STI s -explain common	HBC Social Science Syll Grade 3 -7 mopse 2024 - 2030 page 175	Resource persons ICT tools Media Charts	Assumed Knowledge: Pupils aware diseases caused by sexual intercourse Intro. The facilitator explain how the STI are spread 1 learners state different types of STI	

	Common symptoms of STIs	symptoms of STIs	2 Plus one Social Science HBC learners book grade 7 pge 147-148 Exercise 30.1page 148	Pamphlets Related literature	2 Learners and facilitator explain the common symptoms of sexually transmitted infections 3 In groups learners state the cause of STI and those which cannot be treated 4.Learner read the effects of STI and feedback Conclusion; Individual written exercise on STI	
L5&6	**HEALTH** Sexually transmited infections (STI) <u>Key concept</u> Effects of STIs	-state the effects of various STIs	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 149-150 Exercise 30.2page 150	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware diseases caused by sexual intercourse Intro. The facilitator explain how the STI are spread 1 learners state different types of STI 2 Learners and facilitator explain the common symptoms of sexually transmitted infections 3 In groups learners state the cause of STI and those which cannot be treated 4.Learner read the effects of STI and feedback Conclusion; Individual written exercise on STI	
L7&8	**HEALTH** Sexually transmited infections (STI) <u>Key concept</u>	state the effects of various STIs	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175	Resource persons ICT tools Media Charts Pamphlets	Assumed Knowledge: Pupils aware diseases caused by sexual intercourse Intro. The facilitator explain how the STI are spread 1 learners state different types of STI 2 Learners and facilitator explain the common symptoms of sexually transmitted infections	

	Effects of STI		2 Plus one Social Science HBC learners book grade 7 pge 149-150 Exercise 30.2page 150	Related literature	3 In groups learners state the cause of STI and those which cannot be treated 4.Learner read the effects of STI and feedback Conclusion; Individual written exercise on STI	
L9&10	**HEALTH** Sexually transmitted infections (STI) <u>Key concept</u> Prevention of STIs	-identify ways of preventing STIs	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 150-151 Exercise 30.3page 150	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware of effects of Sexually transmitted diseases Intro. The facilitator explain how the spread can be reduced 1 learners state different types of STI 2 Learners and facilitator explain different ways of reducing the spread of STIs 3 In groups learners state the ways of preventing the spread of STIs 4.Learner report back Conclusion; Individual written exercise on STI	
WK 11 L1&2	**HEALTH** Communicable diseases <u>Key concept</u>	-define communicable diseases -list communicable diseases	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175	Resource persons ICT tools Media Charts Pamphlets	Assumed Knowledge: Pupils aware of different types of diseases Intro. The learners state different types of diseases 1 Facilitator eplain what is a communicable disease 2 Learners and facilitator list the communicable disesases	

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	Naming communicable diseases		2 Plus one Social Science HBC learners book grade 7 pge 153-154 Exercise 31.1page 155	Related literature	3 In groups learners state the symptoms and signs of communicable diseases 4.Learner report back Conclusion; Individual written exercise on communicable diseases	
L3&4	**HEALTH** Non Communicable diseases <u>Key concept</u> Naming non communicable diseases	define non communicable diseases -list non communicable diseases	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 153-154 Exercise 31.1page 155	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware of different types of diseases Intro. The learners state different types of diseases 1 Facilitator eplain what is a non communicable disease 2 Learners and facilitator list the non communicable diseases 3 In groups learners state the symptoms and signs of non communicable diseases 4.Learner report back Conclusion; Individual written exercise on non communicable diseases	
L5&6	**HEALTH** Non Communicable diseases <u>Key concept</u>	-eplain the management of communicable and non communicable diseases	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175	Resource persons ICT tools Media Charts Pamphlets	Assumed Knowledge: Pupils aware of different types of communicable and non communicable diseases Intro. The facilitator explain that diseases can be managed and controlled 1 Facilitator explain the management of communicable diseases	

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	Communicable and non communicable disease management		2 Plus one Social Science HBC learners book grade 7 pge 153-154 Exercise 31.2page 156 - 157	Related literature	2 Learners and facilitator explain the management non communicable diseases 3 In groups learners state the ways of preventing the spread of the diseases 4.Learner report back Conclusion; Individual written exercise on non communicable diseases	
L7&8	**HEALTH** HIV and AIDS Positive living with HIV	-state ways of living positively with HIV	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 158-159 Exercise 31.1page 159	Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware of different types of STIs Intro. The facilitator explain that people can live positively with HIv and AIDS 1 Facilitator explain the management of HIV and AIDS 2 Learners and facilitator explain the three basic ways of managing the HiV and AIDS 3 In groups learners state the ways in which Hiv is spread ,controlled and managed 4.Learner report back Conclusion; Individual written exercise on HIV and AIDS	
L9&10	**HEALTH** HIV and AIDS	Describe the management of HIV and AIDS	HBC Social Science Syll Grade 3 -7 mpse	Resource persons ICT tools Media	Assumed Knowledge: Pupils aware of different types of STIs Intro. The facilitator explain that people can live positively with HIv and AIDS	

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	HIV and AIDS management		2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 160-Exercise 32.2page 161 - 162	Charts Pamphlets Related literature	1 Facilitator explain the management of HIV and AIDS 2 Learners and facilitator explain the three basic ways of managing the HiV and AIDS 3 In groups learners state the ways in which Hiv is spread ,controlled and managed 4.Learner report back Conclusion; Individual written exercise on HIV and AIDS	
WK 12 L1&2	**HEALTH** First Aid Dealing with emergency	- **HEALTH** First Aid Dealing with emergency	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 160-Exercise 32.2page 161 - 162	First aid kit Emergency number Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware of emergency cases Intro. The facilitator explain the importance of responding to emergency quickly 1 Facilitator explain examples emergency cases accidents ,fire ,illness food poisoning fractures 2 Learners and facilitator explain the steps to be followed when dealing with emergencies 3 In groups learners state the ways of dealing with emergencies 4.Learner report back Conclusion; Individual written exercise on First aid	
L3&4	**HEALTH** First Aid	Explain the importance of reporting an	HBC Social Science Syll Grade 3 -7 mpse	First aid kit	Assumed Knowledge: Pupils aware of emergency cases	

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	Dealing with emergency	emergency to an adault	2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 167-	Emergency number Resource persons ICT tools Media Charts Pamphlets Related literature	Intro. The facilitator explain the importance of responding to emergency quickly 1 Facilitator explain examples emergency cases accidents ,fire ,illness food poisoning fractures 2 Learners and facilitator explain the steps to be followed when dealing with emergencies 3 In groups learners state the ways of dealing with emergencies 4.Learner report back Conclusion; Individual written work on First aid	
L5&6	**HEALTH** First Aid Indigenous ways of attending to emergencies	Outline indigenous ways of attending to emergencies	HBC Social Science Syll Grade 3 -7 mpse 2024 -2030 page 175 2 Plus one Social Science HBC learners book grade 7 pge 167	First aid kit Emergency number Resource persons ICT tools Media Charts Pamphlets Related literature	Assumed Knowledge: Pupils aware of emergency cases Intro. The facilitator explain the importance of responding to emergency quickly 1 Facilitator explain examples emergency cases accidents ,fire ,illness food poisoning fractures 2 Learners and facilitator explain the steps to be followed when dealing with emergencies 3 In groups learners state the ways of dealing with emergencies 4.Learner report back Conclusion; Individual written work on First aid	

WK 13 - 14	**EXAMS**	**EXAMS**	**EXAMS**	**EXAMS**	**EXAMS MID YEAR AND REVISION**	EXAMS