



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**

(PRY 3) FIRST TERM

CHRISTIAN RELIGIOUS STUDIES

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
1	Deliverance from Egypt	By the end of the lesson, pupils should be able to: i. Define the word Deliverance ii. Explain how Israelites became slaves in Egypt iii. Narrate how God delivered Israelites from the Egyptians	i. Pupils as a class discuss the word deliverance. ii. Pupils in small groups narrate the story of the Israelites' bondage in Egypt. iii. Each group, explain how God delivered Israelites from the Egyptians	i. Collaboration and Communication ii) Team work iii) Creativity and imagination	Holy Bible Ex 1:8-22 Ex 2:1-2 Picture showing Israelites eating the Passover lamb. www.bible.history.com/deliverancefromEgypt .
2	Deliverance from Egypt	By the end of the lesson, pupils should be able to: i. Narrate the story of the crossing of the Red sea ii. Mention the punishments of the Egyptians iii. Describe times in their lives or in the lives of others when God saved them	i. Pupils in small groups, explain the story of the crossing of the Red Sea ii. Each group, lists the punishment of the Egyptians iii. Pupils in pairs, mention times in their lives of others when God saved them	i. Leadership and personal development ii) Creativity and imagination iii) Collaboration and Communication	Holy Bible Ex 14:1-22 Ex 14:29-31 Ex 14:23-28 Pictures illustrating the crossing of the Red Sea. www.bible.history.com/deliverancefromegypt .
3	The Passover	By the end of the lesson, pupils should be able to: i. Explain the meaning of Passover ii. Narrate the story of the Passover. iii. List God's percepts for Passover	i. Pupils as a class, explain the meaning of Passover (ii) Pupils as small groups, narrate the story of Passover (iii) Each group, mentions God's percepts for Passover	(i) Creativity and Imagination (ii) Collaboration and communication (iii) Leadership and personal development	Holy Bible Ex 12:21-28 Ex 12:43-50 Biblical pictures of the Passover www.biblehub.com/passover
4	The Passover	By the end of the lesson, pupils should be able to: i. Mention the items for the Passover ii. Explain how the Israelites ate the Passover iii. List the importance of Passover	(i) Pupils in pairs, mention the items for the Passover (ii) Each pair, explains how the Israelites ate the Passover lamb (iii) They also state the importance of Passover	i. Critical thinking and problem solving (ii) Leadership and personal development (iii) Creativity and Imagination	Holy Bible Ex 12:21-23 A pictures showing the Israelites eating the Passover lamb www.biblehub.com/Passover
5	Moses and the Bronze serpent in the wilderness	By the end of the lesson, pupils should be able to: i. Explain the meaning of Moses ii. Discuss why the Israelites grumbled against Moses iii. Describe what happened as a result of the grumbling	i. Pupils as a class, explain the meaning of Moses. (ii) Pupils in small groups, discuss why the Israelites grumbled against Moses. (iii) Each group, describes what happened as a result of grumbling.	i. Leadership personal development (ii) Creativity and Imagination (iii) Collaboration and Communication	Holy Bible Number 21:4-7 Pictures showing Moses hanging the bronze serpent on a tree www.biblestudytools.com/Mosesandthebronzeserpentinthewilderness
6			MID-TERM BREAK		
7	Moses and the bronze serpent in the wilderness	By the end of the lesson, pupils should be able to: i. Discuss the instruction given to Moses by God ii. Mention the similarity between the hanging of the bronze serpent on the tree and hanging of Jesus on the cross iii. State the importance	- Pupils in small groups, discuss God's instruction to Moses - Each group, states the relationship between the bronze serpent on the tree and Christ on the cross - Same groups, mention the importance of the story to our religious	Collaboration and communication (ii) Creativity and Imagination (iii) Leadership and Personal development	Holy Bible. Jn 3:14-16 Number 21:9 Pictures of Jesus on the cross www.biblestudytools.com/MosesandtheBronzeserpentinthewilderness

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			of the story		
8	Entry into the promised land	By the end of the lesson, pupils should be able to: i. Discuss what promised land is ii. Explain who Jesus is iii. Narrate how Joshua succeeded Moses	i. Pupils as a class, discuss what promised land is (i) Pupils in pairs, explain who Joshua is (iii) Each pair, narrates how Joshua succeeded Moses	(i) Collaboration and communication (ii) Creativity and Imagination (iii) Leadership and personal development	Holy Bible Jos 1:1- Bible pictures illustrating the story of the crossing of the River Jordan www.bible.history.com/entry into the promised land.
9	Entry into the promised land	By the end of the lesson, pupils should be able to: i. Narrate the story of the crossing of River Jordan ii. Explain some victory they had experience in life iii. State the significance of the twelve stones	i. Pupils in small groups, narrate the story of the crossing of River Jordan (ii) Each group, explains their personal experience on victory (iii) Pupils in pairs, say the significance of the stones carried out of the Jordan	i. Critical thinking and problem solving (ii) Creativity and imagination. iii) Leadership and personal development	Holy Bible Jos 3:1-17 Jos 4:1-5 and 9:24 Pictures illustration the story of the crossing River Jordan www.bible.history.com/entry into the promised land.
10	REVISION				
11&12	EXAMINATION				

ACHIEVEMENT STANDARDS

At the end of the term, pupils are able to:

- tell how Israel became slaves in Egypt
- narrate the story of the crossing of the red sea
- mention God's law about the passover feast
- point out the relationship between the bronze serpent on tree and Jesus Christ on the cross
- explain the significance of the twelve stones.