

FORM 3 SCHEMES OF WORK

SCHEME OF WORK FORM TWO C.R.E. TERM ONE					
TOPIC/ SUBTOPIC	LESSON / SPECIFIC OBJECTIVES	TEACHING / LEARNING ACTIVITIES	RESOURCES	REFS	REMARKS
OLD TESTAMENT PROPHECIES ABOUT THE MESSIAH Nathan's prophecy.	<u>By the end of the lesson, the learner should be able to:</u> Give the meaning of word Messiah. Explain Nathan's prophecy about the coming of the Messiah.	Q/A: meaning of a prophecy, Messiah. Bible Reading: 2 Sam 7:3-17. Discussion on inferences drawn from the reading.	<i>The Bible.</i>	<i>KLB BK II Pages 1-3</i>	
Isaiah's prophecy.	Describe the Messianic prophecy as made by Isaiah. State attributes of Messiah as postulated by Isaiah.	Bible reading: Isaiah 7:10-16, 61:1- 2, 9:1-7. Oral questions; Discussion.	<i>The Bible.</i>	<i>KLB BK II Pages 3-4</i>	
Jeremiah's prophecy. & Micah's prophecy.	Explain Jeremiah's and Micah's prophecies about the coming of the Messiah.	Jeremiah 23:5-6, Micah 5:1-5. Oral questions leading to the character of the new perfect king.	<i>The Bible.</i>	<i>KLB BK II Pages 4-5</i>	
The Psalmist prophecy & The suffering	Explain the Psalmist prophecy & the teachings about the suffering servant.	Psalms 41:9, 110:1-2. Observations from the readings. Discussion on depiction	<i>The Bible.</i>	<i>KLB BK II Pages 5-7</i>	

Secondary School 3rd Term Scheme Of Work

Great Britain. Board of Education



Secondary School 3rd Term Scheme Of Work:

Learning to Teach in the Secondary School Susan Capel, Marilyn Leask, Sarah Younie, 2016-03-17 Learning to teach involves hard work and careful preparation To become an effective teacher requires pedagogical and subject knowledge an understanding of your pupils and how they learn and the confidence to respond to dynamic classroom situations Learning to Teach in the Secondary School is the market leading text for all undergraduate postgraduate and school based routes to qualified teacher status It offers an in depth and practical introduction to the knowledge skills and understanding needed to become a confident and effective teacher With a focus on evidence based practice the book includes a wealth of examples to demonstrate how to successfully apply theory to practice and how to critically analyse your practice to maximise pupil learning This 7th edition is fully updated in light of the latest initiatives evidence and research in the field offering comprehensive coverage unit by unit of the key concepts and skills addressed on initial teacher education courses in preparation for work in schools The wide range of pedagogical features support both university based work including that up to Masters Level and school based initial teacher education and are designed to help you develop those qualities that lead to good practice and a successful future in education Written by expert practitioners thirty six essential units include adopting a positive approach to managing behaviour to support learning ways pupils learn planning lessons units of work and schemes of work motivating pupils assessment inclusion and special educational needs using ICT and digital technologies pupil grouping progression and differentiation managing time workload and stress getting your first teaching post Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school Supported by the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher *School Certificate Geography 3* , **Learning to Teach Design and Technology in the Secondary School** Gwyneth Owen-Jackson, 2015-05-15 Learning to Teach Design and Technology in the Secondary School is established as a core text for all those training to teach Design and Technology in the secondary school It helps you develop subject knowledge acquire a deeper understanding of the role purpose and potential of Design and Technology within the secondary curriculum and provides the practical skills needed to plan teach and evaluate stimulating and creative lessons This third edition has been fully updated in light of the latest curriculum policy and theory as well as exciting changes in the field of design and technology Designed to be read as a course or dipped into to for support and advice it covers Developing areas of subject knowledge Health and safety Planning lessons Organising and managing the classroom Teaching and learning with digital technologies Teaching wider issues through design and technology Assessment issues Your own professional development Bringing together insights from current educational theory and the best contemporary classroom teaching and learning this book will prove an invaluable resource for all student and newly qualified teachers as well as their mentors who aspire to become effective reflective teachers *Understanding Learning and*

Teaching in Secondary Schools Alison Hramiak, 2014-09-11 Understanding Learning and Teaching in Secondary Schools has been specifically researched written and developed to inform support and guide anyone training to become a secondary teacher today This comprehensive new text strikes a balance between the depth of theory covered in the book and its practical application in the classroom The authors introduce and explore key ideas and issues in an accessible highly readable way inviting you to reflect on your own practice and challenge both your own and others thinking *Learning to Teach Physical Education in the Secondary School* Susan Capel, Margaret Whitehead, 2010-09-13 What skills are required of secondary student physical education teachers What are the key areas that these student teachers need to understand How can current challenges be addressed by these student teachers Learning to Teach Physical Education in the Secondary School combines underpinning theory and knowledge with suggestions for practical application to support student physical education teachers in learning to teach Based on research evidence theory and knowledge relating to teaching and learning and written specifically with the student teacher in mind the authors examine physical education in context The book offers tasks and case studies designed to support student teachers in their school based experiences and encourages reflection on practice and development Masters level tasks and suggestions for further reading have been included throughout to support researching and writing about topics in more depth This fully updated third edition has been thoroughly revised to take into account changes in policy and practice within both initial teacher education and the National Curriculum for Physical Education The book also contains a brand new chapter on the role of reflective teaching in developing expertise and improving the quality of pupil learning Other key topics covered include lesson planning organisation and management observation in physical education developing and maintaining an effective learning environment inclusive physical education assessment developing wider community links using ICT to support teaching and learning in physical education Learning to Teach Physical Education in the Secondary School is an invaluable resource for student physical education teachers

Teaching Music in the Secondary School David Bray, 2000 This is essential reading for anyone who teaches Music today and needs to keep up to date with all the latest issues and developments It s a practical handbook written by an Inspector with current information on the issues that count Differentiation practical section helps you get the most out of all your pupils Assessment contains an invaluable section including examples and useful checklists to help you get the most out of assessment A levels and ICT the latest information on these important issues *A Practical Guide to Teaching Physical Education in the Secondary School* Susan Capel, Joanne Cliffe, Julia Lawrence, 2020-11-16 A Practical Guide to Teaching Physical Education in the Secondary School is written for all student teachers on university and school based initial teacher education programmes It offers a wealth of tried and tested strategies together with practical activities and materials to support your teaching to enhance pupils learning It is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning This third edition is fully updated with the most recent

developments in teaching physical education and features five brand new chapters Key topics covered include Planning schemes of work units of work and lessons Safe practice risk assessment and risk management Promoting positive behaviour Applying theories of learning to your practice Overcoming barriers and maximising the achievement of all pupils Assessing learning Physical literacy NEW Health related learning NEW Using digital technologies NEW Reflective practice and action research Managing your workload resilience health and well being NEW Working with your mentor NEW Photocopiable resources offer assistance in lesson observation planning preparation teaching and evaluation An annotated Further resources section at the end of each chapter provides information about some useful additional resources to support you in your development as a teacher Illustrated throughout with examples of existing good practice this highly practical resource offers valuable support and guidance to all student teachers as well as those in the early years of their teaching career Although *A Practical Guide to Teaching Physical Education in the Secondary School 3rd Edition* can be used successfully on its own it is also a companion to *Learning to Teach Physical Education in the Secondary School 5th Edition* and can be used to reinforce the basic teaching skills covered in that core textbook

Teaching English Carol Evans, Alyson Midgley, Phil Rigby, Lynne Warham, Peter Woolnough, 2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of English Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach English this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE

A Practical Guide to Teaching Computing and ICT in the Secondary School Andrew Connell, Anthony Edwards, Alison Hramiak, Gavin Rhoades, Neil Stanley, 2014-10-24 Now in its second edition *A Practical Guide to Teaching ICT in the Secondary School* offers straightforward advice inspiration and support for all training and newly qualified ICT teachers Based on the best research and practice available it has been updated to reflect changes in the curriculum Initial Teacher Training standards classroom technologies and the latest research in the field

Teaching Drama in Primary and Secondary Schools Michael Fleming, 2013-12-19 This book will be of major interest to student teachers teachers lecturers and researchers It provides a case for an integrated approach to the teaching of drama in primary and secondary schools that will help practitioners

develop a theoretical rationale for their work It also offers practical examples of lesson plans and schemes of work designed to give pupils a broad and balanced experience of drama These are presented within a framework that argues for an integration of content and form means and ends and internal and external experience Whereas the author s previous work argued for an inclusive approach that reconciled polarized views about performance drama and improvisation this book shows how those activities can be related to each other in practice in an integrated curriculum

Learning to Teach Physical Education in the Secondary School Susan Anne Capel,2004 What skills are required of secondary student physical education teachers What are the key areas that these student teachers need to understand How can current challenges be addressed by these student teachers Learning to Teach Physical Education in the Secondary School combines underpinning theory and knowledge with suggestions for practical application to support student physical education teachers in learning to teach Based on research evidence theory and knowledge relating to teaching and learning and written specifically with the student teacher in mind the authors examine physical education in context The book offers tasks and case studies designed to support student teachers in their school based experiences and encourages reflection on practice and development Masters level tasks and suggestions for further reading have been included throughout to support researching and writing about topics in more depth This fully updated third edition has been thoroughly revised to take into account changes in policy and practice within both initial teacher education and the National Curriculum for Physical Education The book also contains a brand new chapter on the role of reflective teaching in developing expertise and improving the quality of pupil learning Other key topics covered include lesson planning organisation and management observation in physical education developing and maintaining an effective learning environment inclusive physical education assessment developing wider community links using ICT to support teaching and learning in physical education Learning to Teach Physical Education in the Secondary School is an invaluable resource for student physical education teachers

Sessional Papers Great Britain. Parliament. House of Commons,1904

Working Schemes? Phillip J O'Connell,Frances McGinnity,2019-05-23 Published in 1997 this book is an examination of the Irish experience with active labour market policy This text looks at training in comparison with employment programmes and examines this in the context of strong and weak market orientation The study is based on a survey which is used to analyze the effect of programme participation on short and long term employment prospects and on income The results show that market orientation is a significant factor in employment scheme success a factor that has not been taken into account in recent policy changes The book also points out the applications of this sort of study in other European countries

Effective Medium-term Planning for Teachers Lee Jerome,Marcus Bhargava,2015-01-21 Effective medium term planning is the holy grail of planning Once teachers are able to conceptualise learning over a longer period of time they are empowered to achieve outstanding learning as part of their everyday teaching This book explains why medium term plans are important and how to go about constructing them Key

coverage includes Practical guidance to support teachers to build their own effective medium term plans Examples of planning in action exploring key principles that can be applied to your own practice Theoretical and practical justifications for the importance of medium term planning Exploration of the links between raising attainment and effective medium term planning This is essential reading for initial teacher education students on university based and school based courses preparing to teach in primary and secondary education and early career teachers seeking to continue their professional learning

Developing a Leadership Role Within the Key Stage 1 Curriculum Julie Davies,2013-01-11 Since 1989 initial teacher training courses in England and Wales have included teacher preparation for taking a lead in a school subject area in their first appointment There is no longer a place for a teacher newly qualified or not in primary schools whose sole responsibility is for his or her own class A teacher must have specific specialist knowledge and expertise in particular subjects which must be shared with all staff This text contains the latest curriculum and assessment changes It aims to help students and newly qualified teachers to understand the complexities of being a co ordinator of the National Curriculum subjects in the early years of schooling and reports on best practice

A Guide to Teaching Practice Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse,2010-06-17 A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK Authoritative yet accessible it covers the important basic skills and issues that students need to consider during their practice such as planning classroom organization behaviour management and assessment The book s focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably within TTA and OfSTED frameworks In addition comprehensively revised and fully updated this fifth edition features brand new chapters on the foundation stage legal issues learning and teaching and using ICT in the classroom as well as new material on numeracy literacy children s rights progress files and gifted and talented children This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher

Developing a Leadership Role Within the Key Stage 1 Curriculum Julie A. Davies,1995 Since 1989 initial teacher training courses in England and Wales have recognized the need for teachers to take a lead in a school subject area in their first appointment There is no longer a place for a primary school teacher newly qualified or not whose sole responsibility is his or her own class Further a teacher must have specific specialist knowledge and expertise in particular subjects which must be disseminated to the rest of the staff A teacher also needs to develop the skills of communication leadership and persuasion

Make Key Stage 3 Matter in English Liz Hillier,2017-04-27 The KS3 curriculum plays a critical part in giving students the best possible start to their secondary education and preventing the need for intervention later on This timely book provides detailed guidance on how to develop a robust multifaceted inclusive and challenging KS3 curriculum in English that provides a secure and progressive link between KS2 and KS4 Featuring examples of curriculum models and audits of current practice chapters cover key topics such as developing the planning

cycle transitioning between primary and secondary English assessment in KS3 English creating a model that supports and challenges students of all levels LAC and SPAG divisive or cohesive abbreviations speaking and listening in the KS3 English curriculum using multimodal texts examples of how meaningful homework can successfully embed itself in a KS3 English curriculum model Make Key Stage 3 Matter in English will be an invaluable resource for KS3 English coordinators teachers and all those involved in the planning and delivery of the KS3 English curriculum High Points in the Work of the High Schools of New York City New York (N.Y.). Board of Education, 1920 **Bulletin** United States. Office of Education, 1924

Reviewing **Secondary School 3rd Term Scheme Of Work**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Secondary School 3rd Term Scheme Of Work**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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