

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 2 MOVEMENT AND CREATIVE ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	2
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Movement and Creative Activities Grade 2 Curriculum Design (KICD)
2. Approved Movement and Creative Activities Grade 2 Learner's Book
3. Approved Teacher's Guide
4. MTP Movement and Creative Activities Grade 2

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 2 MOVEMENT AND CREATIVE ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **VISUAL ARTS** | Sub-Strand: **Drawing**

SCHOOL	_____
LEARNING AREA	Movement And Creative Activities
GRADE	2
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	VISUAL ARTS
SUB-STRAND	Drawing
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Draw simple objects b) Use lines and shapes c) Take pride
KEY INQUIRY QUESTION(S)	What can you draw?
CORE COMPETENCY	Creativity and Imagination; Self-Efficacy; Communication
VALUES	Patience, Pride, Care
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Cultural Heritage; Aesthetics
LEARNING RESOURCES	Paper, pencils, objects

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Drawing by writing the key inquiry question on the board: "What can you draw?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to draw simple objects. Display the resources for the lesson (Paper, pencils, objects) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Observe. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Draw simple objects". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Draw freehand. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What can you draw?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Use lines and shapes". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Share. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Drawing independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Take pride".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Drawing? (2) How would you answer "What can you draw?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Drawing in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **VISUAL ARTS** | Sub-Strand: **Drawing**

SCHOOL	_____
LEARNING AREA	Movement And Creative Activities
GRADE	2
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	VISUAL ARTS
SUB-STRAND	Drawing
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Draw familiar animal b) Add details c) Develop observation
KEY INQUIRY QUESTION(S)	How do we show animal features?
CORE COMPETENCY	Creativity and Imagination; Self-Efficacy; Communication
VALUES	Patience, Pride, Care
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Cultural Heritage; Aesthetics
LEARNING RESOURCES	Paper, animal pictures

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Drawing by writing the key inquiry question on the board: "How do we show animal features?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to draw familiar animal. Display the resources for the lesson (Paper, animal pictures) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Look. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Draw familiar animal". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Draw step-by-step. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How do we show animal features?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Add details". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Share. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk

	around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Drawing independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Develop observation".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Drawing? (2) How would you answer "How do we show animal features?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Drawing in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 2 MOVEMENT AND CREATIVE ACTIVITIES

TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Visual Arts	Drawing	a) Draw simple objects b) Use lines and shapes c) Take pride	What can you draw?	Observe; draw freehand; share	Paper, pencils, objects	Observation, peer
1	2	Visual Arts	Drawing	a) Draw familiar animal b) Add details c) Develop observation	How do we show animal features?	Look; draw step-by-step; share	Paper, animal pictures	Portfolio, peer
1	3	Visual Arts	Drawing	a) Draw a family member b) Show clothing c) Express identity	How does a drawing tell family story?	Discuss; draw self with member; share	Paper, photo	Portfolio, peer
2	1	Visual Arts	Colouring	a) Identify primary colours b) Use colour appropriately c) Build colour awareness	What colours do you see?	Sort cards; mix colours; observe	Crayons, colour cards	Oral, observation
2	2	Visual Arts	Colouring	a) Colour within outlines b) Choose suitable colours c) Develop fine motor	How do we colour neatly?	Colour outlines; pair check; display	Outlines, crayons	Portfolio, peer
2	3	Visual Arts	Colouring	a) Use range of colours b) Express mood c) Build creativity	How do colours show feelings?	Colour "happy day"; share	Paper, crayons	Portfolio, peer
3	1	Performing Arts	Singing	a) Sing simple song b) Use clear voice c) Build confidence	What songs make you happy?	Listen; learn line-by-line; sing together	Audio, lyrics	Performance, peer
3	2	Performing Arts	Singing	a) Add hand actions b) Sing in groups c) Develop coordination	How do actions make singing fun?	Practise actions; pair sing; perform	Audio, mirror	Performance, peer
3	3	Performing Arts	Singing	a) Sing community song b) Identify message c) Connect to culture	What does our song teach?	Learn community song; perform; discuss	Audio, drum	Performance, oral
4	1	Visual Arts	Picture Making — Collage	a) Identify materials b) Plan picture c) Build creativity	What materials make a picture?	Collect; discuss; plan	Materials, paper, glue	Observation, peer
4	2	Visual Arts	Picture Making — Collage	a) Cut and arrange b) Stick in pattern c) Develop fine motor	How do we arrange materials?	Cut; arrange; glue; share	Materials, scissors, glue	Portfolio, peer
4	3	Visual Arts	Picture Making — Collage	a) Complete and present b) Talk about it c) Build pride	What story does your collage tell?	Complete; present; explain	Collages, display	Portfolio, oral
5	1	Performing Arts	Movement and Dance	a) Move to beat b) Follow simple steps c) Develop coordination	How do we move to music?	Listen; clap; dance; pair dance	Audio, drum, space	Observation, peer

5	2	Performing Arts	Movement and Dance	a) Perform community dance b) Coordinate with group c) Build community	What dances does our community do?	Learn; practise; perform together	Audio, drum, space	Performance, peer
5	3	Performing Arts	Movement and Dance	a) Make own dance moves b) Move expressively c) Develop creativity	How can your body show feelings?	Listen; create 3 moves; share	Audio, space	Performance, self-assess
6	1	Visual Arts	Paper Craft	a) Fold paper into shapes b) Follow instructions c) Develop fine motor	What can we make from paper?	Watch; fold boat or fan; help neighbour	Paper, instructions	Portfolio, peer
6	2	Visual Arts	Paper Craft	a) Cut paper safely b) Use scissors with control c) Develop dexterity	How do we use scissors safely?	Practise straight, curved, zigzag cuts	Paper, scissors	Observation, peer
6	3	Visual Arts	Paper Craft	a) Make paper flower b) Decorate classroom c) Take pride	How can crafts beautify our class?	Make flowers; combine; appreciate	Coloured paper, scissors, glue	Portfolio, peer
7	1	Performing Arts	Percussion Instruments	a) Identify percussion b) Show how each is played c) Appreciate music	What instruments make sound by hitting/shaking?	Show drum, shaker, sticks; demonstrate	Drum, shaker, sticks	Observation, oral
7	2	Performing Arts	Percussion Instruments	a) Make simple shaker b) Play steady beat c) Develop creativity	How can we make our own?	Make shaker from bottle and seeds; play	Bottles, seeds, tape	Performance, peer
7	3	Performing Arts	Percussion Instruments	a) Play to accompany song b) Coordinate group c) Build performance	How do instruments and singing work together?	Choose song; assign roles; rehearse; perform	Instruments, song	Performance, peer
8	1	Visual Arts	Modelling with Clay	a) Identify clay/play-dough b) Roll, pinch, shape c) Develop tactile	What can we make from clay?	Explore; roll and pinch; make ball	Clay, mat, water	Observation, peer
8	2	Visual Arts	Modelling with Clay	a) Model simple animal b) Add details c) Develop creativity	How can clay become an animal?	Plan; shape; add details	Clay, mat, tools	Portfolio, peer
8	3	Visual Arts	Modelling with Clay	a) Model household item b) Use both hands c) Take pride	What household items can we make?	Model cup or pot; smooth; share	Clay, water, bowl	Portfolio, peer
9	1	Performing Arts	Drama	a) Listen to story for performance b) Identify characters c) Build imagination	How do we turn a story into a play?	Listen; identify; discuss	Story script, picture cards	Oral, observation
9	2	Performing Arts	Drama	a) Practise lines and actions b) Use voice and gesture c) Build confidence	How do voice and body bring characters to life?	Assign roles; rehearse; teacher coaches	Script, props	Observation, peer
9	3	Performing Arts	Drama	a) Perform short scene b) Speak audibly c) Build group performance	How do we work together?	Perform for class; positive feedback	Props, performance space	Performance, peer

10	1	Visual Arts	Painting	a) Identify painting tools b) Apply paint with control c) Develop fine motor	How do we paint with care?	Demonstrate brush; practise; clean up	Paint, brushes, paper	Observation, peer
10	2	Visual Arts	Painting	a) Paint familiar scene b) Use suitable colours c) Develop creativity	How do we paint what we see?	Plan; sketch; paint; share	Paint, brushes, paper	Portfolio, peer
10	3	Visual Arts	Painting	a) Paint self-portrait b) Show personal features c) Build identity	How can a painting show who you are?	Use mirror; sketch face; paint	Mirror, paint, brushes	Portfolio, self-assess
11	1	Performing Arts	Group Performance	a) Plan group performance b) Take role c) Build cooperation	How do we put together a class show?	Form groups; choose; assign; plan	Songs, instruments, space	Observation, peer
11	2	Performing Arts	Group Performance	a) Rehearse performance b) Adjust on feedback c) Improve through practice	How does practice help?	Rehearse; teacher feedback; adjust	Materials	Observation, peer
11	3	Performing Arts	Group Performance	a) Perform for class b) Watch others respectfully c) Build performance	How do we perform and watch?	Each group performs; positive feedback	Performance materials	Performance, peer
12	1	Visual Arts	Term 2 Portfolio	a) Choose three best works b) Talk about each c) Build self-evaluation	Which works am I most proud of?	Review portfolio; choose top 3; explain	Portfolio, lined book	Self-assess, oral
12	2	Visual & Performing Arts	Class Exhibition	a) Display works b) Welcome visitors c) Build pride	How do we share our work?	Set up display; prepare to talk; invite visitors	Display, captions	Observation, self-assess
12	3	All Strands	Term 2 Reflection	a) Reflect on progress b) Set Term 3 goal c) Develop self-awareness	What did I learn? What next?	Reflection sheet; share goal	Reflection sheet	Self-assess, observation

