# **MY QUEEN SAMPLE TERM ONE RECOVERY LESSON PLAN BASIC TWO ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING** WEEK 1 – 12 DISCLAIMER: THE GRANDMOTHER / GRANDFATHER / **GODFATHER / MY QUEEN TEAM, HAS NOT AUTHORIZE** ANY INDIVIDUAL OR CORPORATE ENTITY TO SELL OUR WORKS / DOCUMENTS / FILES WHETHER IN SOFTCOPY OR AMATHIT HARDCOPY.

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## TERM ONE BASIC TWO ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

MANAFIFIACOUNTSCHOOL

### **GENERAL INFORMATION**

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils
Ar.

#### ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Penmanship/ Handwriting	Writing Letters – Small and Capital	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Simple Preposition
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
2	Songs	Story Telling	Story Telling
	Phonics	Phonics	Phonics
	Penmanship/ Handwriting	Writing Letters – Small and Capital	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Simple Preposition
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraph		
	Writing Letters – Small Writing Simple Words and		Writing Letters – Small and Capital
	and Capital	Sentences	
	Using Capitalisation	Using Capitalisation	Using Simple Preposition
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraph		
	Writing Letters – Small	Writing Simple Words and	Writing Simple Words and
	and Capital	Sentences	Sentences
	Using Punctuation	Using Capitalisation	Using Simple Preposition

	Building The Love and		Building The Love and Culture of
	Culture of Reading		Reading
5	Dramatisation and Role Play	listening Comprehension	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Labelling Items	Controlled Writing	Writing Simple Words and Sentences
	Using Punctuation	Using Simple Preposition	Using Simple and Compound Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
6	Dramatisation and Role Play	listening Comprehension	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Labelling Items	Controlled Writing	Writing Simple Words and
		$cO^{2}$	Sentences
	Using Punctuation	Using Simple Preposition	Using Simple and Compound Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
7	Conversation	Asking and Answering Questions	Giving and Responding to
			Commands, Instructions,
	6.		Directions and Making Requests
	Vocabulary	: Comprehension	Comprehension
	Writing Simple Words and	Guided Composition	Controlled Writing
	Sentences		
	Using Action Words	Using Simple Preposition	Using Simple and Compound
			Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading

8	Conversation	Asking and Answering Questions	Giving and Responding to
			Commands, Instructions,
			Directions and Making Requests
	Comprehension	Comprehension	Comprehension
	Writing Simple Words and	Guided Composition	Controlled Writing
	Sentences		
	Using Action Words	Using Simple Preposition	Using Simple and Compound
			Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
9	Conversation	Giving and Responding to	Presentation
		Commands, Instructions,	
		Directions and Making Requests	
	Comprehension	Comprehension	Fluency
	Controlled Writing	narrative Writing	Controlled Writing
	Using Action Words	Using Simple and Compound	Spelling
		Sentences	
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
10	Listening Comprehension	Giving and Responding to	Presentation
	e e e e e e e e e e e e e e e e e e e	Commands, Instructions,	
		Directions and Making Requests	
	Comprehension	: Comprehension	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound	Spelling
		Sentences	
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
11	Listening Comprehension	Giving and Responding to	Presentation
		Commands, Instructions,	
		Directions and Making Requests	

	Comprehension	Fluency	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound	Spelling
		Sentences	
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
12	Listening Comprehension	Giving and Responding to	Presentation
		Commands, Instructions,	
	Directions and Making Request		
	Comprehension	Fluency	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound	Spelling
		Sentences	
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading

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#### MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation,	Counting, Representation,	Patterns and Relationships
	Cardinality & Ordinality	Cardinality & Ordinality	
2	Counting, Representation,	Counting, Representation,	2D and 3D Shapes
	Cardinality & Ordinality	Cardinality & Ordinality	
3	Counting, Representation,	Counting, Representation,	2D and 3D Shapes
	Cardinality & Ordinality	Cardinality & Ordinality	
4	Counting, Representation,	Fractions	2D and 3D Shapes
	Cardinality & Ordinality		$\mathcal{A}$
5	Counting, Representation,	Fractions	Position/
	Cardinality & Ordinality		Transformation
6	Counting, Representation,	Fractions	Measurement- Length, Capacity,
	Cardinality & Ordinality	$\sim$	Mass and Time
7	Counting, Representation,	Money	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
8	Counting, Representation,	Patterns and Relationships	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
9	Counting, Representation,	Patterns and Relationships	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and Analysis
10	Counting, Representation,	2D and 3D Shapes	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
11	Counting, Representation,	2D and 3D Shapes	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and Analysis
12	Counting, Representation,	Algebraic Expressions	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis

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#### SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING
	THINGS		THINGS
2	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING
	THINGS		THINGS
3	MATERIALS	MATERIALS	MATERIALS
4	EARTH SCIENCE	EARTH SCIENCE	EARTH SCIENCE
5	EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
		ENERGY	SANITATION
6	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	SOLAR SYSTEM	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
8	SOURCES AND FORMS OF	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
	ENERGY	N,	
9	ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ELECTRONICS	SANITATION	
10	ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ELECTRONICS	SANITATION	
11	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE
12	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE
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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the	Festivals
		Weather	
2	Myself	The Environment and the	Festivals
		Weather	
3	Myself	Plants and Animals	Responsible use of
			Resources
4	My Family and the Community	Worship	Farming in Ghana
5	Home and School	Festivals	Farming in Ghana
6	The Environment and the	Basic Human Rights	Our Neighbouring Countries
	Weather		
7	The Environment and the	Being a Leader	Introduction to Computing
	Weather		
8	The Environment and the	Being a Leader	Sources of Information
	Weather		
9	The Environment and the	Being a Citizen	Technology in
	Weather		Communication
10	Map Making and Land Marks	Being a Citizen	Technology in
			Communication
11	Population and Settlement	Authority and Power	Technology in
			Communication
12	Population and Settlement	Authority and Power	Technology in
			Communication

RME

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
2	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
3	The Environment	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	0°
4	The Environment	Festivals in the Three Major Religions	Roles and Relationships
5	The Environment	Festivals in the Three Major Religions	Roles and Relationships
6	The Environment	Festivals in the Three Major Religions	Roles and Relationships
7	The Environment	Early Life of the Leaders of the three Major	Personal Safety in the
		Religions	Community
8	The Environment	Early Life of the Leaders of the three Major	Personal Safety in the
		Religions	Community
9	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community
10	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community
11	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community
12	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
2	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
3	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
4	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
5	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
6	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
7	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
8	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
9	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
10	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
11	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
12	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade

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### **YEARLY SCHEME OF LEARNING**

#### CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Visual Arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and exploring	Thinking and exploring
	Performing Arts)	(Performing Arts)	(Performing Arts)
3	Planning, Making and Composing	Planning, Making and	Planning, Making and
	(Visual Arts)	Composing	Composing
		(Visual Arts)	(Visual Arts)
4	Planning, Making and Composing	Planning, Making and	Planning, Making and
	Performing Arts)	Composing	Composing
		(Performing Arts)	(Performing Arts)
5	Planning, Making and	Planning, Making and	Planning, Making and
	Composing(Visual Arts)	Composing	Composing
6	Planning, Making and Composing	Planning, Making and	Planning, Making and
	Performing Arts)	Composing	Composing
7	Displaying and Sharing(Visual Arts)	Displaying and Sharing	Displaying and Sharing
8	Displaying and Sharing Performing	Displaying and Sharing	Displaying and Sharing
	Arts)		
9	Displaying and Sharing	Appreciating and	Appreciating and
	Visual and	Appraising	Appraising
	Performing Arts)	(Visual Arts)	(Visual Arts)
10	Displaying and Sharing /	Appreciating and	Appreciating and
	Appreciating and	Appraising	Appraising
	Appraising Visual and	(Performing Arts)	(Performing Arts)
	Performing Arts)		
11	Appreciating and	Display and Sharing	Display and Sharing
	Appraising	School-Based Project	School-Based Project
	Performing Arts)	(Visual and	(Visual and

		Performing Arts)	Performing Arts)
12	Appreciating and	Appreciating and	Appreciating and
	Appraising Visual and	Appraising	Appraising
	Performing Arts)	(Visual and	(Visual and
		Performing Arts)	Performing Arts)

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#### GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs	Conversation	Asking and Answering Questions
2	Rhymes	Talking about Oneself,	Giving and Following Commands /
		Family, People and Places	Instructions
	Listening and Story Telling		
3	Listening and Story Telling	Listening Comprehension/	Presentation
		Asking and Answering	
	Dramatisation and Role Play	Questions	
4	Phonological and Phonemic	Phonics (Blend and Connect	Comprehension
	Awareness	Sounds)	
	Phonics (Blend and Connect	Sr	
	Sounds)		
5	Phonics (Blend and Connect	Vocabulary	Comprehension
	Sounds)		
6	Phonics (Blend and Connect	Vocabulary	Silent Reading
	Sounds)		Fluency
7	Penmanship/Handwriting	Penmanship/	Writing Simple Words/ Names of
		Handwriting	People and Places (Proper Nouns)
			Labelling Items in the
			Environment /Classroom
8	Penmanship/Handwriting	Writing Simple Words/	
		Names of People and Places	Copying /Writing Simple
		(Proper Nouns) Labelling	Sentences with Correct Spacing
		Items in the Environment/	
		Classroom	

9	Penmanship/Handwriting	Writing Simple Words/	Copying/ Writing Simple
		Names of People and Places	Sentences with Correct Spacing
		(Proper Nouns) Labelling	
		Items in the Environment/	
		Classroom	
10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Use of Simple and
	(Capitalization)	Action Words)	Compound Sentences)
11	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Spelling)
	(Punctuation)	Postpositions)	$\sim$
		C	
	Integrating Grammar in		
	Written Language (Use of		
	Action Words)		
12	Read Aloud With Children	Read Aloud With Children	Read short passages of simple
			sentences of about five to six
			words
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#### PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR, SKILLS	Manipulative skills	ENDURANCE
			FLEXIBILITY
2	LOCOMOTOR, SKILLS	Manipulative skills	BODY COMPOSITION
3	LOCOMOTOR, SKILLS	Rhythmic skills	FITNESS PROGRAMME,
4	MANIPULATIVE SKILLS	Rhythmic skills	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	Rhythmic skills	HEALTHY DIET,
6	MANIPULATIVE SKILLS	Space Awareness,	SAFETY AND INJURIES,
7	MANIPULATIVE SKILLS	Dynamics	SUBSTANCES/DRUGS
8	MANIPULATIVE SKILLS	Relations	SUBSTANCES/DRUGS
9	MANIPULATIVE SKILLS	Body Management	SELF-RESPONSIBILITY,
10	MANIPULATIVE SKILLS	Body Management	SOCIAL INTERACTION,
11	MANIPULATIVE SKILLS	Strategies	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	strength	CRITICAL THINKING

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Termly Scheme of Learning (SOL) for B1 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1.1	
3	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Position /Transformation	B1.3.2.1.	B1.3.2.1. 1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	GEOMETRY AND MEASUREMENT	Measurement – Length, Mass and Capacity	B1.3.3.1.	B1.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

3	NUMBER	Counting,	B2.1.1.1.	B2.1.1.1.2	Counters, bundle and
		Representation,			loose straws, Paper
		Cardinality & Ordinality			strips, Cut out cards
4	NUMBER	Counting,	B2.1.1.1.	B2.1.1.1.3	Counters, bundle and
		Representation,			loose straws, Paper
		Cardinality & Ordinality			strips, Cut out cards

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Termly Scheme of Learning (SOL) for B1 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
4	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B1.6.1.1	B1.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
8	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
1	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
2	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary

3	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
4	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary

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Termly Scheme of Learning (SOL) for B1 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	FORCES AND ENERGY	FORCES AND MOVEMENT	B1.4.3.1.	B1.4.3.1.1	Plants and animals in the environment, plastics, stones,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B1.4.3.2.	B1.4.3.2.1	pictures videos paper,
3	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1. 5.1.1	B1. 5.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paperGraphite pencil, battery and LED
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1. 5.1.1.	B1. 5.1.1.2	pencil, battery and LED
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1. 5.1.1.	B1. 5.1.1.3	
6	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1.5.1.2.	B1.5.1.2.1	graphite pencil, battery and LED pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B1.5.2.1.	B1.5.2.1.1	
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B1.5.3.1.	B1.5.3.1.1	
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.1.	B2.1.1.1.1	
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.1.	B2.1.1.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B2.1.2.1.	B2.1.2.1.1	graphite pencil, battery and LED pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B2. 2.1.1.	B2. 2.1.1.1	
Vetted	by :		Signatur	e:	Date :

Termly Scheme of Learning (SOL) for B1 Term 3 ENGLISH LANGUAGE

	Reading	Comprehension	B1.2.7.2	B1.2.7.2.1	Word cards
1	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.1	sentence cards,
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1	class library
	Conventions				
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
		Reading			
2	Oral Language	Asking and Answering Questions	B1.1.8.1.	B1.1.8.1.1	Word cards
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.2	sentence cards,
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.1	class library
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1	
	Conventions				
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
		Reading			
3	Oral Language	Giving and Responding to	B1.1.8.1	B1.1.8.1.2.	Word cards
		Commands/			sentence cards,
		Instructions and Making Requests	$\wedge$		class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.3	
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.2	
	Using Writing	Using Simple Prepositions	B1.5.10.1	B1.5.10.1.1	
	Conventions				
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
		Reading	54.4.0.4	54.4.0.4.4	
4	Oral Language	Giving and Responding to	B1.1.9.1	B1.1.9.1.1.	Word cards
		Commands/			sentence cards,
	Dooding	Instructions and Making Requests	B1.2.7.2.	B1.2.7.2.4	class library
	Reading	Comprehension	B1.2.7.2. B1.4.7.1.		
	Writing	Controlled Writing Using Simple Prepositions	B1.4.7.1. B1.5.10.1.	B1.4.7.1.2 B1.5.10.1.1.	
	Using Writing Conventions	Using simple Prepositions	БТ.5.10.1.	Б1.5.10.1.1.	
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
	Extensive reduing	Reading	D1.0.1.1.	D1.0.1.1.1	
5	Oral Language	Giving and Responding to	B1.1.9.1.	B1.1.9.1.2.	Word cards
	Stat Language	Commands/	J1.1.J.1.		sentence cards,
		Instructions and Making Requests			class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.5	
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3.	
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1.	
	Conventions				
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
	0	Reading			
6	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.1	Word cards
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.6	

7	Writing Using Writing Conventions Extensive Reading Oral Language	Controlled Writing Using Simple Prepositions Building The Love And Culture Of	B1.4.7.1. B1.5.10.1.	B1.4.7.1.3. B1.5.10.1.1.	sentence cards, class library
7	Conventions Extensive Reading Oral Language		B1.5.10.1.	B1.5.10.1.1.	class library
7	Extensive Reading Oral Language	Building The Love And Culture Of			
7	Oral Language	Building The Love And Culture Of			
			B1.6.1.1.	B1.6.1.1.1	
		Reading			
		Presentation	B1.1.10.1.	B1.1.10.1.2	Word cards
	Reading	Fluency	B1.2.9.1.	B1.2.9.1.1	sentence cards,
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	class library
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Conventions				
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
	_	Reading			
8	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.3	Word cards
	Reading	Fluency	B1.2.9.1.	B1.2.9.1.2.	sentence cards,
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	class library
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Conventions				
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	
	5	Reading		-	
1	Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	Word cards
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	sentence cards,
	Using Writing	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	class library
	Conventions				
	Extensive Reading	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	0	Reading			
	Oral Language	Songs	B2.1.1.1.	B2.1.1.1.1	
2	Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	Word cards
Γ	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	sentence cards,
Γ	Using Writing	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	class library
	Conventions				
Ī	Extensive Reading	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	_	Reading			
	Oral Language	Rhymes	B2.1.2.1.	B2.1.2.1.1	
3	Reading	Word Families-Rhyming Endings	B2.2.3.1.	B2.2.3.1.1	Word cards
	-	and Common Digraph			sentence cards,
Ī	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	class library
	Using Writing	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Conventions				
F	Extensive Reading	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	5	Reading			
F	Oral Language		B2.1.4.1.	B2.1.4.1.1	
			B2.2.3.1.	B2.2.3.1.1	Word cards
	- 0				
F	Writing		B2.4.3.1.	B2.4.3.1.1	
-	Using Writing	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	,
	Conventions	5			
4	Oral Language Reading Writing	Story Telling Word Families-Rhyming Endings and Common Digraph Writing Letters – Small and Capital	B2.2.3.1. B2.4.3.1.	B2.2.3.1.1 B2.4.3.1.1	Word cards sentence cards, class library

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Extensive Reading	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading			
Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	

Vetted by :..... Date : .....

WANAFIELACULAHSCHOOL

Termly Scheme of Learning (SOL) for B1 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.2.3.	B1.3.2.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.3.4.	B1.3.3.4.1	Drums, Speakers
3	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.4.5.	B1.3.4.5.1	Balls, Videos and Picture,
4	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.1.4.	B1.4.1.4.1	Drums, Speakers
5	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.2.4.	B1.4.2.4.1:	Balls, Videos and Picture,
6	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.3.4.	B1.4.3.4.1:	Drums, Speakers
7	Values and Psycho- social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.1.5.	B1.5.1.5.1	Balls, Videos and Picture,
8	Values and Psycho- social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.2.5.	B1.5.2.5.1	Drums, Speakers
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.	B2.1.1.1.1:	Balls, Videos and Picture, Drums, Speakers
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.:	B2.1.1.1.2:	Balls, Videos and Picture, Drums, Speakers

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3	MOTOR SKILL AND	LOCOMOTOR, SKILLS	B2.1.1.1.	B2.1.1.1.3	Videos and
	MOVEMENT				Picture,
	PATTERNS				Drums
4	MOTOR SKILL AND	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.1	Videos and
	MOVEMENT				Picture,
	PATTERNS				Drums

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MARHEINACOUNTSCHOOL

#### Termly Scheme of Learning (SOL) for B1 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1	B1 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.4.	B1 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.4.	B1 2.3.4.2	-do-
1	Visual arts	Thinking and exploring	B2 1.1.1.	B2 1.1.1.1	-do-
2	Performing arts	Thinking and exploring	B2 2.1.1.	B2 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B2 1.2.2.	B2 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B2.2.2.2.	B2.2.2.1	-do-

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Termly Scheme of Learning (SOL) for B1 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
2	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
3	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
4	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community				words, posters,
			. 5		video clip, etc
5	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community				words, posters,
					video clip, etc
6	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community	$\sim$			words, posters,
					video clip, etc
7	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
8	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
1	God, His	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
2	God, His	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
3	God, His	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
4	God, His	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc

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Termly Scheme of Learning (SOL) for B1 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	OUR NATION	Authority and Power	B1.4.2.1.	B1.4.2.1.2.	Pictures, Charts,
	GHANA				Video Clip
2	OUR NATION	Responsible Use of	B1.4.3.1.	B1.4.3.1.1.	Pictures, Charts,
	GHANA	Resources			Video Clip
3	OUR NATION	Farming in Ghana	B1.4.4.1.	B1.4.4.1.1.	Pictures, Charts,
	GHANA				Video Clip
4	OUR NATION	Farming in Ghana	B1.4.4.2.	B1.4.4.2.1	Pictures, Charts,
	GHANA				Video Clip
5	MY GLOBAL	Our Neighbouring	B1.5.1.1.	B1.5.1.1.1	Pictures, Charts,
	COMMUNITY	Countries			Video Clip
6	MY GLOBAL	Introduction to	B1.5.2.1.	B1.5.2.1. 1.	Pictures, Charts,
	COMMUNITY	Computing			Video Clip
7	MY GLOBAL	Sources of	B1.5.3.1.	B1.5.3.1.1.	Pictures, Charts,
	COMMUNITY	Information			Video Clip
8	MY GLOBAL	Technology in	B1.5.4.1.	B1.5.4.1.1	Pictures, Charts,
	COMMUNITY	Communication			Video Clip
1	ALL ABOUT US	Nature of God	B2.1.1.1.	B2.1.1.1.1.	Pictures, Charts,
					Video Clip
2	ALL ABOUT US	Myself	B2.1.2.1	B2.1.2.1.1.	Pictures, Charts,
					Video Clip
3	ALL ABOUT US	Myself	B2.1.2.1	B2.1.2.1.1.	Pictures, Charts,
					Video Clip
4	ALL ABOUT US	My Family and the	B2.1.3.1.	B2.1.3.1.1	Pictures, Charts,
		Community			Video Clip

#### Scheme of Learning for GHANAIAN LANGUAGE P1 Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/Instructions	B1.1.10.1. B1.1.11.1	B1.1.9.1.3 B1.1.10.1.1	Drums, drum sticks, recorded
2.	Oral Language	Giving and Following Commands /Instructions	B1.1.11.1. B1.1.11.1.	B1.1.10.1.2 B1.1.11.1.1.	audios, Manila cards, recorded audio visuals
3.	Oral Language	Presentation	B1.2.5.1. B1.2.6.1. B1.2.6.1.	B1.1.11.1.2 B1.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B1.2.6.1. B1.2.7.1. B1.2.7.1.	B1.2.5.1.4 B1.2.6.1.1 B1.2.6.1.2	Manila cards, markers, recorded audio- visual
5.	Reading	Silent Reading	B1.2.8.1. B1.2.8.1.	B1.2.6.1.3 B1.2.7.1.1 B1.2.7.1.2	Manila cards, markers, recorded audio- visual
6.	Reading	Fluency	B1.3.3.1. B1.3.3.1.	B1.2.8.1.1 B1.2.8.1.2	Manila Cards, Class reader
7.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	B1.3.3.2.	B1.3.3.1.3 B1.3.3.1.4	Manila Cards, Markers
8.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	B1.1.10.1. B1.1.11.1.	B1.3.3.2.1	Word cards, Manila card Markers Word cards Manila card Markers

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1	Oral Language	Songs	B2.1.1.1 B2.1.1.1. B2.1.1.1.	B2.1.1.1.1. B2.1.1.1.2 B2.1.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,
2.	Oral Language	Rhymes	B2.1.2.1. B2.1.2.1.	B2.1.2.1.1 B2.1.2.1.2	Word cards, Manila card
		Listening and Story Telling	B2.1.4.1.	B2.1.4.1.1	Markers Word Cards, Manila card,
3.	Oral Language	Listening and Story Telling Dramatisation and Role Play	B2.1.4.1. B2.1.4.1. B2.1.5.1.	B2.1.4.1.2 B2.1.4.1.3 B2.1.5.1.1	Reading materials
4.	Reading	Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)	B2.2.3.1. B2.2.4.1.	B2.2.3.1.1 B2.2.4.1.1	Manila Cards, Markers

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# TERM THREE BASIC ONE WEEK 1



..... LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Endi	ng:			Class size:		
Day :			Da	ite :		
Period :			Le	sson :		
Strand :			Sub-strand :			
A. Rea	ding			orehension		
B. Wri	-		-	olled Writing		
C. Usi	ng Writing Con	ventions	C. Using	Simple Prepositions		
D. Ext	ensive Reading		D. Build	Building The Love And Culture Of Reading		
		1				
Indicator (	-			1.5.10.1.1 B1.6.1.1.1		
	andard (code)			1.5.10.1. B1.6.1.1.		
Performan	ce Indicator			rate understanding of the	purpose and features of	
		narrative				
			earners can find, read and copy sentences from a given substitution tables earners can identify and spell simple words correctly			
			-		books and texts from print	
Core Comp	etencies: Crea			ation and Collaboration Pe		
-		ng and Problem So				
Keywords						
T. L.R. (s) Word cards, sente			ence cards, le	tter cards, handwriting on	a manila card and a class	
library.						
Ref:	English Lang	guage curriculum	Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain			Plenary / Reflections		

	for learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts.</li> <li>Have learners identify the different purposes in different narrative texts read/heard.</li> <li>Have them identify the features of given texts in pairs or in groups</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners explain the purpose and features of narrative texts	~
Wednesda y	Engage learners to sing songs	<ul> <li>C. WRITING</li> <li>Have a simple 3-4 column substitution table on the board.</li> </ul>	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Have learners identify the words that make up the table.</li> <li>With examples, guide learners to form oral sentences from the substitution table.</li> <li>Have learners write their sentences.</li> <li>Ask pairs to do peer editing.</li> <li>Invite learners to read out their sentences to the class for feedback.</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners read and copy sentences from a given substitution tables	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Help learners to write two letter words correctly e. g. go, so, in, on.</li> <li>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify and spell simple words correctly	
Friday	Engage learners to sing songs	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time.	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Have a variety of age appropriate books for learners to make a choice from</li> </ul>	Ask learners to summarize the main points in the lesson

<ul> <li>Introduce picture or wordless books, pop-up and flip-</li> </ul>
the-page texts to learners.
<ul> <li>Encourage them to read individually and in pairs, and</li> </ul>
provide support and encouragement
Assessment: let learners read a variety of age –
appropriate books and texts from print

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SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Less	son :	
					$\sim$	
						-
Strand : Alge	ebra		Sub-stranc	<b>d :</b> P	atterns and Relationship	)
Indicator (co	ode)	B1.2.1.1.1				
	ndard (code)					
Performance	e Indicator			an	understanding of repeat	ting patterns with 2 to 4
Coro Compo	tonsion (roo	repeating elemen			ion and Collaboration D	arcanal Davalanment and
-		ng and Problem Sol		lical		ersonal Development and
			U			
Keywords						
		Counters				
T. L .R. (s) Ref:	Mathematic	is curriculum Page				
	mathematik		-			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Sing songs		-		g or creating a simple	Review the lesson with
	like:			2, 3,	4, 1, 2, 3, 4) with	Learners
		2 to 4 repeating e		רו בו	/ n n + n n /	
	l'm	with 2 to 4 repeat			★ ? ? ★ ? ?)	
	counting			,		

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	is one.	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Identifying, duplicating, extending or creating a simple -sound (clap, clap, snap, snap, clap, clap, snap, snap) with 2 to 4 repeating elements, or	Review the lesson with Learners
	I'm counting one, what	- action patterns (stand up, sit down, clap, stand up, sit down, clap) with 2 to 4 repeating elements	
	is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,	Review the lesson with Learners
	I'm counting one, what is one	<ul> <li>PREPREPREPREPREPREPREPREPREPREPREPREPREP</li></ul>	
		examples	
Friday	Sing songs like:	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,	Review the lesson with Learners
	I'm counting one, what is one	<ul> <li>277727277772</li> <li>2 4 6 2 6)</li> <li>Assessment: have learners to practice with more examples</li> </ul>	
Tuesday	Sing songs like:	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4) with 2 to 4 repeating elements,	Review the lesson with Learners
	I'm counting one, what	<ul> <li>shape patterns (e.g. 2 2 ★ 2 2)</li> <li>with 2 to 4 repeating elements,</li> </ul>	
	is one 1 - One is	Assessment: have learners to practice with more examples	

Vetted by :..... Date : .....

SUBJECT: SCIENCE CLASS: TWO

Week Ending:					Class size:			
Day :				Dat	e :			
Period :				Les	son :			
Strand : FOF	CES AND ENE	RGY	Sub-strar	nd : E	LECTRICITY AND ELECTR	ONICS		
Indicator (co	ode)	B1.4.3.1.1						
Content sta	ndard (code)	B1.4.3.1.						
Performanc	e Indicator	Learners can exp	lain force	as a	pull or a push on an obje	ct		
Core Compe	tencies: Crea	tivity and Innovation	n Commi	inica	tion and Collaboration P	ersonal Development and		
-		ng and Problem Sol		inneu				
•		0	Ū					
Keywords				)-				
T. L .R. (s)	1	Pictures						
Ref:	Science curi	riculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	luding ass	essn	ient)	Plenary / Reflections		
	(preparing		ading ass	Coon		richary / Reflections		
	the brain							
	for							
	learning)							
Thursday	Engage	• Show pictures o	of, or ask le	earne	ers to mention activities	What have we learnt		
	learners to	in the home and t	he comm	unity	that involve a push or	today?		
	sing songs	a pull, e.g. donkey	y pulling a	cart,	people pushing a car,			
	and recite	people drawing w	ater from	a we	ell, etc.	Ask learners to		
	familiar	• Take learners or	utside the	class	room to participate in	summarize the		
	rhymes	several games or	activities i	nvol	ving pulling or a pushing	important points of the		
		force, e.g. kicking	and throv	ving	of balls, pushing and	lesson		
		pulling of boxes, t	ables and	chai	rs and tug of war, etc.			
		Learners observ	e the mov	eme	nt of things, e.g. leaves,			
		plants, balloons a	nd other r	nate	rials under the			

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	influence of the wind. Pictures and videos can be used.
	Let them discuss other actions that will cause objects to
	move.
	Guide learners to brainstorm why the pushed objects
	move.
	<ul> <li>Elaborate on learners' responses to explain that a</li> </ul>
	push or a pull causes objects to move. Such a push or
	pull is termed as a force.
	<ul> <li>Engage children in drawing activities involving pushing</li> </ul>
	and pulling e.g. a friend pushing an object
	Assessment: let learners explain force
etted by :	Signature: Date :
	APAK

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:			(	Class size:			
Day :			[	Date :				
Period :			L	Lesso	on:			
Strand : Reli	gious Leaders	5	Sub-strand	<b>l :</b> Bir	th of the Lea	ders of the	e three Major Religions in	
			Ghana					
Indicator (co	ode)	B1. 3.1.1.1:						
	ndard (code)	B1. 3.1.1.1:						
Performanc	e Indicator	Learners can narra	te the stori	ies o	f the birth of	religious l	eaders.	
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	icati	on and Collal	poration Pe	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solv	ring.					
Keywords			, S <sup>v</sup>					
		<b>D</b> <sup>1</sup>						
T. L .R. (s)		Pictures						
Ref:	RME curricu	lium Page	-0	2	•			
DAY	Phase 1:	Phase 2: Main	2				Phase 3:	
	Starter	(new learning inclu	iding asses	ssessment)			Plenary / Reflections	
	(preparing							
	the brain							
	for							
E dala	learning)		*		·			
Friday	Engage		-	ideo clips depicting the birth of the What have we learnt				
		religious leaders: C	Infistian, Is	lami	c and ATR		today?	
						[ +     ;+	A alc la avecara ta	
				rate	the stones of	i the birth		
	ingines							
	learners to sing songs and recite familiar rhymes	religious leaders: C Assessment: let lea of religious leaders	arners narr			f the birth	today? Ask learners to summarize the main points in the lesson	

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:				Class size:			
Day :			Da	te :			
Period :			Les	son :			
Strand : Visu	ual Arts	Sub-str	and :	Thinking and Exploring Id	eas		
Indicator (co	ode)	B1. 1.1.1.3					
Content sta	ndard (code)	B1. 1.1.1.					
Performanc	e Indicator	Learners can reflect on o	wn ex	periences and talk about	t how the visual artworks		
		produced or found in the	local d	community reflect the nat	tural environment		
Core Compe	tencies: Crea	tivity and Innovation Comn	nunica	tion and Collaboration P	ersonal Development and		
Leadership (	Critical Thinkii	ng and Problem Solving.	~	SK.			
Keywords		C	5-				
T. L .R. (s)	1	Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Wednesda	Engage	Learners are to:			What have we learnt		
У	learners to	Ishow knowledge about	natur	al things (e.g. stone,	today?		
	sing song	wood, feather);					
	s and	describe what makes up (e.g. plants, rivers, animal			Ask learners to		
	recite	use ICT devices to watch		•	summarize the main		
	familiar	environment;	10003		points in the lesson		
	rhymes	☑ take out-of-classroom w	alk to	observe natural objects			
		in the surroundings and co		•			
		photographs;					

I organise the sample of natural objects and study
their features variety of colours, shapes, size, etc.
observed in them;
I organise the sample of natural objects collected to
create a 'natural learning corner' in the classroom;
Ishare ideas about the sample of natural objects
develop ideas for drawing and colouring pictures,
modelling
Consider the features of the things observed in the
natural environment, e.g. beauty, size, smoothness,
roughness, hardness, softness, how shiny, variety,
repetition, weight, space, shape, form, line, colour,
texture).
Assessment: let learners talk about how the visual
artworks produced or found in the local community
reflect the natural environment

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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Les	son :		
Strand : OU	R NATION GH	ANA	Sub-stran	d :	Authority and Power		
						$\sim$	
Indicator (co	ode)	B1.4.2.1.2.					
Content sta	ndard (code)	B1.4.2.1.					
Performanc	e Indicator	Learners can ider	ntify people	e wh	o have power and auth	ority and respect them, as	
		a responsible citiz					
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and	
		ng and Problem Sol					
Keywords				)-			
T. L .R. (s)		Pictures	lictures				
Ref:	Our World (	Our People curricu	ulum Page	j			
			>				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage		ut the peop	ole v	vho have power and	What have we learnt	
	learners to	authority:				today?	
	sing songs	i at llama, fatha	, mathar a		ciblings		
	and recite	i. at Home: father			class teacher, school	Ask learners to	
	familiar	prefects, class pre		lier,		summarize the main	
	rhymes					points in the lesson	
		Learners give exa	mples of pe	erso	ns occupying such		
		positions.			-		

		Assessment: let learners identify people who have power and authority and respect them, as a responsible citizen	
Thursday	Engage learners to sing songs	Learners talk about the people who have power and authority:	What have we learnt today?
	and recite familiar rhymes	<ul> <li>iii. in the community: chiefs, parliamentarians,</li> <li>assembly members</li> <li>iv. in the nation: president, vice president, speaker of</li> <li>parliament</li> </ul>	Ask learners to summarize the main points in the lesson
		Learners give examples of persons occupying such positions. Assessment: let learners identify people who have power and authority and respect them, as a responsible citizen	

Vetted by :....

NAMATIFIA

SUBJECT: HISTORY CLASS: TWO

Week Ending:						Class size	:
Day :					Date :		
Period :					Lesson :		
Strand : Europeans	n Ghana			Sub-stran	<b>d :</b> Arrival	of Europe	ans
Indicator (code)			B1.3.1.1.1	1		$\overline{\mathbf{O}}$	
Content standard (o	ode)		B1.3.1.1.		0	$\sim$	
Performance Indica	tor		Learners	can explore	e which Eu	ropeans ca	ame to Ghana
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.						Personal Development and	
Keywords							
T. L .R. (s)			Pictures				
Ref:		History o	curriculum Page				
DAY	Phase 1: Starter (preparing the brain		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Tuesday Thursday	for learning) Engage learners to sing songs and recite familiar rhymes Which Europeans came to Ghana? Engage learners		citizens ca Portugal, Germany Norway, I Assessme European Identify tl	entify the European countries whose izens came and settled in Ghana — ortugal, Britain, France, Sweden, ermany (Brandenburg), Denmark, orway, Netherlands. sessment: let learners identify whicl ropeans came to Ghana entify the European countries whose		nana — len, nark, ify which s whose	What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt
		ongs and		citizens came and settled in Ghana — Portugal, Britain, France, Sweden,		today?	

	Germany (Brandenburg), Denmark, Norway, Netherlands.	Ask learners to summarize the main
	Assessment: let learners identify which Europeans came to Ghana	points in the lesson

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WAMAFIIFIACOUNTSCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : PHY	SICAL FITNES	S	Sub-stran	<b>d :</b> S	STRENGTH		
Indicator (co	ode)	B1.3.2.3.1					
Content sta	ndard (code)	B1.3.2.3.					
Performanc	e Indicator	Learners can per	form four co	onti	nuous push ups (biceps a	and triceps).	
Coro Compo	toncios: Croa	tivity and Innovati	on Commun	nica	tion and Collaboration R	ersonal Development and	
-		ng and Problem So		ilica		ersonal Development and	
Keywords							
T. L .R. (s)		cones			. 5		
Ref:	PE curriculu	im Page			N I		
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections	
	(preparing			$\mathbf{F}$			
	the brain						
	for						
	learning)						
Friday	Learners		-		nd face down with	What have we learnt	
	jog round a		-		the arms to move the	today?	
	demarcate		•		he arms to move the		
	d area in	body back to the	, .			Use answers to	
	files while				ine. Encourage them to	summarise the lesson.	
	singing and	practice at home	for improve	eme	ent		
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
						~
Strand :			Sub-strand	d :	()	
Oral Langua	ge		Giving and	l Fol	lowing Commands/Instr	uctions
Indicator (co	ode)	B1.1.9.1.3 B	1.1.10.1.1.		CO.	
Content star	ndard (code)	B1.1.9.1. B2	1.1.10.1.		2	
Performance	Performance Indicator         The learner should in "where" and "whene"					tions on, 'who", "what",
	The learner should explain what a command is     Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and     Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords	Keywords					
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	im			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essm	ent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	engage learners i question tags. "w • Ask learners qu	in a group co /ho", "what" lestions to fi to use questi	onve " <i>, "</i> w ind c	vhere" and "when."	What have we learnt today? Review the lesson with learners

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		Ask some learners to write some questions consisting	
		of the question words on the board.	
		• Ask another learner to read and identify the question	
		words.	
		Assessment: let learners identify how to answer	
		questions on, 'who", "what", "where" and" when".	
Eng	gage	Write some commands on a flashcard.	What have we learnt
-	ners to	<ul> <li>Lead learners to read the commands on the</li> </ul>	today?
sin	g songs	flashcard.	,
	d recite	• Direct learners to demonstrate the commands they	Review the lesson wit
fan	niliar	have read.	learners
	/mes	Assist learners to recognise commands. E.g: Stand	
		up! Sit down! etc.	
		Assessment: let learners explain what a command is	
-	gage	<ul> <li>Write some commands on a flashcard.</li> </ul>	What have we learnt
	ners to	• Lead learners to read the commands on the flashcard.	today?
	g songs	Direct learners to demonstrate the commands they	
	d recite	have read.	
	niliar	• Assist learners to recognise commands. E.g: Stand up!	Review the lesson wit
rhy	/mes	Sit down! etc.	learners
		Assessment: let learners explain what a command is	
		.0.	
		Chr.	
tted by :		Signature:	Date :
ted by :			

# TERM THREE BASIC ONE WEEK 2

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SUBJECT: ENGLISH LANGUAGE

Day :     Date :       Period :     Lesson :       Strand :     Sub-strand :
SCHOOL
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SCHOOL
Strand :     Sub-strand :
Strand :     Sub-strand :
Strand : Sub-strand :
Strand : Sub-strand :
Strand : Sub-strand :
A. Oral Language A. Asking and Answering Questions
B. Reading B. Comprehension
C. Writing C. Controlled Writing
D. Using Writing Conventions D. Using Simple Prepositions
E. Extensive Reading E. Building The Love And Culture Of Reading
Indicator (code) B1.1.8.1. B1.2.7.2.2 B1.4.7.1.1 B1.5.10.1.1 B1.6.1.1.1
Content standard (code)         B1.1.8.1.         B1.2.7.2.         B1.4.7.1.         B1.5.10.1.1         B1.6.1.1.
Performance Indicator A. Learners can use appropriate pronunciation and intonation in asking an
answering Yes/No questions
B. Learners can find, read and copy sentences from a given substitution table
C. Learners can describe characters and their actions in a story
D. Learners can identify and spell simple words correctly
E. Learners can read a variety of age – appropriate books and texts from prir
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.
Keywords
T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a clas
library.
Ref: English Language curriculum Page

			L .
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
	learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Demonstrate Yes/No questions and their responses.</li> <li>Drill learners on the questions and responses.</li> <li>Let pair of learners ask and answer questions, e.g. Pupil A: Is this a book? Pupil B: Yes, it is / No, it isn't Assessment: let learners use appropriate pronunciation</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
	,	and intonation in asking and answering Yes/No questions	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Put learners in groups to identify and describe characters and their actions in the stories read Assessment: let learners read and copy sentences from a given substitution tables	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have a simple 3-4 column substitution table on the board.</li> <li>Have learners identify the words that make up the table.</li> <li>With examples, guide learners to form oral sentences from the substitution table.</li> <li>Have learners write their sentences.</li> <li>Ask pairs to do peer editing.</li> <li>Invite learners to read out their sentences to the class for feedback.</li> <li>Assessment: let learners describe characters and their actions in a story</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Help learners to write two letter words correctly e. g. go, so, in, on.</li> <li>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow</li> <li>Assessment: let learners identify and spell simple words correctly</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	• Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	
etted by :	•••••	Signature:	Date :
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		$(\Theta)$	
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SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:					Class size:		
Day :				Dat	e :		
						V	
Period :				Les	son :		
					2		
			Cub stress		ottowns and Dalationshin		
Strand : Algebra Sub-stran				nd : Patterns and Relationship			
Indicator (co	ode)	B1.2.1.1.1		<u>}_</u>			
Content star	ndard (code)	B1.2.1.1.	R				
Performance	e Indicator		ers can ddemonstrate an understanding of repeating patterns with 2 to 4				
		repeating elemen					
		tivity and Innovations of the second se		nica	tion and Collaboration Pe	ersonal Development and	
		ig and robien so	ving.				
Keywords							
T. L .R. (s)		Counters					
Ref:	wathematic	cs curriculum Page	2				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including ass			nent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Sing songs	• •			or number pattern as	Review the lesson with	
	like:				, represent 1, 2, 1, 2 as	Learners	
		clap, snap, clap, s	nap or as 7	록 []	★ Ľ)		

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	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
	IS ONE		
Tuesday	Sing songs	Representing a repeating sound or number pattern as	Review the lesson with
	like:	shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as	Learners
		clap, snap, clap, snap or as ★ 🛛 ★ 🗹 )	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	Identifying and describing patterns in and outside the	Review the lesson with
у	like:	classroom (in a song, in a fabric, etc.) For instance, use	Learners
1		patterns in Kente as examples of repeating patterns.	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	-		
	is one		
Thursday	Sing songs	Identifying and describing patterns in and outside the	Review the lesson with
mursuay			
	like:	classroom (in a song, in a fabric, etc.) For instance, use	Learners
		patterns in Kente as examples of repeating patterns.	
	l'm	According to have loarners to practice with more	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one	dr.	
Friday	Sing songs	Identifying and describing patterns in and outside the	Review the lesson with
	like:	classroom (in a song, in a fabric, etc.) For instance, use	Learners
		patterns in Kente as examples of repeating patterns.	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		

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SUBJECT: SCIENCE

Week Endin	g:				Class size:		
Day :				Date :			
Period :					on :		
Strand : FORCES AND ENERGY Sub-strar				d · FI	ECTRICITY AND ELECTR		
Strand . 101			Sub-Strant	<b>u</b> .L		onics	
Indicator (co	ode)	B1.4.3.2.1					
Content sta	ndard (code)	B1.4.3.2.					
Performanc	e Indicator	Learners can und	lerstand wh	nat si	mple machines are and	cite common examples	
Coro Compo	toncioc. Cros	tivity and Innovativ	on Commun	nicat	ion and Collaboration D	arcanal Davalanmant and	
-		ng and Problem Sol		incat		ersonal Development and	
			J	$\bigcirc$			
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Monday	Engage	• Engage learners	s in an activi	vitv to	o identify common	What have we learnt	
,	learners to	machines in their		-	•	today?	
	sing songs	Assemble simple	e machines	for	earners to explore		
	and recite	their uses in the h	nome.			Ask learners to	
	familiar	<ul> <li>Help learners to</li> </ul>	o demonstra	ate t	he use of the provided	summarize the	
	rhymes	machines for und	lertaking va	riou	s tasks.eg opening	important points of the	
		bottles, picking up	p granules,	etc.		lesson	
		• Elaborate on th	ne importan	nce o	f such machines in		
		daily living					

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		Precaution: Knives and other sharp objects should not	
		be used in this lesson.	
		Assessment: let learners cite common examples simple	
		machines	
Thursday	Engage	Assemble simple machines for learners to explore their	What have we learnt
	learners to	uses in the home.	today?
	sing songs	Summarise learners' responses by explaining that	
	and recite	machines enable work to be done easier and faster.	Ask learners to
	familiar	<ul> <li>Engage learners to draw any of the devices of their</li> </ul>	summarize the
	rhymes	choice.	important points of the
			lesson
		Precaution: Knives and other sharp objects should not	
		be used in this lesson	
		Assessment: let learners cite common examples simple	
		machines	

Vetted by :..... Date : .....

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SUBJECT: History

Week Endin	g:				Class size:		
Day :			Dat	e :			
Period :					son :		
Strand : Europeans in Ghana Sub-strai				nd : /	Arrival of Europeans	~	
Indicator (co	ode)	B1.3.1.1.1					
Content star	ndard (code)	B1.3.1.1.					
Performanc	e Indicator	Learners can expl	ore which	Euro	peans came to Ghana		
		tivity and Innovations and Problem So		inica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	History curr	iculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes Which country came first?	Arrange the Europeans in tr to Ghana (starting with thos Assessment: let learners id came to Ghana		se w		What have we learnt today? Ask learners to summarize the main points in the lesson	

Thursday	Engage learners to	Arrange the Europeans in the order in which they came to Ghana (starting with those who came first).	What have we learnt today?
	sing songs and recite familiar rhymes	Assessment: let learners identify which Europeans came to Ghana	Ask learners to summarize the main points in the lesson

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### SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:				Class size:			
Day :			I	Dat	e :		
Period :				Less	son :		
Strand · OU	R NATION GH		Sub strang	<b>d</b> • D	esponsible Use of Resou		
			Sub-strant	u . IV	esponsible use of resor		
Indicator (co	Indicator (code)         B1.4.3.1.1.						
Content standard (code) B1.4.3.1.					. 5		
Performance IndicatorLearners can explore the importance of energy in the home, school and com					ne, school and community		
-		tivity and Innovations and Problem Solv		nicat	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	Our World (	Our People curricu	lum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Tuesday	learning) Engage				learners mention the	What have we learnt	
learners to types of energy sources av sing songs communities, e.g. sun, win						today?	
and recite kerosene and gas (LPG) (\			(LPG) (Who	ole	class /small group	Ask learners to	
	familiar	discussion).				summarize the main	
	rhymes	Learners talk abou smoking and dryir				points in the lesson	

		Assessment: let learners identify the importance of energy in the home, school and community	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw a bulb, flashlight coal pot, etc Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community. Assessment: let learners identify the importance of energy in the home, school and community	What have we learnt today? Ask learners to summarize the main points in the lesson
		energy in the nome, school and community	

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: Class size:				Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : PHYSICAL FITNESS         Sub-strand : ENDURANCE						
Indicator (code) B1.3.3.4.1						
Content standard (code) B1.3.3.4.						
Performanc	e Indicator	Learners can per	form sit and	d rea	ach.	
Coro Compo	toncios: Cros	tivity and Innovati	on Commu	nica	tion and Collaboration [	Porconal Dovelonment and
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s) cones				.5		
Ref:	PE curriculu	im Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essn	ient)	Plenary / Reflections
	(preparing			$\mathbf{F}$		
	the brain					
	for					
	learning)					
Friday	Learners		•		shoulder width apart.	What have we learnt
	jog round a				g with their hand and	today?
	demarcate				with their forehead.	
	d area in	Learners flex and	end at thei	ir lir	nit.	Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS

Week Endi	ng:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : PERFORMING ARTS Sub-			Sub-stran	<b>d</b> : Thinking and Exploring Id	eas		
Indicator (code) B1 2.1.1.3							
Content standard (code) B1 2.1.1.3							
				n experiences and talk ab	out how the performing		
Ferrorman				formed in the local comm			
		environment	eu or peri				
Core Comp	atancias: Craz		environment ivity and Innovation Communication and Collaboration Personal Development and				
=		ng and Problem So					
				)-			
Keywords			N				
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
					1		
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections		
	(preparing	X					
	the brain						
	for						
Manday	learning)	Loorpore are to			M/bat baya wa laarat		
Monday	Engage	Learners are to:	a ahout na	tural things or objects (e.g.	What have we learnt		
			-	itural tillings of objects (e.g.	today?		
	sing songs and recite			e natural environment (e.g.	Ask learners to		
	familiar		-	s). Where possible, use ICT	summarize the main		
		•		he natural environment;			
	rhymes	I take out-of-clas	ssroom wal	ks to observe natural things	points in the lesson		
		and objects in the	e local surro	oundings and collect			

		samples and/or take photographs or make videos of the natural environment organise samples of natural objects collected to create a 'natural learning corner' in the classroom Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment	
Wednesda y	Engage learners to sing song s and recite familiar rhymes	Learners are to: Observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements) Ishare ideas about how any of the natural objects collected can be used to produce or perform music, dance or drama in the local community Isuse ideas gained to improvise own performing artworks that express knowledge of the natural environment. Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :....

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:			Class size:			
Day :			C	ate :			
Period :			L	esson :			
Strand : Reli	gious Leaders	5	Sub-strand	: Birth of the Leaders of th	ne three Major Religions in		
			Ghana				
Indicator (co	ode)	B1. 3.1.1.1:					
Content standard (code) B1. 3.1.1.							
Performance Indicator Learners can narra			te the stori	es of the birth of religious	leaders.		
Core Compe	etencies: Crea	tivity and Innovatio	n Communi	cation and Collaboration I	Personal Development and		
Leadership (	Critical Thinkin	ng and Problem Solv	ving.	A S			
Keywords							
T. L .R. (s)		Pictures					
Ref:         RME curriculum         Page			-0	2			
DAY	Phase 1:	Phase 2: Main	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		Phase 3:		
	Starter	(new learning inclu	uding asses	sment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
E dala	learning)			the black of the collecter of			
Friday	Engage		e e e e e e e e e e e e e e e e e e e		What have we learnt		
learners to leaders				today?			
	sing songs and recite	According to log rearists the staries of the birth Ack log rears to					
	familiar	of religious leaders	Assessment: let learners narrate the stories of the birth Ask learners to				
	rhymes				summarize the main points in the lesson		
	ingines						

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:				Class size:	
Day :			]	Dat	e :	
Period :			I	Less	son :	~
			Sub-strand	: 1		
Oral Langua	ge	1	Giving and	Fol	lowing Commands/Instr	uctions
Indicator (co	ode)	-	B1.1.11.1.1.		<u> </u>	
-	ndard (code)		B1.1.11.1.			
	t <b>encies:</b> Crea	The learner	er should dis on Commun	ould respond to four or five commands ould discuss the times of the day ommunication and Collaboration Personal Development and		
Leadership		ig and Problem So	iving.			
Keywords			R			
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	ım			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssm	ent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Call learners in while the other d</li> <li>Ask learners to learner when the</li> </ul>	the commands with learners. arners in pairs and let one issue a command today? be other does what the command says. arners to tell you the reaction of the other when the command was issued. arners know why they should obey commands. What have we today? Review the less learners			

	Assessment: let learners respond to four or five commands	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write the different times of the day on a flashcard.</li> <li>Lead learners to read the different times of the day.</li> <li>Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening.</li> <li>Assessment: let learners the times of the day</li> </ul>	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write the different times of the day on a flashcard.</li> <li>Lead learners to read the different times of the day.</li> <li>Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening.</li> <li>Assessment: let learners identify the times of the day</li> </ul>	What have we learnt today? Review the lesson with learners

Vetted by :....

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## TERM THREE BASIC ONE WEEK 3



SUBJECT: ENGLISH LANGUAGE

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Les	son :	$\sim$	
Strand : Sub-stra			d : (			
A. Oral Language		А.	Giv	ving and Respo	onding to Com	mands/Instructions
				d Making Requ	uests	
B. Reading		В.		mprehension		
U U	Writing C. Controlled Writing					
D. Using Writing Con		D.		ing Simple Pre		
E. Extensive Reading		Ε.		ilding The Love		-
Indicator (code)	B1.1.8.1.2.	B1.2.7.2.3		B1.4.7.1.2.		B1.6.1.1.1
Content standard (code)	B1.1.8.1	B1.2.7.2.		B1.4.7.1		B1.6.1.1.
Performance Indicator		-		-	ciation and in	tonation in asking and
		g Wh – ques			aatian in stari	
	·	ledge of the				es to own experiences
		-			n using a sub	stitution table
C. Learners can write D. Learners can ident					-	
				• •		ks and texts from print
Core Competencies: Crea						
Leadership Critical Thinkin	•					
	1					
Keywords						
T. L .R. (s)		ence cards,	lett	er cards, hand	writing on a r	nanila card and a class
	library.					

Ref:	English Language curriculum Page								
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections						
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Revise Yes/No questions.</li> <li>Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. Should I clean the board? Is that your chair? Do you have a pencil in your bag?</li> <li>Introduce Wh- questions in context. e.g.</li> <li>What is this?</li> <li>What is your name?</li> <li>How old are you?</li> <li>Pair learners to ask and answer questions. Note: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation.</li> <li>Assessment: let learners ask and answer Wh – questions</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Tell/read out texts.</li> <li>Let learners answer simple questions based on the events, characters and values, etc. in the text.</li> <li>Have them relate ideas and information in the stories to personal experiences and knowledge of the world.</li> <li>Assessment: let learners write a simple composition using a substitution table</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Write a simple and short composition in a substitution table and have learners copy this out.</li> <li>Using Think-Pair-Share, have learners read their compositions.</li> <li>Assessment: let learners write a simple composition using a substitution table</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						

Engage	D WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
		today?
		toudy:
	-	Ask learners to
		summarize the main
		points in the lesson
<b>,</b>	Assessment: let learners identify and spell simple words	
	correctly	
Engage	E.EXTENSIVE READING	What have we learnt
learners to	Using book tease or book talk, introduce the reading/	today?
sing songs	library time.	
and recite	• Have a variety of age appropriate books for learners	Ask learners to
familiar		summarize the main
		points in the lesson
	provide support and encouragement	
	Assessment: let learners read a variety of age –	
	Signature	Date ·
	NATIFIC	
	learners to sing songs and recite familiar rhymes	learners to sing songs and recite familiar rhymes• Help learners to write two letter words correctly e. g. go, so, in, on. • Using word cards, help learners to write three letter words correctly, e. g. see, low, bowEngageE.EXTENSIVE READINGlearners to sing songsUsing book tease or book talk, introduce the reading/ library time.and recite familiar• Have a variety of age appropriate books for learners to make a choice from

Vetted by :	Signature:	Date :

	: LESSON PLAN
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SUBJECT: MATHEMATICS

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :				Lesson :	
Strand : GEO	OMETRY AND	MEASUREMENT Sul	b-strand : 3	2D and 3D Shapes	
Indicator (co	ode)	B1.3.1.1.1			
Content sta	ndard (code)	B1.3.1.1.	3		
Performanc	e Indicator	_		en attributes that define attributes that do not de	a two-dimensional figure efine the shape
-	<b>Core Competencies:</b> Creativity and Innovation Leadership Critical Thinking and Problem Solvi			ntion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		2D cut out shapes and 3D objects			
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or beyond; Identify what features define a shape or anReview the lesson with Learners			Review the lesson with Learners

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	ľm	object (e.g. triangles are closed and have three sides)	
	counting	and other features (colour, orientation or size)	
	one, what		
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one		
Tuesday	Sing songs	Identify 2D shapes (triangles, squares, rectangles,	Review the lesson with
	like:	circles) on the surfaces of 3D objects (cubes, cylinders,	Learners
		spheres, rectangular prisms) in the classroom or	
	ľm	beyond; Identify what features define a shape or an	
	counting	object (e.g. triangles are closed and have three sides)	
	one, what	and other features (colour, orientation or size)	
	is one		
	is one	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Sort a given set of 2D shapes and 3D objects using a	Review the lesson with
у	like:	given single feature or criteria (size, shape, etc.) and	Learners
		explain the sorting rule, feature or criteria used to sort	
	ľm	them; Describe the difference between two given pre-	
	counting	sorted sets of familiar 3D objects or 2D shapes and the	
	one, what	feature or criteria used to sort them	
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
Thursday	Sing songs	Sort a given set of 2D shapes and 3D objects using a	Review the lesson with
mursuay	like:	given single feature or criteria (size, shape, etc.) and	Learners
	like.		Learners
	V.e.	explain the sorting rule, feature or criteria used to sort	
	l'm	them; Describe the difference between two given pre-	
	counting	sorted sets of familiar 3D objects or 2D shapes and the	
	one, what	feature or criteria used to sort them	
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one alone,.	examples	
Friday	Sing songs	Sort a given set of 2D shapes and 3D objects using a	Review the lesson with
	like:	given single feature or criteria (size, shape, etc.) and	Learners
		explain the sorting rule, feature or criteria used to sort	
	ľm	them; Describe the difference between two given pre-	
	counting	sorted sets of familiar 3D objects or 2D shapes and the	
	one, what	feature or criteria used to sort them	
	is one		
	13 UTE		

Γ	NANA FIIFI ACO	QUAH		
		1 - One is	Assessment: have learners to practice with more	
		one	examples	

Vetted by :	Signature:	Date :
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WANAFIELACULAHSCHOOL

SUBJECT: SCIENCE CLASS: TWO

Week Ending:			Class size:			
Day :				Dat	2:	
Period :	Period :			Less	on :	
	MANS AND TH	1E	Sub-stran	<b>d</b> : P	ERSONAL HYGIENE AND	SANITATION
ENVIRONME	ENT				.0	
Indicator (co	ode)	B1. 5.1.1.1				
Content sta	ndard (code)	B1. 5.1.1.			2	
Performanc	e Indicator	Learners can expl	ain the nee	ed fo	or bathing and know how	w it is done
Core Compe	tencies: Crea	tivity and Innovatio	on Commur	nicat	ion and Collaboration P	ersonal Development and
		ng and Problem Sol				
		Γ		)-		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
		X				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
D.4 a a da	learning)					
Monday	Engage	•		1		What have we learnt
	learners to	engage in before o	•			today?
	sing songs		batning, b	rusr	ing of teeth, washing	
	and recite	of face, etc.			f	Ask learners to
	familiar				asons for undertaking	summarize the
	rhymes	those activities (su				important points of the
					umber of times they	lesson
		bath a day and ho	w their pai	rent	s bath them.	

		<ul> <li>Display a video/pictures showing the items used in</li> </ul>	
		bathing.	
		<ul> <li>Present real items (e.g. soap, sponge, water, and</li> </ul>	
		towel) to learners to talk about them in groups.	
		• Guide learners to talk about what will happen if they	
		do not take their bath regularly.	
		<ul> <li>In groups, learners present their ideas about what</li> </ul>	
		will happen if they do not bath.	
		• Learners sing familiar songs and recite rhymes as they	
		demonstrate the process of bathing using a doll	
		Assessment: let learners explain the need for bathing	
Thursday	Engage	Learners draw some items used for bathing and display	What have we learnt
	learners to	them for discussion.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners draw some items used for	summarize the
	rhymes	bathing	important points of the
			lesson

Vetted by :..... Date : ...... Date : .....

SUBJECT: HISTORY CLASS: TWO

Week Ending: Class size:						
Day :				Dat	e :	
Period :	Period :			Les	son :	
Strand : Euro	opeans in Gha	ana	Sub-strar	nd : A	Arrival of Europeans	~
Indicator (co	ode)	B1.3.1.1.1				
Content star	ndard (code)	B1.3.1.1.				
Performance	e Indicator	Learners can iden	tify count	ries d	on the world map using t	he internet
				inica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.			
Keywords			0	)-		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections
	(preparing	6.				
	the brain					
	for					
	learning)					
Tuesday	Engage		ese countr	ries c	n the world map using	What have we learnt
	learners to	the internet				today?
	sing songs					
	and recite					Ask learners to
	familiar	Assessment: let learners identify countries on the world				summarize the main
	rhymes	map using the int		-		points in the lesson

Thursday	Engage	Locate each of these countries on the world map using	What have we learnt
	learners to	the internet	today?
	sing songs		
	and recite		Where did they first
	familiar	Assessment: let learners identify countries on the	settle? (From parents)
	rhymes	world map using the internet	

Vetted by :....

Signature: ..... Date : .....

WANNAFIITIACOUNTIAN

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending: Class size:						
Day :				Dat	e :	
Period :				Les	son :	
Strand : OUR NATION GHANA Sub-stra				<b>d :</b> F	arming in Ghana	~
Indicator (co	ode)	B1.4.4.1.1.				
Content star	ndard (code)	B1.4.4.1.				
Performance	e Indicator	Learners can desc	ribe farmir	ng a	ctivities in the communit	у
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords				)-		
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ilum Page	<u>)</u>		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	sessment)		Plenary / Reflections
	(preparing	6				
	the brain					
	for learning)					
TuesdayEngage learners to sing songs and recite 		es tł zype	e people do/watch s of farm activities e.g.	What have we learnt today? Ask learners to summarize the main		
	rhymes	Assessment: let let the community	arners de	scrik	e farming activities in	points in the lesson

Thursday	Engage	Learners draw some farming activities e.g. weeding the	What have we learnt
	learners to	farm or garden, feeding animals	today?
	sing songs		
	and recite	Assessment: let learners draw some farming activities	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

Vetted by :....

Signature: ..... Date : .....

WANAFITTING

SUBJECT: PHYSICAL FITNESS

CLASS: TWO

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Lesson :			
Strand :	PHYSICAL F	ITNESS	Sub-strar	nd : E	BODY COMPOSITION		
Indicator (code) B1.3.4.5.1							
Content sta	ndard (code)	B1.3.4.5.					
Performanc	e Indicator	Learners can ider	ntify humai	n bo	dy parts.		
Core Compe	etencies: Crea	tivity and Innovati	on Commu	inica	tion and Collaboration F	Personal Development and	
	Critical Thinkin	ng and Problem So	lving.		<u> </u>		
Keywords							
T. L .R. (s)		cones			.5		
Ref:	PE curriculu	im Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections	
	(preparing			)-			
	the brain						
	for						
	learning)						
Friday	Learners			•	learners identify parts	What have we learnt	
	jog round a			•••	t and ask learners to	today?	
	demarcate	point at it on the	wall chart				
	d area in					Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
	injunes						

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :	Period :			Les	son :	
Strand : VISUAL ARTS Sub-stra			Sub stran	d • 0	lanning, Making and Cor	nnosing
Stranu . VIS	JAL ANTS	3	oup-strain	<b>u</b> . r		nposing
Indicator (co	ode)	B1 1.2.2.3				
Content sta	ndard (code)	B1 1.2.2.				
Performanc	e Indicator	Learners can explo	re availa	ble	means of using relevant	visual arts making tools,
		materials and meth	hods to n	nake	own artworks that refl	ect the natural and man-
		made environment	s of the lo	ocal	community	
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinki	ng and Problem Solvi	ing.			
Keywords			$\overline{\mathbf{G}}$			
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclue	ding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
,	learners to		red on th	ne m	aking and use of visual	today?
	sing songs	artworks that are p			-	
	and recite	community;				Ask learners to
	familiar				making tools, materials	summarize the main
	rhymes	and methods used	•			points in the lesson
	,	I organise and dev	•		· •	
		understanding of w made environment		es up	the natural and man-	
			,			

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		Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community	
Wednesda y	Engage learners to sing song s and recite	Learners are to make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made environments	What have we learnt today? Ask learners to summarize the main
	familiar rhymes	Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community	points in the lesson
<i></i> 11		Signature:	Date :
		ANAFIIFIACUAH	

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : Religious Leaders Sub-stra			Sub-stran	nd : E	irth of the Leaders of th	e three Major Religions in
Ghana			Ghana			
Indicator (co	ode)	B1. 3.1.1.1:				
Content star	ndard (code)	B1. 3.1.1.				
Performance	e Indicator	Learners can narra	ite the sto	ories	of the birth of religious	leaders.
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	/ing.		(H)	
Keywords					125	
T. L .R. (s)		Pictures				
Ref:	RME curricu					
DAY	Phase 1:	Phase 2: Main	~			Phase 3:
	Starter	(new learning inclu	uding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for	K.				
Friday	learning) Engage	Latiornars drama	tico tho h	irth	of the religious leaders.	What have we learnt
TTUdy	learners to			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	of the religious leaders.	today?
	sing songs	Assessment: let le	arners na	rrate	the stories of the birth	today:
	and recite	of religious leaders		inute	the stones of the birth	Ask learners to
	familiar					summarize the main
	rhymes					points in the lesson

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
						×
Strand :			Sub-strand	d :		
Oral Langua	-		Presentation	on		
Indicator (co	-	B1.1.11.1.2.	B1.1.1			
	ndard (code)	B1.1.11.1.	B1.1.1			
Performance	e Indicator				e names of the days of t	he week.
The learner show						arconal Dovelonment and
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Manila cards, mai		ded	audios visual	
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
DAY	Starter	(new learning incl	luding asso	ccm	ent)	Plenary / Reflections
	(preparing	(new learning incl	iuuilig asse	:2211	lent)	Fieldly / Reflections
	the brain					
	for					
	learning)					
	Engage	<ul> <li>Write the name</li> </ul>	es of the day	ys o	the week on the	What have we learnt
	leaners to	board.				today?
	sing songs and recite		o read the n	am	es of the days of the	
	familiar	week.			d montion the second of	Review the lesson with
	rhymes		-		d mention the names of	
		-	еек. E.g. IVIC	und	ay, Tuesuay,	
		weunesuay, etc.				
	rhymes	• Assist learners t the days of the we Wednesday, etc.	-			learners

e • Ask a recreat songs • Discus ecite • Assist hour. E. etc. Assessm e • Ask a recreat songs • Discus	nent: let learners say the na ek. learner to tell the time for ion time in the school. ss time with the learners us learners through discussio g.: The time is 1 o'clock. Th nent: let learners say the ti learner to tell the time for ion time in the school. ss time with the learners us	assembly and for sing a model clock. on to tell time by the ne time is 12 o'clock, me by the hour	What have we learnt today? Review the lesson with learners What have we learnt today?
e • Ask a recreat songs • Discus ecite • Assist hour. E etc. Assessn e • Ask a recreat songs e • Discus	learner to tell the time for on time in the school. as time with the learners us learners through discussio g.: The time is 1 o'clock. Th nent: let learners say the ti learner to tell the time for fon time in the school.	sing a model clock. on to tell time by the ne time is 12 o'clock, me by the hour	today? Review the lesson with learners What have we learnt
songs to recreat songs • Discus ecite • Assist hour. E. etc. Assessm e • Ask a recreat songs e • Discus	on time in the school. ss time with the learners us learners through discussio g.: The time is 1 o'clock. Th nent: let learners say the ti learner to tell the time for ion time in the school.	sing a model clock. on to tell time by the ne time is 12 o'clock, me by the hour	today? Review the lesson with learners What have we learnt
songs to recreat songs • Discus ecite • Assist hour. E. etc. Assessm e • Ask a recreat songs e • Discus	on time in the school. ss time with the learners us learners through discussio g.: The time is 1 o'clock. Th nent: let learners say the ti learner to tell the time for ion time in the school.	sing a model clock. on to tell time by the ne time is 12 o'clock, me by the hour	today? Review the lesson with learners What have we learnt
songs to recreat songs • Discus ecite • Assist hour. E. etc. Assessm e • Ask a recreat songs e • Discus	on time in the school. ss time with the learners us learners through discussio g.: The time is 1 o'clock. Th nent: let learners say the ti learner to tell the time for ion time in the school.	sing a model clock. on to tell time by the ne time is 12 o'clock, me by the hour	Review the lesson with learners What have we learnt
ecite • Assist hour. E. etc. Assessn e • Ask a recreat songs • Discus	learners through discussio g.: The time is 1 o'clock. The nent: let learners say the ti learner to tell the time for ion time in the school.	on to tell time by the ne time is 12 o'clock, me by the hour	learners What have we learnt
ecite • Assist hour. E. etc. Assessn e • Ask a recreat songs • Discus	learners through discussio g.: The time is 1 o'clock. The nent: let learners say the ti learner to tell the time for ion time in the school.	on to tell time by the ne time is 12 o'clock, me by the hour	learners What have we learnt
e • Ask a rs to recreat	g.: The time is 1 o'clock. The time is 1 o'clock. The time term is 1 o'clock. The time term is the time term is the time term is the time for time in the school.	ne time is 12 o'clock, me by the hour	learners What have we learnt
etc. Assessn e • Ask a rs to recreat songs • Discus	nent: let learners say the ti learner to tell the time for ion time in the school.	me by the hour	What have we learnt
Assessn e • Ask a rs to recreat songs e Discus	learner to tell the time for on time in the school.		
e • Ask a recreat songs • Discus	learner to tell the time for on time in the school.		
songs songs	on time in the school.	assembly and for	
songs • Discus			todav?
• Discus			
		sing a model clock	
	t learners through discussion		)
hr	-		Review the lesson witl
S	g.: The time is 1 o'clock. Th	he time is 12 o clock,	
etc.			learners
Assessn	nent: let learners say the ti	me by the hour	
	c O -		
	Signature	2:	Date :
	etc. Assessn	etc. Assessment: let learners say the ti	etc. Assessment: let learners say the time by the hour

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# TERM THREE BASIC ONE WEEK 4



SUBJECT: ENGLISH LANGUAGE

Week Ending:				Cla	ss size:	
Day :				Date :		
Devied						
Period :				Lesson	0	2~
					SCI.	
Strand :			Sub-stran	nd :		
A. Or	al Language		Α.	Giving	and Responding	to Commands/Instructions
					aking Requests	
B. Re	•		В.	•	ehension	
	riting		C.		lled Writing	
D. Using Writing Conventions D.				Using Simple Prepositions		
E. Extensive Reading E.			Ε.	Buildin	g The Love And	Culture Of Reading
Indicator				31.4.7.1.2	B1.5.10.1.1	B1.6.1.1.1
-	standard (code)	B1.1.9.1. B1.	.2.7.2. E	31.4.7.1.	B1.5.10.1.	B1.6.1.1.
Performa	nce Indicator	A. Learners of	an give ar	nd respo	nd to commands	s and instructions
					-	th prompting and support
		-		-	-	ng a substitution table
					Il simple words	
		E. Learners o	can read a	variety o	f age – appropri	ate books and texts from print
	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords	5					
T. L .R. (s)	)	Word cards, sente library.	ence cards	, letter c	ards, handwritin	ng on a manila card and a class
Ref:	English Lang	uage curriculum	Page			

IANA FIIFI AG DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
	learners to	Give commands and instructions to learners.	today?
	sing songs	e.g. Command:	
	and recite	Keep quiet.	Ask learners to
	familiar	Hands up.	summarize the main
	rhymes	• Sit down.	points in the lesson
		Bring your books.	
		Start work, etc.	
		Pair learners to give/obey commands.	
		Have learners listen to simple instructions and	
		act in response.	
		<ul> <li>Let learners practise by giving commands in</li> </ul>	
		pairs, etc. e. g. Instructions:	
		<ul> <li>Draw a circle.</li> </ul>	
		<ul> <li>Draw a triangle in the circle.</li> </ul>	
		<ul> <li>Draw a square in the triangle. Response:</li> </ul>	
		Assessment: let learners give and respond to	
		commands and instructions	
Tuesday	Engage	B.READING	What have we learnt
	learners to	Have learners read toxis with all the promoting and	today?
	sing songs and recite	Have learners read texts with all the prompting and support that can help them in their reading	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners read level-appropriate texts	points in the lesson
	-	with prompting and support	

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Wednesda	Engage	C. WRITING	What have we learnt
У	learners to	• Write a simple and short composition in a substitution	today?
	sing songs	table and have learners copy this out.	
	and recite	• Using Think-Pair-Share, have learners read their	Ask learners to
	familiar	compositions.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write a simple composition	
		using a substitution table	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	• Help learners to write two letter words correctly e. g.	today?
	sing songs	go, so, in, on.	
	and recite	<ul> <li>Using word cards, help learners to write three letter</li> </ul>	Ask learners to
	familiar	words correctly, e. g. see, low, bow	summarize the main
	rhymes		points in the lesson
		Assessments lat logge and identify and another installed	
		Assessment: let learners identify and spell simple words correctly	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
Пиау			
	learners to sing songs	Using book tease or book talk, introduce the reading/ library time.	today?
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	mymes	the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	
			1

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	: LESSON PLAN
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SUBJECT: MATHEMATICS

Week Endin	g:			Class size:		
Day :			Dat	te :		
Period :				Lesson :		
Strand : GEOMETRY AND MEASUREMENT Sub-strand : 2D and 3D Shapes						
Indicator (co	ode)	B1.3.1.1.1		)		
		B1.3.1.1.				
Performance Indicator Learners		_	s can distinguish between attributes that define a two-dimensional figure -dimensional figure and attributes that do not define the shape			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collal Leadership Critical Thinking and Problem Solving.				tion and Collaboration P	ersonal Development and	
Keywords		Ar				
T. L .R. (s)		Counters				
Ref:	Mathemati	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	g assessn	nent)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Identify 3D objects in the similar to a given 2D shor bucket that are simil	ape (e.g.	, find the parts of a can	Review the lesson with Learners	

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	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
Tuesday	Sing songs	Identify 3D objects in the environment that have parts	Review the lesson with
	like:	similar to a given 2D shape (e.g., find the parts of a can	Learners
		or bucket that are similar to a circle	
	ľm		
	counting	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Create a composite 2D shape from 2D shapes (i.e., build	Review the lesson with
у	like:	a new shape using triangle, circles, rectangles, or	Learners
		squares, or build a rectangle using squares or a square	
	ľm	using triangles etc.) and describe it. (Make several of	
	counting	the logic block set below with card or plywood and	
	one, what	paint them)	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		6
			l
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Create a composite 2D shape from 2D shapes (i.e., build	Review the lesson with
	like:	a new shape using triangle, circles, rectangles, or	Learners
		squares, or build a rectangle using squares or a square	
	l'm	using triangles etc.) and describe it. (Make several of	
	counting	the logic block set below with card or plywood and	
	one, what	paint them)	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		

-			
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Create a composite 2D shape from 2D shapes (i.e., build	Review the lesson with
	like:	a new shape using triangle, circles, rectangles, or	Learners
		squares, or build a rectangle using squares or a square	
	ľm	using triangles etc.) and describe it. (Make several of	
	counting	the logic block set below with card or plywood and	
	one, what	paint them)	
	is one		
	1 - One is		
	one alone,		
		NH SCI.	
		Assessment: have learners to practice with more	
		examples	

Vetted by :..... Date : .....

SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Euro	opeans in Gh	ana	Sub-stran	nd : A	rrival of Europeans	$\sim$
Indicator (co	ode)	B1.3.1.1.1				
Content star	ndard (code)	B1.3.1.1.				
Performance	e Indicator	Learners can iden	tify where	eac	n country first settled in	Ghana
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
-		ng and Problem Sol				
Keywords				Ż		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
			•			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ent)	Plenary / Reflections
	(preparing	<u></u>				
	the brain					
	for					
Turaday	learning)	Final and the second		<b>.</b> :		M/hat have use la such
Tuesday	Engage learners to	Find out where ea	ach countr	y tirs	t settled in Ghana	What have we learnt today?
	sing songs	Assessment: let le	earners ide	entif	y where each country	touay:
	and recite	first settled in Gh			,,	Ask learners to
	familiar					summarize the main
	rhymes					points in the lesson
	ingines					

Thursday	Engage	Find out where each country first settled in Ghana	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners identify where each country	
	and recite	first settled in Ghana	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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Signature: ..... Date : .....

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : OUR NATION GHANA Sub-			Sub-stran	<b>d :</b> F	arming in Ghana	$\checkmark$
Indicator (co	ode)	B1.4.4.2.1				
Content sta	ndard (code)	B1.4.4.2.				
Performanc	e Indicator	Learners can iden	tify simple	agri	cultural tools	
		l tivity and Innovation ng and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords				)-		
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ulum Page	ć		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding asso	essm	ient)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm. Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used. Assessment: let learners identify simple agricultural tools		What have we learnt today? Ask learners to summarize the main points in the lesson		
Thursday	Engage	Draw some of the	e agricultur	al to	ols used in Ghana, e.g.	What have we learnt
	learners to	cutlass, hoe, matt	tock, rake,	han	d fork, axe, watering	today?
	sing songs	can, etc.				

and recite		Ask learners to
familiar	Assessment: let learners draw some of the agricultural	summarize the main
rhymes	tools used in Ghana,	points in the lesson

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Signature: ..... Date : .....

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:			Clas	s size:	
Day :			Date :		
Period :			Lesson :		
Strand : Physica	al Fitness Concepts, Principles and Str	ategies	gies Sub-strand : Fitness Programme		
Indicator (code	2)	B1.4.1	B1.4.1.4.1:		
Content standa	ard (code)	B1.4.1	4.		
Performance Ir	ndicator		Learners can participate in enjoyable physical activities for increasing periods of time.		
•	ncies: Creativity and Innovation Comr ical Thinking and Problem Solving.	nunicatior	and Collaboration I	Personal Development and	
Keywords			2		
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1: Starter (preparing the brain for learning)	(new	2: Main earning including ment)	Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcated area in files while singing and clapping to warm up the body for maximal performance and to prevent injuries	e activit doing	ve and record the ies learners enjoy Find out why they doing them through iews	What have we learnt today? Use answers to summarise the lesson.	

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SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
Strand : HUMANS AND THE Sub-s			Sub-stranc	<b>d :</b> P	ERSONAL HYGIENE AND	SANITATION
ENVIRONME	ENT					
Indicator (co	ode)	B1. 5.1.1.2				
Content sta	ndard (code)	B1. 5.1.1.			20.	
Performanc	e Indicator	Learners can knov	w the need	l for	and how to clean the te	eth
Core Compe	etencies: Crea	tivity and Innovatio	n Commun	nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinki	ng and Problem Solv	/ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Engage	• Begin with a fam	iliar song c	on cl	eaning the teeth.	What have we learnt
	learners to	<ul> <li>Ask learners to m</li> </ul>	nention the	e ite	ms used in cleaning	today?
	sing songs	the teeth, e.g. tool	thbrush an	nd to	othpaste, chewing	
	and recite	stick, etc.				Ask learners to
	familiar	<ul> <li>Let learners wate</li> </ul>	ch videos o	or pi	ctures that show the	summarize the
	rhymes	right way to clean	the teeth.			important points of the
		Demonstrate the	e right met	hod	of brushing the teeth	lesson
		(moving the tooth	brush in an	י up	ward and downward	

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		motion) in front of the class and ask learners to do	
		same.	
		Assessment: let learners explain the need for cleaning	
		the teeth	
Thursday	Engage	Let learners individually draw and colour some items	What have we learnt
mursuay	learners to		
		used in brushing the teeth and display their drawings	today?
	sing songs	for discussion.	
	and recite	<ul> <li>Learners talk about what will happen if they do not</li> </ul>	Ask learners to
	familiar	brush their teeth regularly	summarize the
	rhymes		important points of the
		Assessment: let learners draw and colour some items	lesson
		used in brushing the teeth	
		CUPI.	
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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Performing Arts Sub-stra			Sub-strar	nd : F	lanning, Making and Co	mposing
, , , , , , , , , , , , , , , , , , ,						
Indicator (code) B1 2.2.2.3						
Content sta	ndard (code)	B1 2.2.2.				
Performanc	e Indicator	Learners can ex	plore av	ailab	le means of using re	elevant performing arts
		instruments, reso	ources and	d me	ethods to create own a	artworks that reflect the
		natural and manm	nade envir	onm	ents of the local commu	nity
Core Compe	etencies: Crea	tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkii	ng and Problem Sol	ving.	7		
Keywords			5			
-						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to				What have we learnt
	learners to	-			naking and use of the	today?
	sing songs	music, dance and community	drama art	.wor	in the local	
	and recite		as on the i	instr	uments, resources and	Ask learners to
	familiar	methods used by			,	summarize the main
	rhymes	-	-		eas on what makes up	points in the lesson
		the natural and m	•			

		Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	
Wednesda y	Engage learners to sing song s and recite familiar rhymes	Learners are to: plan for making own performing artworks that will reflect the natural and manmade environments of the local community. Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : The	Family and tl	ne Community Su	Sub-strand : Roles and Relationships				
Indicator (co	ode)	B1. 4.1.1.1:					
Content standard (code)		B1. 4.1.1.1					
Performance Indicator		Learners can identify the role of the individual members of the family.					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords		25					
T. L .R. (s)		Pictures					
Ref:	RME curricu	ilum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning includ	ding assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
E 1 1	learning)						
Friday	Engage		•	out their roles and roles			
	learners to of their parents in the famil						
	sing songs			, food, security and			
	and recite	education, - Childre	en: running e	errands, performing	Ask learners to		
	familiar	house chores, etc.			summarize the main		
	rhymes			points in the lesson			
		Assessment: let lear individual members					
				y.			

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class size:		
Day :			D	Date :		
Period :			L	Lesson :		
Strand : Reading Sub-			Sub-strand	trand : Comprehension		
Indicator (co	ode)	B1.2.5.1.4	B1.2.6.1.1. B1.2.6.1.2			
Content sta	ndard (code)	B1.2.5.1. E				
Performance Indicator		<ul> <li>The learner should group cards bearing the same words together</li> <li>The learner should answer questions based on pictures.</li> <li>The learner should answer questions based on simple sentences.</li> </ul>				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					Personal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	Phase 3: Plenary / Reflections		
	sing songs and recite familiar rhymes		o groups and same words oups.	on them. charge them to group together. NB: Teacher cards bearing the same	What have we learnt today? Review the lesson with learners	

Engage	<ul> <li>Display a large picture on the board.</li> </ul>	What have we learnt
leaners to	• Ask learners questions based on the picture displayed	today?
sing songs and recite familiar rhymes	for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board	Review the lesson with learners
	Assessment: let learners answer questions based on pictures.	
Engage	<ul> <li>Read short sentences aloud.</li> </ul>	What have we learnt
leaners to	<ul> <li>Lead learners to read the short sentences.</li> </ul>	today?
sing songs	<ul> <li>Ask questions based on the sentences read for</li> </ul>	
and recite	learners to answer	Review the lesson with
familiar	Assessment: let learners answer questions based on	learners
rhymes	pictures.	

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# TERM THREE BASIC ONE WEEK 5



	: LESSON PLAN
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SUBJECT: CLASS: TWO

Week Ending:			(	lass size:			
Day :			Date :				
Period :				Lesso	n :		$\sim$
						$\mathcal{N}$	
					5		
Strand :			Sub-strar	and :			
A. Oral L	anguage		Α.	Givii	ng and Re	sponding	to Commands/Instructions
					- Making R		
B. Readi	ng		В.	Comprehension			
C. Writir	ng		C.	C. Controlled Writing			
D. Using	Writing Con	ventions	D.	D. Using Simple Prepositions			
E. Exten	sive Reading		E. Building The Love And Culture Of Reading				
Indicator (co	de)	B1.1.9.1.2 B1.2	2.7.2.5 B	1.4.7.	.3. B1.	5.10.1.1	B1.6.1.1.1
Content stan	dard (code)	B1.1.9.1. B1.2	2.7.2. B	1.4.7.1	B1.5	5.10.1.	B1.6.1.1.
Performance	Indicator	A. Learners can make and respond to polite requests using the word "Please"					
		B. Learners can use a variety of comprehension-strategies e. g predict				ion-strategies e. g prediction	
	4	before reading a text, cover page, etc					
		C. Learners can match parts of sentences to compose meaning texts					
		D. Learners can identify and spell simple words correctly					•
			E. Learners can read a variety of age – appropriate be			•	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and							
Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	, guage curriculum	Page				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
	learners to	Demonstrate knowledge of requests and their	today?
	sing songs	responses.	
	and recite	• Let learners respond to requests using; yes, ok,	Ask learners to
	familiar	etc.	summarize the main
	rhymes	Pair with learners to take turns to make and	points in the lesson
		respond to polite requests.	
		e.g. Please give me your pencil.	
		A: May I use your pen? B: Yes/No.	
		Let them change roles.	
		Assessment: let learners make and respond to polite	
		requests using the word "Please"	
Tuesday	Engage	B.READING	What have we learnt
rucsuuy	learners to	Begin the comprehension lesson with	today?
	sing songs	before reading activities that develop and	
	and recite	activate the background knowledge of learners.	Ask learners to
	familiar	e.g. <u>K</u> of KWL(What learners know about the topic of	summarize the main
	rhymes	information text, prediction using pictures, title,	points in the lesson
		treatment of vocabulary, etc.).	
		ar	
		Continue with while reading activities to enhance their	
		understanding of the text.	
		e.g. a) Herring Bone strategy	
		who? what? when?	
		when? Kow? why?	
		b) W of KWL(What the learners want to	
		know).	

		End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives, e.g. answering questions, retelling the story in their own words, learners linking story to their everyday life experiences etc Assessment: let learners use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc	
Wednesda	Engage	C. WRITING	What have we learnt
y	learners to	Demonstrate the activity. • Have learners rearrange	today?
	sing songs	jumbled parts of sentences to make meaningful texts.	Ask loorpors to
	and recite familiar	<ul> <li>Let learners read their sentences to the class for feedback</li> </ul>	Ask learners to summarize the main
	rhymes	5	points in the lesson
		Assessment: let learners match parts of sentences to	
		compose meaning texts	
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE • Help learners to write two letter words correctly e. g. go, so, in, on.	What have we learnt today?
	and recite	Using word cards, help learners to write three letter	Ask learners to
	familiar rhymes	words correctly, e.g. see, low, bow	summarize the main points in the lesson
	ingines	Assessment: let learners identify and spell simple	
		words correctly	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	Ask loorpors to
	and recite familiar	<ul> <li>Have a variety of age appropriate books for learners to make a choice from</li> </ul>	Ask learners to summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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	: LESSON PLAN
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SUBJECT: MATHEMATICS

Week Endin	g:				Class size:	
Day :			I	Dat	e :	
Period :				Less	son :	
				SCI		
Strand : GEC	OMETRY AND	MEASUREMENT	Sub-strand	d : 2	D and 3D Shapes	
Indicator (co	ode)	B1.3.1.1.2				
Content star	ndard (code)	B1.3.1.1.		7		
Performance	e Indicator	Learners can iden	tify three-d	dime	ensional shapes, includin	g spheres ones, cylinders,
						risms and describe their
		attributes using fo				
-		tivity and Innovatio ng and Problem Solv		nicat	tion and Collaboration Pe	ersonal Development and
Konnorda		$\mathcal{A}$				
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Sing songs	Sort a given set of	3D shanes		ng a given single	Review the lesson with
wonday	like:	-	(size, shap	e, e	tc.) and explain the	Learners

	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Sort a given set of 3D shapes using a given single	Review the lesson with
,	like:	feature or criteria (size, shape, etc.) and explain the	Learners
		sorting rule, feature or criteria used to sort them	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
y	like:	sets of familiar 3D shapes and the feature	Learners
,			
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Thursday	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
	like:	sets of familiar 3D shapes and the feature	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Friday	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
	like:	sets of familiar 3D shapes and the feature	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		

Vetted by :....

Signature: ..... Date : .....

SUBJECT: SCIENCE CLASS: TWO

Week Endin	lg:			Class size:		
Day :				Date	2:	
Period ·	Period :			Less	on :	
Strand : HU	MANS AND TH	IE	Sub-stran	<b>d :</b> P	ERSONAL HYGIENE AND	SANITATION
ENVIRONM	ENT					
Indicator (co	ode)	B1. 5.1.1.3				
Content sta	ndard (code)	B1. 5.1.1.			<u> </u>	
Performanc	e Indicator		nonstrate a	n ur	derstanding of the need	d for and how to wash the
		hands				
				nicat	ion and Collaboration P	ersonal Development and
Leadership		ng and Problem Sol	iving.	)-		
Keywords						
-						
T. L .R. (s)		Pictures				
Ref:	Science curr	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	sessment) Plenary / Reflections		
	(preparing					
	the brain					
	for					
Manday	learning)	• Load loarnars th	wayah aya	ction		M/hat have we learnt
Monday	Engage learners to			estions to come out with the What have we learnt		
		importance of wa	-			today?
	sing songs and recite	• Elaborate on the "Hand-Washing".		ອ້ອ	introduce the topic	Ask learners to
	familiar	Learners discuss		wash	their hands (The	summarize the
	rhymes				ing the toilet, before	important points of the
	lingines				ctivity, after returning	lesson
		home from schoo	-			
				19810		

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		<ul> <li>Ask learners to name items used in hand-washing,</li> </ul>	
		(soap and running clean water).	
		<ul> <li>Bring to the classroom, items used for hand-washing</li> </ul>	
		and demonstrate the washing of hands to learners,	
		emphasizing washing under running/flowing water.	
		• Engage learners in groups to demonstrate washing of	
		hands	
		Assessment: let learners mention importance of	
		washing the hands	
Thursday	Engage	Learners brainstorm the possible health effects	What have we learnt
	learners to	associated with failure to wash the hands properly.	today?
	sing songs	Ask learners to draw illustrations of them washing their	
	and recite	hands with water and soap	Ask learners to
	familiar		summarize the
	rhymes	Assessment: let learners explain how to wash the hands	important points of the
			lesson

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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:			
Day :				Date :			
Period :	Period :				son :		
Strand : MY	Strand : MY GLOBAL COMMUNITY Sub-stra				Our Neighbouring Countr	ies	
Indicator (co	ode)	B1.5.1.1.1.			$\overline{\mathbf{O}}$		
Content sta	ndard (code)	B1.5.1.1.					
Performanc	e Indicator	Learners can men	ition Ghana	a's N	leighbours		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and	
		ng and Problem Sol					
		<b>I</b>					
Keywords			$O^{-}$				
T. L .R. (s)		Pictures					
Ref:	Our World (	Dur People curricu	ulum Page	9			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essn	nent)	Plenary / Reflections	
	(preparing	6.					
	the brain						
	for						
	learning)						
Tuesday	Engage		their uniqu	ie co	ountry, Ghana and her	What have we learnt	
	learners to	neighbours				today?	
	sing songs	Learners demonst	trato tho n	nciti	ons of Ghana's		
	and recite	Learners demonstrate the p neighbouring countries by t				Ask learners to	
	right is Togo to my left is I			-	e d'Ivoire, to my front is	summarize the main	
	rhymes		-		he sea (the Atlantic	points in the lesson	
		Ocean)	-		,		
		Assessment: let le	earners me	entio	on Ghana's Neighbours		
					on Ghana's Neighbours		

Thursday	Engage	Learners compose a song/rhyme and draw a learner	What have we learnt
	learners to	with arm stretched showing Ghana's neighbours	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners draw a learner with arm	summarize the main
	rhymes	stretched showing Ghana's neighbours	points in the lesson

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Signature: ..... Date : .....

WANAFITTING

	LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:				Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Phy	sical Fitness C	Concepts,	Sub-strand	<b>d :</b> ⊦	lealthy Diet	
Principles and Strategies						
Indicator (co	ode)	B1.4.2.4.1:				
Content sta	ndard (code)	B1.4.2.4.				
Performance	e Indicator	Learners can reco	ognise the n	eed	to drink water during a	nd after physical activity.
-		tivity and Innovati ng and Problem So		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain		$\sim$			
	for					
Friday	learning)			a : d		M/hat have we leavet
Friday	Learners	-		ers identify the need to drink What have we learnt ity to prevent heat stroke, today?		
	jog round a demarcate		-	-	y temperature, etc.	today?
	d area in	$(\Theta)$			, , ,	Use answers to
	files while					summarise the lesson.
	singing and					summarise the resson.
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Inde	ependent Gha	ana	Sub-stran	nd : ⊺	he Republics	~
Indicator (co	ode)	B1.6.1.1.1				
Content sta	ndard (code)	B1.6.1.1.				
Performanc	e Indicator	Learners can iden	tify the Pr	eside	ents Ghana has had since	1960
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.			
Keywords				)-		
()			N			
T. L .R. (s)	T	Pictures				
Ref:	History curr	iculum Page				
DAV	Dhasa 1.	Dhase 2: Main				Dhaas 2
DAY	Phase 1: Starter	Phase 2: Main			(ant)	Phase 3:
	(preparing	(new learning incl	luding ass	essn	ient)	Plenary / Reflections
	the brain					
	for					
	learning)					
Tuesday	Engage	Name the preside	ents of Gha	ana s	ince 1960.	What have we learnt
	learners to					today?
	sing songs					
	and recite					Ask learners to
	familiar			entif	y the Presidents Ghana	summarize the main
	rhymes	has had since 196	0			points in the lesson
	Who was					
	Ghana's					

	first President?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Name the presidents of Ghana since 1960. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
etted by :		Signature:	• Date :
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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day :			D	ate :	
Period :			L	esson :	
Strand : VIS		Sub	-strand	: Planning, Making and Co	mnosing
		545	Strana		inposing
Indicator (co	ode)	B1 1.2.3.3			
Content sta	ndard (code)	B1 1.2.3.			
Performanc	e Indicator	Learners can create o	wn visu	al artworks to express ov	wn views, knowledge and
		understanding of topic	cal issue	s in the local community	
		•		cation and Collaboration P	ersonal Development and
Leadership (	Critical Thinkii	ng and Problem Solving.		SK.	
Keywords					
,					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g asses	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning) Engage	Learners are to:			What have we learnt
wonday	learners to	I make artworks to ref	flect sor	ne tonical issues in the	today?
	sing songs	local community			touay:
	and recite				Ask learners to
	familiar	Assessment: let learne	ers creat	e own visual artworks to	summarize the main
	rhymes		-	e and understanding of	points in the lesson
		topical issues in the loo	cal com	munity	F
Wednesda	Engage	Learners are to:			What have we learnt
у	learners to	I make own drawings	and col	our them to educate the	today?
	sing song	local community on	those	topical issues.	

s and		Ask learners to
recite	Assessment: let learners create own visual artworks to	summarize the main
familia		points in the lesson
rhyme	topical issues in the local community	

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MANAFIERACUARTSCHOOL

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:	
Day :			C	Date	2:	
Period :			L	Lesson :		
Strand : The	Family and the	he Community	Sub-strand	:R	oles and Relationships	
Indicator (co	ode)	B1. 4.1.1.1:				
Content standard (code) B		B1. 4.1.1.				
Performance	e Indicator	Learners can ident	ify the role	of	the individual members	of the family.
		tivity and Innovation		icat	ion and Collaboration P	ersonal Development and
Keywords					25	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	-0	0		
DAY	Phase 1:	Phase 2: Main	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~			Phase 3:
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)					M/h at have use he and
Friday	Engage		•		out their roles and roles	
	learners to	of their parents in	•		ad coourity and	today?
	sing songs and recite	- Parents: Provision	n of sheller	, 10	ou, security and	Ask learners to
	familiar	education,	a orranda u	nor	forming house chores,	summarize the main
	rhymes	etc.	g en anus, j	per	ionning house chores,	points in the lesson
	ingines					
		Assessment: let lea individual member				

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :			1	Dat	e :	
Period :				Less	ion :	
						~
Strand :			Sub-strand	d :		
Reading			Silent Read	ding		
Indicator (co	ode)	B1.2.6.1.3 B	1.2.7.1.1.	B1	2.7.1.2	
Content star	ndard (code)	B1.2.6.1. B2	1.2.7.1.	B1	2.7.1.	
Performance	e Indicator	The learner	er should ar	nsw	er questions based on te	ext read by teacher
					ture reading	
					simple sentences of abo	
		tivity and Innovation ng and Problem So		nicat	ion and Collaboration Pe	ersonal Development and
Keywords			<u> </u>			
-,						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAV	Phase 1:	Phase 2: Main				Phase 3:
DAY	Starter	(new learning inc	luding acco	ccm	ont)	Phase 3: Plenary / Reflections
	(preparing	(new learning inc	auting asses	33111	enty	richary / Keneedons
	the brain					
	for					
	learning)					
	Engage	• Read a short te	ext aloud.			What have we learnt
	leaners to	• Encourage learn	ners to ask q	ques	tions based on the text	today?
	sing songs and recite	read for their frie	ends to answ	ver.		
	familiar	<ul> <li>Ask learners qui</li> </ul>	uestions base	ed o	on the text you have	
	rhymes	read for learners	to answer.			Review the lesson with learners

	Assessment: let learners answer questions based on	
	text read by teacher	
Engage	<ul> <li>Put learners into groups and provide them with a</li> </ul>	What have we learnt
leaners to	picture book.	today?
sing songs	Encourage learners to discuss the pictures among	
and recite	themselves while you go around to monitor.	Review the lesson with
familiar	Call leaders of the various groups to read their	learners
rhymes	pictures to the whole class.	
	Assessment: let learners do picture reading	
Engage	• Write simple sentences made up of four or five words	What have we learnt
leaners to	on a card and display it on the board for learners to see.	today?
sing songs	• Lead learners to read the sentences as a group.	
and recite	• Call learners to read and point to the sentences one	
familiar	by one.	Review the lesson with
rhymes		learners
	Assessment: let learners read simple sentences of	
	about four to five words	

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# TERM THREE BASIC ONE WEEK 6



SUBJECT: ENGLISH LANGUAGE

Day :     Date :       Period :     Lesson :
Period : Lesson :
Strand : Sub-strand :
A. Oral Language A. Presentation
B. Reading B. Comprehension
C. Writing C. Controlled Writing
D. Using Writing Conventions D. Using Simple Prepositions
E. Extensive Reading E. Building The Love And Culture Of Reading
Indicator (code) B1.1.10.1.1 B1.2.7.2.6. B1.4.7.1.3. B1.5.10.1.1 B1.6.1.1.1
Content standard (code)         B1.1.10.1.         B1.2.7.2.         B1.4.7.1.3         B1.5.10.1.         B1.6.1.1.
Performance Indicator A. Learners can identify audience and purpose of presentation
B. Learners can identify the structure of a story e.g. beginning, middle and the
end
C. Learners can match parts of sentences to compose meaning texts
D. Learners can identify and spell simple words correctly
E. Learners can read a variety of age – appropriate books and texts from print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and
Leadership Critical Thinking and Problem Solving.
Keywords
<b>T.L.R. (s)</b> Word cards, sentence cards, letter cards, handwriting on a manila card and a class
library.
Ref: English Language curriculum Page

DAY	Phase 1:	Phase 2: Main	Phase 3:
DAT	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Have learners to do "show and tell" to introduce a friend to their parents at their birthday party.</li> <li>Create more scenarios for learners to introduce their friends.</li> <li>Note: Introduce expressions like "Hello, meet my Dad", etc.</li> <li>Assessment: let learners identify audience and purpose of presentation</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Narrate a suitable story.</li> <li>Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending</li> <li>Assessment: let learners identify the structure of a story</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Demonstrate the activity.</li> <li>Have learners rearrange jumbled parts of sentences to make meaningful texts.</li> <li>Let learners read their sentences to the class for feedback</li> <li>Assessment: let learners match parts of sentences to compose meaning texts</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Help learners to write two letter words correctly e. g. go, so, in, on.</li> <li>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow</li> <li>Assessment: let learners identify and spell simple words correctly</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

Friday	Engage		
		E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from	summarize the main
	rhymes	<ul> <li>Introduce picture or wordless books, pop-up and flip-</li> </ul>	points in the lesson
		the-page texts to learners.	
		<ul> <li>Encourage them to read individually and in pairs, and</li> </ul>	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	
etted by :		Signature:	Date :
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	: LESSON PLAN
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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :			C	Date :		
Period :				esson :		
renou .			-			
				$\langle O \rangle$		
Strand : GEC	OMETRY AND	MEASUREMENT S	ub-strand	: 2D and 3D Shapes		
Indicator (co		B1.3.1.1.3				
	ndard (code)					
Performance	e Indicator			•	cluding circles, triangles,	
		_		s special rectangles, rhombuses and hexagons and		
Coro Comina	toncion Cros			formal geometric languag		
		ng and Problem Solvi			Personal Development and	
Keywords						
T. L .R. (s)						
Ref:	Mathematio	cs curriculum Page				
		Γ.				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Sing songs	Sort a given set of 2	2D shapes	using a given single	Review the lesson with	
	like:	feature or criteria (s	size, shape	, etc.) and explain the	Learners	
		sorting rule, feature	e or criteria	a used to sort them		

	1		1
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
	1 - One is		
	one		
Tuesday	Sing songs	Sort a given set of 2D shapes using a given single	Review the lesson with
	like:	feature or criteria (size, shape, etc.) and explain the	Learners
		sorting rule, feature or criteria used to sort them	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
y	like:	sets of familiar 2D shapes and the feature	Learners
1			
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Thursday		Describe the difference between two given are serted	Dovious the lesson with
Thursday	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
	like:	sets of familiar 2D shapes and the feature	Learners
		According to have learners to practice with more	
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what	dr.	
	is one		
Friday	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
	like:	sets of familiar 2D shapes and the feature	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		

SUBJECT: HISTORY

Week Ending:						Class si	ze:
Day :					Date :		
Period :					Lesson	:	
Strand : Independent	Ghana			Sub-str	and : The	e Repub	lics
Indicator (code)			B1.6.1.	1.1			
Content standard (co	ode)		B1.6.1.	1.		$( \ )$	
Performance Indicate	or		Learne	rs can id	entify the	e Presido	ents Ghana has had since 1960
Core Competencies:	Creativity a	nd Innovati	ion Com	municati	on and C	Collabora	ation Personal Development and
Leadership Critical Th	inking and	Problem Sc	olving.				
Keywords				$\mathbf{e}$			
Neywords							
T. L .R. (s)			Pictures				
Ref:		History cu	urriculum Page				
DAY	Phase 1:		Phase 2	2: Main			Phase 3:
	Starter		(new learning including			Plenary / Reflections	
		g the brain	assessment)				
-	for learnin	••		• •		,	
Tuesday	Engage le		Match pictures of Ghana's			What have we learnt today?	
	sing songs recite fam		presidents with their names (Create an album with the			Ask learners to summarize the	
	rhymes	IIIIdi	pictures).			main points in the lesson	
	Thymes			,			
			Assessr	ment: let	learners	5	
			match pictures of Ghana's				
			•		their na		
Thursday	Engage le				es of pre		What have we learnt today?
	sing song				heir date names f		
	recite fam	niliar	picture	-	inailles l		Ask learners to summarize the
	rhymes		piecare	-,.			main points in the lesson

Who ruled Ghana from 1960- 2016?	Assessment: let learners match the names of presidents of Ghana with their dates of tenure	
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Signature: ..... Date : .....

WAMAFIFIACOUNTSCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending: Class size:				Class size:			
Day :				Dat	e :		
Period :				Les	son :		
Strand : MY	GLOBAL COM	IMUNITY	Sub-stran	nd : I	ntroduction to Computir	g	
Indicator (co	nde)	B1.5.2.1. 1.					
-	ndard (code)						
Performanc			tifv parts o	ofac	computer and how they	connect to each other	
				nica	tion and Collaboration P	ersonal Development and	
Leadership	L'ITICAL I NINKIR	ng and Problem Solv	ving.				
Keywords				Ż	/		
T. L .R. (s)		Pictures	ctures				
Ref:	Our World (	Our People curricu	lum Page	5			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asso	essn	ient)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Tuesday	Engage	Learners talk abou	it the nart	s of	a computer e.g. mouse.	What have we learnt	
Tuesday	learners to	Learners work in s	•			today?	
	sing songs			-	Each group is given one	1000.	
	and recite	item at a time, i.e.				Ask learners to	
	familiar	system unit. Guide	e learners	to c	onnect the gadgets	summarize the main	
	rhymes					points in the lesson	
	ingines			-	parts of a computer		
		and how they con					
Thursday	Engage			-	adgets are connected	What have we learnt	
	learners to	(i.e. the connectio		se, ko	eyboard, monitor,	today?	
	sing songs	system unit, etc.).					

and recite		Ask learners to
familiar	Assessment: let learners identify parts of a computer	summarize the main
rhymes	and how they connect to each other	points in the lesson

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WANAFITT

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:			Class siz			Class size	2:
Day :					Date :		
Period :			Lesson :				
Strand : Physical F	itness Concep	ts, Principles a	and	Sub-strar	nd : Safety	and Injuri	es
Strategies							
		•					
Indicator (code)			B1.4.3.4.	1			
Content standard	(code)		B1.4.3.4.				
Performance Indi	cator		Learners	can expla	ain the p	urpose of	warming up before
			physical	activity and	d cooling d	own after	physical activity
•	,			ication and	d Collabora	ation Perso	onal Development and
Leadership Critica	I Thinking and	Problem Solv	ing.				
Keywords				$\rightarrow$			
Reywords							
T. L .R. (s)			cones				
Ref:		PE curriculu	m Page				
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter		) (new lea	rning inclue	ding asses	sment)	Plenary / Reflections
	(preparing th	ne brain					
	for learning)						
Friday	Learners jog		Learners	Learners discuss that warm ups when			What have we learnt
	demarcated	area in files		ll, will mini	•		today?
	while singing		cooling down helps the body to relax				
	clapping to v	•		r recover f			Use answers to
	body for max		reduce fatigue after physical activity. sum				summarise the
	performance			Id be treat	-		lesson.
	prevent inju	ies		and cool c	•		
			practical	physical ed	ducation le	essons	

SUBJECT: SCIENCE CLASS: TWO

Week Ending:			Class size:			
Day :			I	Date :		
Period :				esson :		
Church a Lilli			Culture at the second			
	MANS AND TH	1E	Sub-strand	I : PERSONAL HYGIENE AN	ND SANITATION	
ENVIRONME				10.		
Indicator (co	ode)	B1.5.1.2.1				
Content sta	ndard (code)	B1.5.1.2.		<u> </u>		
Performanc	e Indicator	Learners can know	w the need	to keep the environmen	t clean	
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	ication and Collaboration	Personal Development and	
		ng and Problem Solv		2		
Keywords			~			
T. L .R. (s)	Coloneo eur	Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asses	ssment)	Plenary / Reflections	
	(preparing	K.				
	the brain for					
	learning)					
Monday	Engage	Go on a nature wa	alk to obser	ve the things in the	What have we learnt	
wonday	learners to	environment.		ve the things in the	today?	
	sing songs		out what th	ey observed during the		
	and recite	nature walk.		ey observed during the	Ask learners to	
	familiar		f the natura	I and human features of	summarize the	
	rhymes	the environment.		important points of the		
	,		to discuss v	what will happen to them		
		if the environment				

NANA F	IIFI AC	QUAH
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-	- • -		
		<ul> <li>Brainstorm with learners on what will happen if they</li> </ul>	
		do not weed or keep their school, home and	
		community clean.	
		• In groups, learners present their ideas by explaining	
		further why it is important to keep the environment	
		clean.	
		Assessment: let learners explain why it is important to	
		keep the environment clean	
Thursday	Engage	Learners compose songs on how to keep the	What have we learnt
	learners to	environment clean and draw pictures to depict clean	today?
	sing songs	environments	
	and recite		Ask learners to
	familiar	Assessment: let learners draw pictures to depict clean	summarize the
	rhymes	environments	important points of the
			lesson

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MANAFIIFIACOV

Signature: ..... Date : .....

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : PER	FORMING AR	TS	Sub-stran	<b>id :</b> F	lanning, Making and Cor	nposing
Indicator (co	ode)	B1 2.2.3.3				
Content sta	ndard (code)	B1 2.2.3.				
Performanc	e Indicator	Learners can crea	te own pe	erfor	ming artworks to expre	ss own views, knowledge
		and understanding	g of artwo	rks t	hat reflect topical issues	in the local community
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ving.			
Keywords			2	)-		
			N			
T. L .R. (s)		Pictures	N I			
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	(preparing (		0		,	
	the brain	K.				
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to				d drama that reflect the	today?
	sing songs	identified topical i	ssues in th	ne lo	cal community	
	and recite	Suggested process	- /stops			Ask learners to
	familiar		•	d an	propriate instruments,	summarize the main
	rhymes			-	available (e.g. drums,	points in the lesson
		-			phones, finger pianos,	
		rattles, clappers, c	-			
		costumes, props)				

<u>NANA FIIFI AC</u>		<ul> <li>select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements and dramatization)</li> <li>select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;</li> <li>Demonstrate basic knowledge and skills in the use</li> </ul>	
		and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama. Note: produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, directing, creating, imitating, drumming, role-playing, gesturing, miming and	
Wednesda	Engage	mimicking. Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community Learners are to	What have we learnt
Y	learners to sing song s and recite familiar rhymes	make other performing artworks to educate the people on the effects of those local topical issues Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community	today? Ask learners to summarize the main points in the lesson

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending	g:				Class size:	
Day :				Date	e:	
Period :				Less	on :	
Strand : The	Family and th	he Community	Sub-stran	<b>d :</b> R	oles and Relationships	
Indicator (co	ode)	B1. 4.1.1.1:				
Content star	ndard (code)	B1. 4.1.1.				
Performance	e Indicator	Learners can identi	ify the rol	e of	the individual members	of the family.
-		tivity and Innovatior ng and Problem Solv		nicat	ion and Collaboration P	ersonal Development and
Keywords					25	
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page		2		
DAY	Phase 1:	Phase 2: Main	~			Phase 3:
	Starter	(new learning inclu	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)	Let learners role p	lav tha fu	nctic	one of the various	What have we learnt
гниау	Engage learners to		•		ners play the role of a	today?
	sing songs	father, mother, etc		Leai	hers play the role of a	toudy:
	and recite	Tather, mother, etc	••			Ask learners to
	familiar	Assessment: let lea	irners ide	ntifv	the role of the	summarize the main
	rhymes	individual member		•		points in the lesson

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :				Date	:	
Period :				Less	on :	
						$\checkmark$
Strand : Rea	ıding		Sub-strand	<b>d :</b> Fl	uency	
Indicator (co	ode)	B1.2.8.1.1.	B1.2.8.1.2.	•	CO.	
Content sta	ndard (code)	B1.2.8.1	B1.2.8.1.		$\sim$	
Performanc	e Indicator	The learn	er should bl	lend	syllables to form words	
				ead a	oud words and simple	sentences using correct
Coro Compo	toncioc. Cros	pronuncia		nicoti	on and Collaboration D	ersonal Development and
		ng and Problem So		nicati		ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	arkers, recor	rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	ım			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding asse	essme	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
	Engage	Revise syllable	s with learn	ners.		What have we learnt
	leaners to	,			ard and lead learners	today?
	sing songs					
	and recite	• Lead learners t	•		on to blend the	
	familiar rhymes	syllables to form /ba/ + /se/ = base	-	•		Review the lesson with
	ingines	/cry/ + /ing/ = cr				learners

		Assessment: let learners blend syllables to form words.	
lear sing and fam	gage iners to g songs d recite niliar ymes	<ul> <li>Read aloud a text or simple sentences with correct pronunciation.</li> <li>Let learners say the simple sentences after you.</li> <li>Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences.</li> </ul>	What have we learnt today? Review the lesson with learners
		Assessment: let learners read aloud words and simple sentences using correct pronunciation	
lear sing	gage iners to g songs d recite	<ul> <li>Read aloud a text or simple sentences with correct pronunciation.</li> <li>Let learners say the simple sentences after you.</li> <li>Call learners to read the sentences with correct</li> </ul>	What have we learnt today?
	niliar /mes	pronunciation of the words in the text and simple sentences.	Review the lesson with learners
		Assessment: let learners read aloud words and simple sentences using correct pronunciation.	

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## TERM THREE BASIC ONE WEEK 7

MANAFIIFIACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

Day :       Date :         Period :       Lesson :         Strand :       Sub-strand :         A. Oral Language       A. Presentation         B. Reading       B. Fluency         C. Writing       C. Descriptive Writing
Strand :Sub-strand :A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
Strand :Sub-strand :A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
Strand :Sub-strand :A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
Strand :Sub-strand :A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
Strand :Sub-strand :A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
A. Oral LanguageA. PresentationB. ReadingB. FluencyC. WritingC. Descriptive Writing
B. ReadingB. FluencyC. WritingC. Descriptive Writing
C. Writing C. Descriptive Writing
D. Using Writing Conventions D. Using Simple Prepositions
E. Extensive Reading E. Building The Love And Culture Of Reading
Indicator (code)         B1.1.10.1.2         B1.2.9.1.1         B1.4.12.1.1         B1.5.10.1.2.         B1.6.1.1.1
Content standard (code)         B1.1.10.1.         B1.2.9.1.         B1.4.12.1.         B1.5.10.1         B1.6.1.1.
Performance Indicator A. Learners can generate and select ideas on a given topic for presentation
e.g. My father, My friend, etc
B. Learners can read short and simple sentences at good pace
C. Learners can use words and simple sentences to describe self
D. Learners can fill in blank spaces in simple words
E. Learners can read a variety of age – appropriate books and texts from print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and
Leadership Critical Thinking and Problem Solving.
Keywords
T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class
library.
Ref: English Language curriculum Page

	1		1
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
	learners to	• Introduce the activity and as learners listen and	today?
	sing songs	observe, talk about the topic, e.g. "My friend".	,
	and recite	Briefly discuss your presentation.	Ask learners to
		• Let learners take turns to talk about their friends. •	
	familiar	Encourage others to ask questions after each	summarize the main
	rhymes	presentation.	points in the lesson
		Assessment: let learners generate and select ideas on a	
		given topic for presentation .g. My father	
Tuesday	Engage	B.READING	What have we learnt
	learners to	• Teacher models reading at a reasonable pace.	today?
	sing songs	• Have learners read short and simple sentences	
	and recite	at a reasonable pace.	Ask learners to
	familiar	<ul> <li>Let learners read in small groups.</li> </ul>	summarize the main
	rhymes		points in the lesson
		Assessment: let learners read short and simple	
		sentences at good pace	
Wednesda	Engage	C. WRITING	What have we learnt
у	learners to	<ul> <li>Model describing yourself in 2-3 simple sentences</li> </ul>	today?
	sing songs	using simple descriptive words.	
	and recite	• Write some descriptive words and discuss them with	Ask learners to
	familiar	learners.	summarize the main
	rhymes	• Through questions, have pairs of learners describe	points in the lesson
		themselves to each other. e.g. What is your name? -	
		My name is How old are you?	
		- I am	
		<ul> <li>Assist learners to write out their sentences.</li> </ul>	
		Assessment: let learners use words and simple	
		sentences to describe self	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
marsaay	learners to	Provide a passage with blank spaces and help learners	today?
	sing songs	to fill in the gaps or spaces with familiar two or three	
	and recite	letter words.	Ask learners to
	familiar	Reading	summarize the main
	rhymes		points in the lesson

		Assessment: let learners fill in blank spaces in simple words	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	<ul> <li>Have a variety of age appropriate books for learners</li> </ul>	Ask learners to
	familiar	to make a choice from	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement	<i>.</i>
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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	: LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:				Class size:	
Day :			Da	ite :	
Period :			Le	sson :	
					×
Strand : GEC	DMETRY AND	MEASUREMENT Sub	b-strand :	Position /Transformation	
Indicator (co	-	B1.3.2.1.1	$-\Omega$		
	ndard (code)	_	$\mathbf{G}$		
Performance	e Indicator				jects in space using words
Core Compe	tencies. Crea	such above, below, to	-		ersonal Development and
-		ng and Problem Solving			
Keywords		Ar.			
T. L .R. (s)		Counters			
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includir	ng assessi	ment)	Plenary / Reflections
(preparing the brain					
	for				
	learning)				
Monday	Sing songs	Learners tell their sitt	ing positio	on relative to other	Review the lesson with
	like:			example, Yaw is on the	Learners
		third line (row), three of Kwesi	e places fro	om Ama and to the left	

	r		
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Learners tell their standing position relative to other	Review the lesson with
	like:	children in the classroom. For example, Yaw is on the	Learners
	ince.	third line (row), three places from Ama and to the left	
	ľm	of Kwesi	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesda	Sing songs	Learners tell their sitting position relative to other	Review the lesson with
у	like:	children in the classroom. For example, Yaw is on the	Learners
,		third line (row), three places from Ama and to the left	
	l'm	of Kwesi	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Thursday	Sing songs	Learners tell their standing position relative to other	Review the lesson with
	like:	children in the classroom. For example, Yaw is on the	Learners
		third line (row), three places from Ama and to the left	
	ľm	of Kwesi	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Learners tell their sitting position relative to other	Review the lesson with
inday	like:	children in the classroom. For example, Yaw is on the	Learners
	like.	third line (row), three places from Ama and to the left	Learners
		of Kwesi	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : HUI	MANS AND TH	ΗE	Sub-stran	<b>d :</b> [	DISEASES		
ENVIRONME	ENT				.00	~	
Indicator (co	ode)	B1.5.2.1.1					
Content sta	ndard (code)	B1.5.2.1.					
Performanc	e Indicator	Learners can iden	ntify some	com	mon diseases that affect	the skin and their causes	
Core Compe	etencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	ving.				
Keywords			2				
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Monday	Engage	• Engage learners	to watch p	oictu	res and videos or tell a	What have we learnt	
	learners to	story on common	skin diseas	ses.		today?	
	sing songs	• Learners in their	<sup>r</sup> groups na	me	some common skin		
	and recite	diseases that affe	ct people i	n th	eir communities, e.g.	Ask learners to	
	familiar	heat rashes, meas	les, eczem	ia, ri	ngworm, chicken pox,	summarize the	
	rhymes	etc.				important points of the	
		• In groups learne	ers share th	neir i	deas with the whole	lesson	
		class.					

QUAN		
	• Reinforce learners' ideas by writing all common skin	
	diseases on the board.	
	<ul> <li>Brainstorm with learners on the causes of common</li> </ul>	
	skin diseases	
	Assessment: let learners identify some common	
	diseases that affect the skin and their causes	
Engage	Learners talk about the ways they can prevent skin	What have we learnt
learners to	diseases and role play some of the prevention scenarios	today?
sing songs		Ask learners to
and recite	Assessment: let learners mention ways they can	summarize the
familiar	prevent skin diseases	important points of the
rhymes	$\sim$	lesson
	co	
	IFI ACOL	
	ANAFIIFIACOS	
-	learners to sing songs and recite familiar rhymes	diseases on the board.• Brainstorm with learners on the causes of common skin diseasesAssessment: let learners identify some common diseases that affect the skin and their causesEngageLearners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios sing songs and reciteAssessment: let learners mention ways they can prevent skin diseases

SUBJECT: HISTORY CLASS: TWO

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : Inde	ependent Gha	ana	Sub-strar	nd : 1	he Republics	~
Indicator (co	ode)	B1.6.1.1.1				
Content sta	ndard (code)	B1.6.1.1.				
Performanc	e Indicator	Learners can iden	tify the Pr	eside	ents Ghana has had since	1960
•		tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
D/ (I	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Put learners in gro	oups to cre	eate	a gallery station on the	What have we learnt
	learners to	following lines:				today?
	sing songs a. Select a picture of one o				•	
	and recite		ture of the	e sele	ected president on a	Ask learners to
	familiar	large cardboard.	of the pr	ocida	nt holow the nicture	summarize the main
	rhymes	d. Add the length	-		ent below the picture. The president.	points in the lesson
		Assessment: let le	earners ma	atch	the names of presidents	
		of Ghana with the			•	

Thursday	Engage	Put learners in groups to create a gallery station on the	What have we learnt
	learners to	following lines:	today?
	sing songs and recite familiar	<ul> <li>a. Select a picture of one of the presidents.</li> <li>b. Display the picture of the selected president on a large cardboard.</li> <li>c. Write the name of the president below the picture.</li> </ul>	Ask learners to summarize the main
	rhymes	d. Add the length of tenure of the president	points in the lesson
		Assessment: let learners match the names of presidents of Ghana with their dates of tenure	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:				Class size:		
Day :			Date :				
Period :				Les	son :		
Strand : MY GLOBAL COMMUNITY Sub-stran				nd : S	ources of Information	~	
Indicator (co	ode)	B1.5.3.1.1.					
Content star	ndard (code)	B1.5.3.1.					
Performance	e Indicator	Learners can colle	ect types o	f dat	a		
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.					ersonal Development and	
T. L .R. (s)	1	Pictures					
Ref:	Our World (	Our People curric	ulum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			nent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to collect vari environment, count and reco count the number of tables, textbooks and record them Assessment: let learners coll			them in a book, e.g. irs, exercise books, types of data	What have we learnt today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and recite	Guide learners to talk about the various types of data What have we le gathered. today?					

familiar	Assessment: let learners talk about the various types of	Ask learners to
rhymes	data gathered.	summarize the main
		points in the lesson

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MARTIN

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:		
Day :			[	Date :			
Period :				Lesson :			
Strand : Val	ues and Psych	io-social	Sub-strand	<b>1</b> :S	elf-Responsibility		
Concepts, P	rinciples and S	Strategies					
Indicator (co	ode)	B1.5.1.5.1:					
Content sta	ndard (code)	B1.5.1.5.					
Performanc	e Indicator	Learners can partion	cipate willir	ngly	in physical activities		
		-		icat	ion and Collaboration	Personal Development and	
	Critical Thinkin	ng and Problem Solv	/ing.				
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu						
DAY	Phase 1:	Phase 2: Main			$\sim$	Phase 3:	
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for		$\sim$				
	learning)						
Friday	Learners	Through observati				What have we learnt	
	jog round a	participate willing				today?	
	demarcate	Learners participat	te in physic	al a	ictivities of their		
	d area in	interest.				Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
	injunes						

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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : VIS	UAL ARTS		Sub-stran	nd : [	Displaying and Sharing	
Indicator (co	ode)	B1 1.3.4.3				
Content sta	ndard (code)	B1 1.3.4.				
Performanc	e Indicator	Learners can pla	an a displ	lay	of own visual artwork	s to share own creative
		experiences base	d on ideas	that	reflect topical issues in	the local community
Core Compe	etencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration F	Personal Development and
Leadership	Critical Thinkii	ng and Problem Sol	ving.		N .	
Keywords				)-		
			~			
T. L .R. (s)		Pictures	N.			
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to			artw	orks (e.g. by hanging,	today?
	sing songs	draping and sprea	ading)			
	and recite	Assassment: let le	arnors pla		display of portfolio of	Ask learners to
	familiar		•		lucate and inform the	summarize the main
	rhymes	public		c, ct		points in the lesson
Wednesda	Engage	Learners are to:				What have we learnt
у	learners to					today?
	sing song					

s and	plan the arrangement of own artworks to share,	Ask learners to
recite	educate and inform the public on the topical issues of	summarize the main
familiar	the local community.	points in the lesson
rhymes	Assessment: let learners plan a display of portfolio of own visual artworks to share, educate and inform the public	

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MANAFILITIA

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:	
Day :			0	Date	e:	
Period :			L	.ess	on :	
Strand : The	Family and t	he Community Su	b-strand	:R	oles and Relationships	
Indicator (co	ode)	B1. 4.1.1.2				
	ndard (code)	B1. 4.1.1.				
Performanc	e Indicator	Learners can explain	the role	of t	he community in the up	bbringing of its members
Core Compe	tencies: Crea	tivity and Innovation (	Commun	icat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solving	g.			
Keywords					S	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	$\sim$			
DAV	Phase 1:	Phase 2: Main	$\sim$			Dhase 2:
DAY	Starter				ot)	Phase 3:
	(preparing	(new learning includi	ing asses	Sm	ent)	Plenary / Reflections
	the brain					
	for					
	learning)					
Friday	Engage	Let learners, in group	os, talk al	bou	t the role of the	What have we learnt
	learners to	community in the up	bringing	of i	ts members through	today?
	sing songs	education, discipline,	, counsel	ling	, etc.	
	and recite					Ask learners to
	familiar	Assessment: let learr	ners expl	lain	the role of the	summarize the main
	rhymes	community in the up	bringing	of i	ts members	points in the lesson

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand :Sub-straWritingWriting					e Words/Names of Peop	le and Places (Proper
Indicator (co	ode)	B1.3.3.1.3	Nouns) La B1.3.3.1		ing Items in the Environr	nent/Classroom
-	ndard (code)	B1.3.3.1.	B1.3.3.1			
Performanc		<ul> <li>The learner should combine strokes to form shapes of the upper-case letters</li> <li>The learner should copy and trace letters and words from a given letter cards on the board</li> </ul>				
		tivity and Innovation ng and Problem Sol		inica	tion and Collaboration P	ersonal Development and
T. L .R. (s)		Manila cards, ma		rdec	l audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	Ask learners to co Let learners show with them. • Draw the stroke	ombine the v their wor es on the b	e stro k to oarc	ive them to learners. okes on the papers. • the class and discuss it I and call learners to f the upper-case letters	What have we learnt today? Review the lesson with learners

	Assessment: let learners combine strokes to form	
	shapes of the upper-case letters	
Engage leaners to sing songs and recite familiar	<ul> <li>Provide learners with letter cards.</li> <li>Lead learners to trace the letters on the cards.</li> <li>Guide learners to write the letters without tracing.</li> <li>NB: Teacher to go round to monitor this activity.</li> <li>Assessment: let learners copy and trace letters and</li> </ul>	What have we learnt today? Review the lesson with learners
rhymes	words from a given letter cards on the board	
Engage leaners to sing songs and recite	<ul> <li>Provide learners with letter cards.</li> <li>Lead learners to trace the letters on the cards.</li> <li>Guide learners to write the letters without tracing.</li> <li>NB: Teacher to go round to monitor this activity.</li> </ul>	What have we learnt today?
familiar rhymes	Assessment: let learners copy and trace letters and words from a given letter cards on the board	Review the lesson with learners

Vetted by :	 	Signature:	 Date :
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	AP		

# TERM THREE BASIC ONE WEEK 8



SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:			Class size	:	
Day :			Date :		
Period :			Lesson :		~
				-//-	
			C		
Strand :		Sub-strand			
A. Oral Language B. Reading		A.	Presentation		
C. Writing		B.	Fluency		
D. Using Writing Co	onventions	С.	Descriptive V	-	
E. Extensive Readi		D.	Using Simple	•	
		Ε.	Building The	Love And Cult	ure Of Reading
Indicator (code)		B1.2.9.1.2	B1.4.12.1.1	B1.5.10.1.2.	
Content standard (code)	B1.1.10.1. E	31.2.9.1.	B1.4.12.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners c	an speak v	with confidend	e before diffe	erent audiences, e.g. small
	group, clas	ss, etc			
	B. Learners of	can recogr	nise one hund	dred and twe	nty sight words including
	content w	ords			
	C. Learners c	an use wor	rds and simple	e sentences to	describe self
	D. Learners c		•	•	
			, ,		books and texts from print
Core Competencies: Creati	•		nication and C	ollaboration P	ersonal Development and
Leadership Critical Thinking	g and Problem Sol	ving.			
Keywords					
T. L .R. (s)	Word cards, sente	ence cards.	letter cards. h	andwriting or	a manila card and a class
	library.	······	···· <b>/</b> ··		
	uage curriculum	Page			

	Dhace 1:	Dhace 2: Main	Dhaco 2:
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
	learners to	• Have learners draw members of their nuclear family.	today?
	sing songs	<ul> <li>Through think-pair-share strategy, let learners show</li> </ul>	
	and recite	and talk about their family members in pairs, smaller	Ask learners to
	familiar	groups and as a class.	summarize the main
	rhymes	Use probing questions to have learners talk more	points in the lesson
		about their family members. e.g. i. Who is this one? ii.	
		Why did you draw him or her first?	
		Encourage shy learners to speak	
		Assessment: let learners speak with confidence before	
		different audiences	
Tuesday	Engage	B.READING	What have we learnt
Tucsuay	learners to	Have learners go over the sight words they have	today?
	sing songs	learnt during the period.	toddy.
	and recite	• Let learners echo-read simple texts.	Ask learners to
	familiar	• Let learners play vocabulary games for	summarize the main
	rhymes	vocabulary consolidation, e.g. Lucky Dip game,	points in the lesson
		Pick and Say, Word Hunt.	
		Have learners make simple meaningful	
		sentences with the sight words.	
		Assessment: let learners identify one hundred and	
Madraada		twenty sight words including content words	M/hat have we learnt
Wednesda	Engage learners to	<ul><li>C. WRITING</li><li>Model describing yourself in 2-3 simple sentences</li></ul>	What have we learnt today?
У	sing songs	using simple descriptive words.	
	and recite	• Write some descriptive words and discuss them with	Ask learners to
	familiar	learners.	summarize the main
	rhymes	• Through questions, have pairs of learners describe	points in the lesson
		themselves to each other. e.g. What is your name?	
		My name is How old are you?	
		- I am	
		<ul> <li>Assist learners to write out their sentences.</li> </ul>	

		Assessment: let learners use words and simple	
		sentences to describe self	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a passage with blank spaces and help learners	today?
	sing songs	to fill in the gaps or spaces with familiar two or three	
	and recite	letter words.	Ask learners to
	familiar	Reading	summarize the main
	rhymes		points in the lesson
		Assessment: let learners fill in blank spaces in simple	
		words	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	• Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	•
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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	: LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Endin	g:			Class size:	
Day :			Da	ate :	
Period :				Lesson :	
Strand : GEO	OMETRY AND	MEASUREMENT Su	ub-strand :	: Measurement – Length,	Mass and Capacity
Indicator (co	ode)	B1.3.3.1.1		<u>)</u>	
Content sta	ndard (code)	B1.3.3.1.	<sup>N</sup>		
Performanc	e Indicator			erstanding of measuring an as smaller, longer, thinn	as a process of comparing er, heavier, bigger etc.
-		tivity and Innovation ( ng and Problem Solvin		ation and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflect			Plenary / Reflections
Monday	Sing songs like:	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examplesReview the lessor Learners			Review the lesson with Learners

NANA FIIFI AC	1		
	l'm		
	counting		
	one, what		
	is one		
Tuesday	Sing songs	Learners bring together pairs of objects on the same	Review the lesson with
	like:	flat surface to compare to find out which is taller	Learners
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Wednesda	Sing songs	Learners bring together pairs of objects on the same	Review the lesson with
	like:	flat surface to compare to find out which is taller	Learners
У	like.	nat surface to compare to find out which is taken	Learners
	l'inc	Assessment: have learners to practice with more	
	l'm	examples	
	counting		
	one, what		
	is one		
Thursday	Sing songs	Learners bring together pairs of objects on the same	Review the lesson with
	like:	flat surface to compare to find out which is taller	Learners
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Friday	Sing songs	Learners bring together pairs of objects on the same	Review the lesson with
,	like:	flat surface to compare to find out which is taller	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	-		
	one, what		
	is one		

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SUBJECT: HISTORY CLASS: TWO

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : Inde	ependent Gha	ana	Sub-strar	nd : 1	he Republics		
Indicator (co	ode)	B1.6.1.1.1					
-	ndard (code)						
Performance			tify the Pr	eside	ents Ghana has had since	1960	
-		l tivity and Innovation ng and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
2711	Starter	(new learning inc	luding ass	essm	nent)	Plenary / Reflections	
	(preparing		0		)		
	the brain						
	for						
	learning)						
Tuesday	Engage learners to	Invite learners to each group's pres	-	aller	y station and talk about	What have we learnt today?	
	sing songs						
	and recite	Assessments lat leave and identify the Dussidents Change					
	familiar	has had since 1960 summarize the main					
	rhymes					points in the lesson	

Thursday	Engage learners to	Invite learners to visit the gallery station and talk about each group's presentation.	What have we learnt today?
	sing songs and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main points in the lesson

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WANNAFIITIACOUNTIAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Les	son :		
Strand : MY	GLOBAL CON	1MUNITY	Sub-stran	<b>id :</b> 1	echnology in Communic	cation	
						$\sim$	
Indicator (co	ode)	B1.5.4.1.1.					
Content sta	ndard (code)	B1.5.4.1.					
Performanc	e Indicator	Learners can ider	tify techno	ology	tools in communicatior	۱	
Core Compe	tencies: Crea	l tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and	
-		ng and Problem So				'	
		Γ					
Keywords							
T. L .R. (s)		Pictures	N				
Ref:	Our World (	Dur People curricu	ulum Page	5			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections	
	(preparing	$(\mathcal{O})$					
	the brain						
	for						
	learning)						
Tuesday	Engage	0,1			chnology tools used for	What have we learnt	
	learners to			-	drums, bells, mobile	today?	
	sing songs	vans, and commu	inity inforn	natio	on centres.		
	and recite	Assessment: let l	aarnors ido	ntif	technology tools in	Ask learners to	
	familiar	Assessment: let learners ide communication				summarize the main	
	rhymes					points in the lesson	
Thursday	Engage	Learners draw an	d colour dı	rums	, bells, gong gong to	What have we learnt	
	learners to	assemble people.				today?	
	sing songs						

NANA FIIFI ACQUAH							
	and recite	Assessment: let learners identify technology tools in	Ask learners to				
	familiar	communication	summarize the main				
	rhymes		points in the lesson				

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WANAFIELACULATISCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:					C	Class s	size:
Day :					Date :		
Period :					Lesson	:	
Strand : Values and P	sycho-social Cond	epts, Principles	and	Sub-s	trand : S	ocial	Interaction
Strategies			1				
Indicator (code)			B1.5.2	2.5.1:			
Content standard (co	de)		B1.5.2	2.5.		$\bigcirc$	
Performance Indicato	or						te the characteristics of physical activity.
<b>Core Competencies:</b> Creativity and Innovation Commun Leadership Critical Thinking and Problem Solving.				n and C	Collabora	ition F	Personal Development and
Keywords			Sr				
T. L .R. (s)		0	cones				
Ref:		PE curriculum	Page				
DAY	Phase 1: Starter (preparing the k for learning)	prain	(new	2: Mai learnin sment)	in g includi	ng	Phase 3: Plenary / Reflections
Friday	Learners jog rou demarcated are singing and clap up the body for performance an injuries	a in files while ping to warm- maximal	equip during educa Learn others group Learn that s physic	ment v g physic tion le ers coc s when s. ers unc haring cal activ coope		vith g in uring ngs	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: SCIENCE CLASS: TWO

Week Endir	ng:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
Strand : HU	MANS AND TH	ΙE	Sub-strand	<b>d :</b> S	CIENCE AND INDUSTRY	
ENVIRONM	ENT				0	
Indicator (c	ode)	B1.5.3.1.1				
Content sta	ndard (code)	B1.5.3.1.			0	
Performanc	e Indicator	Learners can ider	ntify techno	logie	es in the immediate envi	ronment and describe the
		impact of the tecl	hnology on	soci	ety	
•		•		nicat	ion and Collaboration P	ersonal Development and
Leadership	Critical Thinkii	ng and Problem Sol	lving.	2		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	2			
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essment)		Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Engage	• Engago Joarnorg	s to watch y	vidoo	s or pictures showing	What have we learnt
wonday	learners to	00			the society. • Bring	today?
	sing songs	-	-		aptops, smart phones,	
	and recite	watches, radio an		•	• • • • • •	Ask learners to
	familiar	Learners in grou				summarize the
	rhymes	-	•		ediate environment	important points of the
					s, e.g. cars, drones,	lesson
		thermometers.				
			nt their idea	as in	groups for discussion.	

		<ul> <li>Ask learners to talk about what will happen if such</li> </ul>	
		technologies were absent in the society.	
		• Guide learners to reshape their ideas and present key	
		concepts on common technologies in the environment	
		on the writing board.	
		Assessment: let learners identify technologies in the	
		immediate environment	
Thursday	Engage	Learners mention some technological devices and how	What have we learnt
	learners to	these have impacted their lives.	today?
	sing songs	<ul> <li>In groups learners work to design and make simple</li> </ul>	
	and recite	technological devices of their choice using materials	Ask learners to
	familiar	such as blu tack, clay, cardboard and paper.	summarize the
	rhymes		important points of the
		Assessment: let learners identify technologies in the	lesson
		immediate environment and describe the impact of the	
		technology on society	
			•

Vetted by :..... Date : ...... Date : .....

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	on :	
Strand : PER	RFORMING AR	TS	Sub-strand	<b>d :</b> C	isplaying and Sharing	$\checkmark$
Indicator (co	ode)	B1 2.3.4.3				
-	ndard (code)	B1 2.3.4.				
Performanc	e Indicator	•	• •		own performing artwo reflect topical issues in	rks to share own creative the local community
-		tivity and Innovations and Problem Sol		nica	ion and Collaboration F	ersonal Development and
		21.1	0			
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	Phase 2: Main (new learning including assessment)			
Monday	Engage learners to sing songs and recite familiar rhymes	local community; Assessment: let le	cch a short video that reflects topical issues in the community; sment: let learners plan a performance of own c, dance and drama to educate, inform and			What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing song	Learners are to:				What have we learnt today?

s and recite familiar rhymes	plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community Assessment: let learners plan a performance of own	Ask learners to summarize the main points in the lesson
	music, dance and drama to educate, inform and entertain the public	

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Signature: ..... Date : .....

MANAFILITIA

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending	g:			Class size:		
Day :			Da	Date :		
Period :			Le	sson :		
Strand : The	Family and th	ne Community Su	ub-strand :	Roles and Relationships		
Indicator (co	ode)	B1. 4.1.1.2				
Content star	ndard (code)	B1. 4.1.1.				
Performance	e Indicator	Learners can explain	n the role o	f the community in the up	bringing of its members	
Leadership C		tivity and Innovation ng and Problem Solvir		ation and Collaboration P	ersonal Development and	
Keywords				~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
T. L .R. (s)		Pictures		0		
Ref:	RME curricu	Ilum Page	-0			
DAY	Phase 1:	Phase 2: Main	5		Phase 3:	
	Starter	(new learning includ	ling assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for	×.				
Friday	learning)	Lationa an duamati		alou the value of	What have we learnt	
Friday	Engage learners to	Let learners dramati		•		
		members of the com	-		today?	
	sing songs and recite	members through e	ducation, c	liscipline, counselling, etc	Ask learners to	
	familiar	Assessment: let lear	nore ovala	in the role of the	summarize the main	
	rhymes	community in the up	•		points in the lesson	
	mymes					

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class size:			
Day :			C	Date :			
Period :			L	Lesson :			
					<u>&gt;</u>		
Strand :			Sub-strand :				
Writing			Writing Simple Words/Names of People and Places (Proper				
		· · · · · · · · · · · · · · · · · · ·	Nouns) Labelling Items in the Environment/Classroom				
Indicator (co	-	B1.3.3.2.1					
	ndard (code)	B1.3.3.2.					
Performance Indicator		• The learner should label and mention items in the classroom/environment					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords							
Reywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections		
	(preparing		-	·			
	the brain						
	for						
	learning)	-					
	Engage leaners to	• Draw some of the items in the classroom and the environment on the board.		What have we learnt today?			
	sing songs		loudy!				
	and recite			ns and tell their uses.			
	familiar		to mention t	the items one by one. Review the lesson with			
	rhymes	Assessment: let learners label and mention items in the					
		classroom/ environment					

le	ingage eaners to	• Draw some of the items in the classroom and the environment on the board.	What have we learnt today?
a fa	ing songs and recite amiliar hymes	<ul> <li>Ask learners to label the items and tell their uses.</li> <li>Guide learners to mention the items one by one.</li> <li>Assessment: let learners label and mention items in the classroom/ environment</li> </ul>	Review the lesson with learners
le s a	Engage leaners to sing songs and recite	<ul> <li>Draw some of the items in the classroom and the environment on the board.</li> <li>Ask learners to label the items and tell their uses.</li> <li>Guide learners to mention the items one by one.</li> </ul>	What have we learnt today?
	familiar rhymes	Assessment: let learners label and mention items in the classroom/ Environment	Review the lesson with learners

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Signature: ..... Date : ..... Signature:

# TERM ONE BASIC TWO WEEK 1

MAMAFIFIACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:					Class size:			
Day :		Dat	te :					
Period :				Les	son :	$\mathcal{O}_{\mathcal{P}}$		
					.5			
Strand :			Sub-stran	nd : (	$\mathcal{N}$			
A. Readi	A. Reading			A. Phonics				
B. Writing			B. Penmanship/ Handwriting					
C. Using	Writing Con	ventions	C. Using Capitalisation					
D. Exten	sive Reading		D. Building The Love and Culture of Reading					
Indicator (co	de)	B2.2.2.1.1	B2.4.2.1.1		32.5.1.1.1.	B2.6.1.1.1		
Content standard (code) B2.2.2.2		B2.2.2.1.	B2.4.2.1.		32.5.1.1.	B2.6.1.1		
Performance Indicator A. Learn		A. Learners of	s can blend syllables to produce words					
		B. Learners of	can copy s	ente	nces clearly			
		C. Learners of the we	can use capital letter to write names of particular places and day					
	~		-	a var	iety of age an	d level-appropriate books and texts		
			t and non-p					
Core Compet	encies: Crea		•			boration Personal Development and		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.								
Keywords								
T. L.R. (s) Word cards, se		Word cards, sent	tence cards, letter cards, handwriting on a manila card and a class					
library.		library.						
Ref:	English Lang	guage curriculum Page						

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DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce the lesson with a recital that links the letters of the alphabet.</li> <li>Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</li> <li>Use word families as a guide to help build on the words</li> <li>Assessment: let learners blend syllables to produce words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce the lesson with a recital that links the letters of the alphabet.</li> <li>Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</li> <li>Use word families as a guide to help build on the words</li> <li>Assessment: let learners blend syllables to produce words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Demonstrate copying (sentences) on the board.</li> <li>Let learners practise writing legibly and correctly on the board or into their books.</li> <li>Have learners copy sentences from a book into their books.</li> <li>Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.</li> <li>Assessment: let learners copy sentences clearly</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide a sample text and have learners identify names of particular places and days of the week.</li> <li>Have them compare the initial letters of these names and other common names and share their observations with the class.</li> <li>Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

		particular places and days of the week, with capital	
		letters.	
		Assessment: let learners use capital letter to write	
		names of particular places and days of the week	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	• Introduce narratives, pop-up and flip-the-page texts	points in the lesson
		to learners.	
		<ul> <li>Introduce e-books to learners, if available.</li> </ul>	
		• For each reading session, guide learners to select	
		books.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print	

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SUBJECT: MATHEMATICS

Week Ending:				Class size	:
Day :			Date :		
Period :			Lesson :	SCH	50-
Strand : NUMBER Sub-stran			d : Countin	g, Represe	ntation, Cardinality & Ordinality
Indicator (code)		B2.1.1.1.1	$\mathcal{O}$		
Content standar	rd (code)	B2.1.1.1.	7		
Performance Ind	dicator	Learners can use nui find out "how many?		s, counting	g sequences and how to count to
	<b>cies:</b> Creativity a cal Thinking and I		inication ar	ıd Collabor	ation Personal Development and
Keywords		Ś			
T. L .R. (s)		Counters			
Ref:	Mathe	matics curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (new learning incluc (preparing the brain for learning)			nent)	Plenary / Reflections
Monday				2s, 5s and 5 of 2, 5,	Review the lesson with Learners

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	I'm counting	errors or omissions in counting or skip	
	one, what is	counting sequences	
	one		
	1 - One is one	Assessment: have learners to practice	
	alone, alone it	with more examples	
	shall be.		
Tuesday	Sing songs	Skip count forwards and backwards to	Review the lesson with
lucsuuy	like:	and from 1000 respectively by 2s, 5s and	Learners
	ince.	10s, starting at 0 or at multiples of 2, 5,	
	I'm counting		
	I'm counting	10, 50 and 100; Identify and correct	
	one, what is	errors or omissions in counting or skip	
	one	counting sequences	
	1 - One is one		N. N
	alone, alone it	Assessment: have learners to practice	
	shall be.	with more examples	
Wednesday	Sing songs	Skip count forwards and backwards to	Review the lesson with
	like:	and from 1000 respectively by 2s, 5s and	Learners
		10s, starting at 0 or at multiples of 2, 5,	
	I'm counting	10, 50 and 100; Identify and correct	
	one, what is	errors or omissions in counting or skip	
	one	counting sequences	
	1 - One is one		
	alone, alone it	Assessment: have learners to practice	
	shall be.	with more examples	
	Shan be.		
Thursday	Sing congo	Count by 2c. Ec. or 10c. to answer "how	Deview the lossen with
Thursday	Sing songs	Count by 2s, 5s or 10s, to answer "how	Review the lesson with
	like:	many?" questions about as many as 100	Learners
		or 1000 objects	
	I'm counting		
	one, what is	Assessment: have learners to practice	
	one	with more examples	
Friday	Sing songs	Count by 2s, 5s or 10s, to answer "how	Review the lesson with
	like:	many?" questions about as many as 100	Learners
		or 1000 objects	
	I'm counting		
	one, what is		
	one	Assessment: have learners to practice with more examples	
	1 - One is one	with more examples	

Vetted by :..... Date : .....

SUBJECT: SCIENCE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Character DIV			Cub stress	- <b>I</b> - I		TUNC
Strand : DIV	ERSITY OF MA	ATTER	Sub-strand	a : L	IVING AND NON-LIVING	THINGS
Indicator (co	ode)	B2.1.1.1.1			$\overline{0}$	
Content star	ndard (code)	B2.1.1.1.				
Performance	e Indicator	Learners can know	w the basic	stru	icture of plants (roots, st	em, leaves, flowers)
Core Compe	tencies: Crea	tivity and Innovation	on Commur	nica	tion and Collaboration P	ersonal Development and
-		ng and Problem Sol		mea		
		I				
Keywords			c C	)-		
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	<u> </u>			
-						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections
	(preparing	6,				
	the brain					
	for					
	learning)					
Monday	Engage				o on different plants.	What have we learnt
	learners to	• •	•		root young plants from	today?
	sing songs	school surroundings with the assistance of the teacher				Ask learners to
	and recite	and bring them to class.				summarize the
	familiar		•		groups to identify the	important points of the
	rhymes	basic parts (roots	, stem, leav	/es a	ind flowers).	lesson
		Learners descril	be the basic	c ph	ysical features of plants	
		(roots, stem and I				
		• Teacher asks lea	arners some	e qu	estions:	

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		1) Which part of the plant is hidden in the soil?	
		2) Which part of the plant was seen above the soil?	
		Assessment: let learners identify the basic parts of plants	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Observe pictures or watch a video on different plants.</li> <li>Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class.</li> <li>Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers).</li> <li>Learners describe the basic physical features of plants (roots, stem and leaves and flowers)</li> <li>Teacher asks learners some questions: <ol> <li>Which part of the plant is hidden in the soil?</li> <li>Which part of the plant was seen above the soil?</li> </ol> </li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson
'etted by :		plants Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :			Les	sson :		
Strand : ALL		Sub-st	rand ·	Nature of God		
			i ana .		$\checkmark$	
Indicator (co	ode)	B2.1.1.1.1.		$\langle 0 \rangle$		
Content sta	ndard (code)	B2.1.1.1.				
Performanc	e Indicator	Learners can mention th	e attri	butes of God that reveal	His nature as Sustainer of	
		life				
Core Compe	etencies: Crea	tivity and Innovation Com	munica	ation and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solving.	~	Shi		
Keywords		C	5			
T. L .R. (s)	1	Pictures				
Ref:	Our World (	Our People curriculum P	age			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	In groups, learners ment	ion the	attributes of God as	What have we learnt	
	learners to	sustainer of life:			today?	
	sing songs	i. Giver of rain and sunsh				
	and recite	ii. The One who makes p	lants gi	ſOW	Ask learners to	
	familiar	iii. The Giver of air			summarize the main	
	rhymes		attribut	tributes of God in their local points in the lesson		
		languages				
		Assessment: Let learners	s ment	ion the attributes of God		

Thursday	Engage	Learners talk about the attributes of God relevant to	What have we learnt
	learners to	their daily lives, e.g. God gives life, rain and air.	today?
	sing songs		
	and recite	Assessment: Let learners mention the attributes of God	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

Vetted by :....

Signature: ..... Date : .....

WANAFITTING

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Day :Date :Period :Lesson :				
Period : Lesson :				
Lesson :				
Strand : MOTOR SKILL AND MOVEMENT Sub-strand : LOCOMOTOR	SKILLS			
PATTERNS				
Indicator (code) B2.1.1.1.1:				
Content standard (code) B2.1.1.1.				
Performance IndicatorLearners can travel (move) in straig	ht, curved, and zigzag pathways, using			
the following locomotor movement	ts: walking, running, leaping, jumping,			
and skipping.				
Core Competencies: Creativity and Innovation Communication and Colla	aboration Personal Development and			
Leadership Critical Thinking and Problem Solving.				
Keywords				
Reywolus				
T. L.R. (s) cones				
Ref: PE curriculum Page				
DAY Phase 1: Phase 2: Main	Phase 3:			
Starter (new learning including assessmer	nt) Plenary / Reflections			
(preparing the brain				
for learning)				
Friday Learners jog round a Learners go through general and sp	pecific What have we learnt			
demarcated area in warm ups. Lead them to identify the	ne today?			
files while singing pathways such as straight, curved,	and zigzag.			
and clapping to Mark these pathways and guide th	em to Use answers to			
warm-up the body move through walking, and running	g, etc. summarise the lesson.			
for maximal Allow the advance learners to help	others as			
performance and to well as progress into the next skill of	of interest.			
prevent injuries End the lesson with cool down.				

Vetted by :..... Date : .....

•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	Week Ending:				Class size:	
Day :				Date :		
Devied :				1.00		
Period :				Les	son :	
Strand : Goo	I, His Creatior	and Attributes	Sub-stran	<b>id :</b> (	od the Creator	
Indicator (co	ode)	B2.1.1.1.1				
Content sta	ndard (code)	B2.1.1.1.				
Performanc	e Indicator	Learners can men	tion attrib	utes	of God that reveal His na	ature as Sustainer of life.
Leadership (		tivity and Innovatic ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	PC-			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain for	1/2				
	learning)					
Friday	Engage					What have we learnt
Thaty	learners to	• In groups, lead b	earners to	disc	uss the attributes of	today?
	sing songs	<b>-</b>			ver of rain and sunshine,	
	and recite				w, - the Giver of air, etc.	Ask learners to
	familiar	• Let learners mention other attributes of God in their				summarize the main
	rhymes	local languages				points in the lesson
		Assessment: let le reveal His nature			n attributes of God that	
			as sustain		inc.	

Vetted by :..... Date : .....

SUBJECT: HISTORY

Week Ending:				Class size:		
Day :		Date :				
Period :				Les	son :	
Strand : My	Country Ghar	าล	Sub-stran	1 <b>d :</b> 1	he People Of Ghana	$\checkmark$
Indicator (co	ode)	B2.2.1.1.1				
Content star	ndard (code)	B2.2.1.1.				
Performance	e Indicator	Learners can iden	tify the etl	hnic	groups in each region in	Ghana
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.			
Keywords			C	$\leftarrow$	)	
,						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing	N.				
	the brain	K.				
	for					
<b>T</b> 1	learning)					
Tuesday	Engage				es of Chana	What have we learnt
	learners to	Identify the admir	listrative r	egio	ns of Gridna.	today?
	sing songs					
	and recite	Assessment: let le	arners me	ntio	n the administrative	Ask learners to
	familiar	regions of Ghana				summarize the main
	rhymes -	5				points in the lesson
Thursday	Engage					What have we learnt
	learners to	Identify the admi	nistrative	regio	ons of Ghana.	today?
	sing songs					
	and recite					

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		familiar	Assessment: let learners mention the administrative	Ask learners to
		rhymes	regions of Ghana	summarize the main
				points in the lesson

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS

Week Ending:			Class size:		
Day :		Da	Date :		
Period :					
Period :			Le	sson :	
Strand : VIS	UAL ARTS	Sub-strand : Thinking and Exploring Ideas		leas	
Indicator (co	ode)	B2 1.1.1.1			
Content sta	ndard (code)	B2 1.1.1.			
Performanc	e Indicator	Learners can explore o	wn expe	riences to talk about visua	al artworks that reflect the
		history and culture of	people ir	other Ghanaian commu	nities
				ation and Collaboration P	ersonal Development and
Leadership (	Critical Thinkii	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
					1
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assess	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	watch documentarie	es on the	history and culture of	today?
	sing songs	people from other par		•	,
	and recite			e of people from other	Ask learners to
	familiar	parts of Ghana to iden			summarize the main
	rhymes	as their food, taboos, r	-		points in the lesson
		symbols of authority;	- ,		
			ct with le	aders of the community	
		such as ethnic groups	and asso	ciations (e.g. Ga, Ewe,	

		7	
		Akan, Dagaare), heads of institutions and traditional	
		leaders;	
		visit historical sites, museums, galleries, etc;	
		I document and record the visits by taking	
		photographs, making videos, making line sketches and	
		collecting objects of historical importance to develop a	
		'historical learning corner' in the classroom;	
		I draw concepts and ideas from the culture of the	
		different groups of people for designing symbolic and	
		functional visual artworks.	
		Assessment: let learners describe visual artworks that	
		reflect the history and culture of people in other	
		Ghanaian communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to		today?
	sing songs	I draw concepts and ideas from the culture of the	
	and recite	different groups of people for designing symbolic and	Ask learners to
	familiar	functional visual artworks.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners describe visual artworks that	
		reflect the history and culture of people in other	

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :			Date :			
Period :				les	son :	
r choù :				LCJ		
Strand : Ora	l Language	Su	ub-stran	<b>d :</b> S	ongs	~
Indicator (co	ode)	B2.1.1.1.1. B2	.1.1.1.2		B2.1.1.1.3.	
Content sta	ndard (code)	B2.1.1.1. B2	2.1.1.1.		B2.1.1.1.	
Performance	e Indicator	• Learn	ners shou	ıld s	ing work and play songs	and discuss their
		impo	rtance		~~~	
		• Learn	ners shou	uld r	elate types of play songs	to everyday activities in
		their	environ	men	t	
		<ul> <li>Learners should relate types of work songs to everyday activities in</li> </ul>				
		their environment				
-				nica	ion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solvir	ng.			
Keywords			,			
,						
T. L .R. (s)		Manila cards, marke	ers, recor	rded	audios visual	
Ref:	Ghanaian La	anguage curriculum				
		K.				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Revise traditional	•			What have we learnt
	leaners to	Lead learners to si	• • •		0	today?
	sing songs and recite		vork and	its s	ong. Teach learners the	
	familiar	song.		_		
	rhymes		-	-	oups and individually.	
iny ines		<ul> <li>Introduce a new play and its song.</li> </ul>				

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	<ul> <li>Lead learners to discuss how the play is performed and the song associated with the play.</li> <li>Let learners sing a popular play song as a group and individually.</li> <li>Discuss the importance of work and play songs with learners.</li> <li>E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc.</li> <li>Play songs – creates unity, develops one's creativity, provides enjoyment and inspiration.</li> </ul>	Review the lesson with learners
	Assessment: let learners write the importance of work and play songs	
Engage leaners sing sor and recit familiar rhymes	gs • Discuss the various traditional plays in the community	What have we learnt today?
	<ul> <li>Teach the song that is sung when playing the game.</li> <li>Let learners sing song again.</li> <li>Put learners into groups to perform the play. E.g. Moonlight play songs etc.</li> </ul>	Review the lesson with learners
	Assessment: let learners identify different types of play songs	
Engage leaners sing sor and recit familiar rhymes	gs • Discuss the picture with learners.	What have we learnt today?
	<ul> <li>Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation.</li> <li>Let learners sing the song in groups and then individually.</li> <li>Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc.</li> </ul>	Review the lesson with learners

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		Assessment: let learners identify different types of work	
		songs	

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ARNAY		

# TERM ONE BASIC TWO WEEK 2

MAMAFIFIACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

Week Ending	Week Ending:				Class size:		
Day :				Dat	e :		
Period :				Les	son :	0	
					S		
Strand :			Sub-stran	nd : (	X		
A. Oral La	anguage		A. So	ongs	K.		
B. Readir	ng		B. Ph	honics			
C. Writin	g		C. Pe	enma	anship/ Han	dwriting	
D. Using	Writing Con	ventions	D. Us	sing	Capitalisatio	on	
E. Extens	sive Reading		E. Bu	uildir	ng The Love	and Culture of Re	eading
Indicator (cod	le)	B2.1.1.1.1 B2.	2.2.1.1	B2.4	.2.1.1	B2.5.1.1.1.	B2.6.1.1.1
Content stand	dard (code)	B2.1.1.1. B2.2	2.2.1.	B2.4	.2.1	B2.5.1.1.	B2.6.1.1.
Performance	Indicator	A. Learners o	an interpr	ret fa	miliar song	S	
		B. Learners of	an blend s	sylla	bles to proc	luce words	
		C. Learners of			-		
				oital	letter to wr	ite names of part	icular places and days
		of the wee	-				
						and level-approp	riate books and texts
		•	t and non-p				
-		•		nica	tion and Co	llaboration Perso	nal Development and
Leadership Cr	itical Thinkir	ng and Problem Sol	lving.				
Keywords							
···· <b>/</b> ······							
T. L .R. (s)		Word cards, sento library.	ence cards,	, lett	er cards, ha	andwriting on a m	anila card and a class
Ref:	English Land	guage curriculum	Page				
			. 480				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	Monday
	learners to	<ul> <li>Identify some familiar songs from learners' locality.</li> </ul>	
	sing songs	<ul> <li>Teach the songs with themes from their locality.</li> </ul>	
	and recite	<ul> <li>Discuss the moral values of the songs.</li> </ul>	
	familiar	• Let learners sing songs using gestures appropriately.	
	rhymes	• Have learners interpret the songs in their own words.	
		Assessment: let learners interpret familiar songs	
Tuesday	Engage	B.READING	Tuesday
,	learners to	<ul> <li>Introduce the lesson with a recital that links the</li> </ul>	
	sing songs	letters of the alphabet.	
	and recite	• Have learners work in pairs, groups or individually to	
	familiar	blend syllables to form meaningful words.	
	rhymes	<ul> <li>Use word families as a guide to help build on the</li> </ul>	
		words	
		Assessment: let learners blend syllables to produce	
	_	words	
Wednesday		C. WRITING	Wednesday
	learners to	• Demonstrate copying (sentences) on the board.	
	sing songs and recite	<ul> <li>Let learners practise writing legibly and correctly on the board or into their books.</li> </ul>	
	familiar	Have learners copy sentences from a book into their	
	rhymes	books.	
	ingines	• Draw attention to inter and intra word spacing and	
		alignment of letters, as well as clarity or writing.	
		Assessment: let learners copy sentences clearly	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	Thursday
	learners to	<ul> <li>Provide a sample text and have learners identify</li> </ul>	
	sing songs	names of particular places and days of the week.	
	and recite	• Have them compare the initial letters of these names	
	familiar	and other common names and share their observations	
	rhymes	with the class.	
		• Give learners a text with names of particular places	
		and days of the week, beginning with small letters. Let	
		learners rewrite the text, beginning the names of	

		particular places and days of the week, with capital	
		letters.	
		Assessment: let learners use capital letter to write names of particular places and days of the week	
Friday	Engage	E.EXTENSIVE READING	Friday
	learners to	Use the Author's chair to introduce the reading/library	
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	
	familiar	learners to make a choice.	
	rhymes	<ul> <li>Introduce narratives, pop-up and flip-the-page texts</li> </ul>	
		to learners.	
		<ul> <li>Introduce e-books to learners, if available.</li> </ul>	
		• For each reading session, guide learners to select	
		books.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print	

	level-appropriate book	s and texts non print	
Vetted by :	 	Signature:	Date :
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SUBJECT: MATHEMATICS

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	Lesson :		
Strand : NUI	MBER	Sub	-strand :	Counting, Representati	on, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.1.1.1		)		
Content sta	ndard (code)	B2.1.1.1.	$\sim$			
Performanc	e Indicator	Learners can use numl "how many?"	ber name	s, counting sequences a	nd how to count to find out	
		tivity and Innovation Congregation Cong		ition and Collaboration	Personal Development and	
Keywords		Ar				
T. L .R. (s)		Counters				
Ref:	Mathemati	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessmer		nent)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Represent the number of objects in a group with a written numeral to 1000			Review the lesson with Learners	

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	I'm counting one, what is one		
Tarda	<u> </u>	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Represent the number of objects in a group with a written numeral to 1000	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one	Estimate the number of objects in a group of up to 1000 describe the estimation strategy used; Select an appropriate estimate among all those given and justify the choice Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Estimate the number of objects in a group of up to 1000 describe the estimation strategy used; Select an appropriate estimate among all those given and justify the choice Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	Estimate the number of objects in a group of up to 1000 describe the estimation strategy used; Select an appropriate estimate among all those given and justify the choice	Review the lesson with Learners

	Assessment: have learners to practice with more examples	
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MANAFIIFIACOUAHSCHOOL

SUBJECT: SCIENCE

Week Ending:			Class size:		
Day :			Dat	e :	
Period :				son :	
Character 11/1					
Strand : LIVI	NG AND NON	I-LIVING THINGS Sub-strai	1 <b>a</b> : L	DIVERSITY OF MATTER	$\checkmark$
Indicator (co	ode)	B2.1.1.1.1			
Content star	ndard (code)	B2.1.1.1.			
Performance	e Indicator	Learners can know the basi	c stri	ucture of plants (roots, st	em, leaves, flowers)
Core Compe	tencies: Crea	tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.			
Keywords					
T. L .R. (s)	•	Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	ient)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners describe the bas	ic nh	vsical features of plants	What have we learnt
wonuay	learners to	(roots, stem and leaves and			today?
	sing songs	Teacher asks learners son		•	today:
	and recite	of the plant is hidden in the	•	· ·	Ask learners to
	familiar	plant was seen above the se		2) which part of the	summarize the
	rhymes	piant was seen above the Si	יור		important points of the
	ingines	Assessment: let learners de	ccrib	e the basic physical	lesson
			50110	e the basic physical	1033011
		features of plants			

Thursday	Engage	<ul> <li>Learners sing songs, rhymes and poems relating to</li> </ul>	What have we learnt
	learners to	the topic.	today?
	sing songs	• Teacher asks learners: what will happen if there are	Ask learners to
	and recite	no plants in their community.	summarize the
	familiar	<ul> <li>Learners draw and label a plant.</li> </ul>	important points of the
	rhymes		lesson
		Assessment: let learners draw and label a plant	

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
<b>a</b> . <b>1</b>						
Strand : ALL	ABOUT US		Sub-stran	nd : f	Ayself	$\sim$
Indicator (co	ode)	B2.1.2.1.1.				
Content sta	ndard (code)	B2.1.2.1.				
Performanc	e Indicator	Learners can ident	tify things	to d	o to develop a sense of s	elf identity and self-worth
Core Compe	etencies: Crea	tivity and Innovation	n Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricul	um Page	5		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essn	ient)	Plenary / Reflections
	(preparing	<u></u>				
	the brain	K.				
	for					
	learning)					
Tuesday	Engage	Learners talk abou				What have we learnt
	learners to	•••			them e.g. "I am black	today?
	sing songs		e the way	Goo	created me. I have	
	and recite	great qualities".				Ask learners to
	familiar					summarize the main
	rhymes	Assessment: Let le	earners de	escri	be their individual	points in the lesson
		qualities				
Thursday	Engage	Learners role play	scenarios	and	engage in activities	What have we learnt
	learners to	that teach them th	ie importa	ance	of developing a strong	today?
	sing songs	self-identity				

a	nd recite	The need to feel special, more worthy and valued, more	Ask learners to
fa	amiliar	confident, more optimistic in order to do well in school	summarize the main
rł	hymes	and in life in general.	points in the lesson
		Assessment: Let learners mention the importance of	
		developing a strong self-identity	

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WANNAFIITIACOUNTIAN

SUBJECT: PHYSICAL EDUCATION

Week Ending:			Class size:				
Day :				Date :			
Period :				Lesso	n :		
	COMOTOR, SKIL	LS	Sub-stra		DTOR SKILL AND MOV	EMENT PATTERNS	
	,-	-				-	
Indicator (c	ode)	B2.1.1.1.2:					
Content sta	ndard (code)	B2.1.1.1.					
Performanc	e Indicator	Learners can forw	vard and k	backwai	rd skip without a rope	2.	
Core Compe	etencies: Creati	vity and Innovatio	n Commu	inicatior	n and Collaboration P	ersonal Development and	
-	Critical Thinking	g and Problem Solv	ving.				
Keywords					2		
T. L .R. (s)		cones		5			
Ref:	PE curriculum	n Page	C	$\mathcal{O}$			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
5711	Starter	(new learning inc	luding as:	sessme	nt)	Plenary / Reflections	
	(preparing	,	J				
	the brain						
	for learning)						
Friday	Learners jog	Organise the war	m up activ	vities us	sing rats and rabbits.	What have we learnt	
	round a				together, jump at	today?	
	demarcated	spot with double	take off a	and dou	ble landing flexed		
	area in files	_	the should	oulders clockwise for learners Use answers to			
	while singing	to observe.				summarise the lesson.	
	and clapping		-	-	ing personal space.		
	to warm-up				and give corrective		
	the body for	feedback. Let lea		-	-		
	maximal		cool dow	vn by jo	gging slowly to end		
	performance	the lesson					
	and to						
	prevent						
	injuries						

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	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:			Class size:		
Day :			Da	te :	
Period :				son :	
renou .			Les		
Strand : Goo	I, His Creatior	and Attributes S	ub-strand :	God the Creator	
Indicator (co	ode)	B2.1.1.1.1		$\sim$	
Content star	ndard (code)	B2.1.1.1.			
Performance	e Indicator	Learners can mention	on attribute	s of God that reveal His r	nature as Sustainer of life.
Core Compe	tencies: Crea	tivity and Innovation	Communica	tion and Collaboration I	Personal Development and
-		ng and Problem Solvi			
				)	
Keywords			CO-		
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclue	ding assessr	nent)	Plenary / Reflections
	(preparing				
	the brain for	N.			
	learning)				
Friday	Engage				What have we learnt
,	learners to	Let learners explain	the attribut	es of God relevant to	today?
	sing songs	their daily life, e.g. (			,
	and recite	, - 0.		,	Ask learners to
	familiar	Assessment: let lea	rners explair	the attributes of God	summarize the main
	rhymes	relevant to their da	-		points in the lesson

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SUBJECT: HISTORY

Week Ending:					Class size:	
Day :				Date :		
Period :			امد	son :		
Periou .				Les		
Strand : My Country Ghana Sub-strai			Sub-strar	nd : 1	he People Of Ghana	
Indicator (co	ode)	B2.2.1.1.	1			
Content star	ndard (code)	B2.2.1.1.				
Performance	e Indicator	Learners	can Identi	fy th	e ethnic groups in each	region in Ghana
Core Compe	tencies: Creativity and	d Innovati	on Commu	inica	tion and Collaboration	Personal Development and
	Critical Thinking and P					
				$\sim$	· · · · · · · · · · · · · · · · · · ·	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curriculum	Page				
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lea	rning inclu	ding	assessment)	Plenary / Reflections
	(preparing the					
	brain					
Turaday	for learning)		<b>.</b>			M/hat have use la such
Tuesday	Engage learners to	map of G	-	group	os in each region on a	What have we learnt
	sing songs and recite familiar					today?
	rhymes					Ask learners to
	Ingines	Assessm	ent: let lea	rner	locate the ethnic	summarize the main
	Which ethnic	groups ir	each regi	on o	n a map of Ghana	points in the lesson
	groups are there in					points in the lesson
	your region?					
Thursday	Engage learners to	Locate t	he ethnic e	rour	os in each region on a	What have we learnt
	sing songs and	map of G	-	,		today?

recite familiar	Assessment: let learners locate the ethnic	Ask learners to
rhymes	groups in each region on a map of Ghana	summarize the main
		points in the lesson

MANAFIFIA

SUBJECT: CREATIVE ARTS

Week Endir	ng:			Class size:		
Day :			C	oate :		
Period :			L	esson :		
Strand : PERFORMING ARTS Sub-stra			Sub-strand	nd : Thinking and Exploring Ideas		
Indicator (c	ode)	B2 2.1.1.1				
Content sta	ndard (code)	B2 2.1.1.				
Performanc	e Indicator	Learners can exp	olore own ex	periences to talk about	performing artworks that	
		reflect the history	and culture	of people in other comm	unities in Ghana	
Core Compo	etencies: Crea	tivity and Innovation	on Communi	cation and Collaboration F	Personal Development and	
Leadership	Critical Thinkii	ng and Problem Sol	ving.	Sr		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding asses	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	I watch document	ntaries on the	e history and culture of	today?	
	sing songs	people from othe	r parts of Gh	ana;		
	and recite	Identify the hist	ory and cult	ure of people from other	Ask learners to	
	familiar	parts of Ghana by	studying the	eir cultural activities such	summarize the main	
	rhymes	as staple foods, d	ressing, festi	vals, buildings, chiefs;	points in the lesson	
		Iisten to stories	told by reso	urce persons or interview		
		leaders of differen	nt ethnic gro	ups and associations (e.g.		
		Ga, Ewe, Akan, Da	agaare), opir	ion leaders, traditional		
		rulers;				

		Assessment: let learners describe performing artworks	
		that reflect the history and culture of people in other	
		communities in Ghana	
Vednesday	Engage	Learners are to:	What have we learnt
	learners to	visit historical sites such as centres for national	today?
	sing songs	culture, theatres, museums, galleries, festival grounds,	
	and recite	studios of performing artists, and performing arts	Ask learners to
	familiar	departments of educational institutions. Where	summarize the main
	rhymes	possible, record the visits by taking photographs,	points in the lesson
		making videos, making line sketches and collecting	
		samples of objects that show the history and culture of	
		people from other parts of Ghana;	
		I organise collection of samples to create a 'history	
		learning corner' in the classroom;	
		I draw concepts and ideas from the activities to plan	
		own performing artworks that express the history and	
		culture of the people studied	
		Assessment: let learners describe performing artworks	
		that reflect the history and culture of people in other	
		communities in Ghana	

SUBJECT: GHANAIAN LANGUAGE

Week Ending	:			Class size:		
Day :			D	ate :		
Period :			L	esson :		
Strand :			Sub-strand			
Oral Language	0		Rhymes			
			•	d Story Telling		
Indicator (cod	de)	B2.1.2.1.1.	B2.1.2.1.2.	B2.1.4.1.1		
Content stan	-		B2.1.2.1.	B2.1.4.1.		
Performance		• Le	earners shoul	d explore rhymes with co	rrect rhythm.	
				d explore rhymes with pr	•	
		• Le	earners shoul	d retell part of a story.		
		•		cation and Collaboration	Personal Development and	
Leadership Cr	itical Thinkir	ng and Problem So	olving.			
Keywords						
T. L .R. (s)		Manila cards, ma	irkers, record	ed audios visual		
Ref:	Ghanaian La	inguage curriculu				
	~					
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	cluding asses	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)	• Ack loorpore to	cing a nonule	vr traditional accurationa	What have we learnt	
	Engage leaners to		sing a popula	r traditional occupationa	What have we learnt today?	
			۹			
	and recite	<ul> <li>Explore a rhymo</li> <li>Lead learners to</li> </ul>		o explore the rhyme with		
	familiar	correct rhythm.		e explore the mynic with		
rhymes		• Lead learners to explore the rhyme with gestures.				

	• Call learners individually to explore the rhyme with	Review the lesson with
	correct rhythm.	learners
	Assessment: let learners describe rhymes with correct rhythm	
Engage	<ul> <li>Let learners explore a popular rhyme they know.</li> </ul>	What have we learnt
leaners to	<ul> <li>Explore a rhyme made up of sounds that pose</li> </ul>	today?
sing songs	problems to learners.	
and recite	<ul> <li>Teach learners how the rhyme is explored.</li> </ul>	
familiar rhymes	<ul> <li>Let learners explore rhymes with problematic sounds</li> </ul>	
mymes	in groups and in pairs.	
	• Lead learners to explore the rhyme with gestures.	Review the lesson with
	Let learners explore the rhyme individually with	learners
	gestures.	
	<ul> <li>NB: Please take note of the sounds and correct</li> </ul>	
	learners where necessary.	
	Assessment: let learners describe rhymes with correct	
	rhythm	
Engage	<ul> <li>Tell or show a clip of an interesting story of not more</li> </ul>	What have we learnt
leaners to	than ten minutes long to learners.	today?
sing songs	<ul> <li>Discuss the clip with learners.</li> </ul>	
and recite familiar	<ul> <li>Ask learners to retell it.</li> </ul>	Review the lesson with
rhymes		learners
i i i yiiies	Assessment: let learners retell part of a story	

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# TERM ONE BASIC TWO WEEK 3



SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Dat	e :		
Period :		Les	son :		
Strand :	Sub-stra		$\overline{\lambda}$		
A. Oral Language		Rhyme			
B. Reading				Endings	and Common Digraph
C. Writing			g Letters – Small a	-	•
D. Using Writing Con			Capitalisation	inu capi	
E. Extensive Reading			g The Love and C	ulture of	Reading
L. Extensive heading		Junun			Neduling
Indicator (code)	B2.1.2.1.1. B2.2.3.1.1. B	2.4.3	1.1 B2.5.1	.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.2.1. B2.2.3.1. B	32.4.3	1. B2.5.1.	1.	B2.6.1.1.
Performance Indicator	A. Learners can inter	oret rl	nymes and tongue	e-twister	s in their own words
	B. Learners can use c	ommo	on rhyming/endin	gs to deo	code simple words
	C. Learners can copy	word	in lower and upp	oer case	using correct spacing
	D. Learners can use c	apital	letter to write na	mes of p	articular places and days
	of the week				
	E. Learners can read	a var	ety of age and le	evel-appr	ropriate books and texts
	from print and non	-print			
-	tivity and Innovation Comm	unica	tion and Collaboration	ation Per	rsonal Development and
Leadership Critical Thinki	ng and Problem Solving.				
Keywords					
T. L .R. (s)	Word cards, sentence card	ls, lett	er cards, handwri	ting on a	a manila card and a class
	library.	,	,	0	
	,				

Ref:	English Language curriculum Page								
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections						
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGAUGE</li> <li>Select a rhyme from learners.</li> <li>As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times).</li> <li>Recite lines of the rhyme as learners join in and repeat lines after you.</li> <li>Teach the accompanying actions through demonstration.</li> <li>Let learners repeat lines of the rhyme on their own accompanied with appropriate actions.</li> <li>Through questions, have learners interpret the rhymes in their own words</li> <li>Assessment: let learners interpret the rhymes in their own words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce learners to simple word formation by changing the beginning letter of words.</li> <li>e.g. pan, man, fan (You may use a phonic slide to give practice).</li> <li>Have learners build on these rhyming endings.</li> <li>In groups, let learners read out their words.</li> <li>Have learners form sentences with these rhyming words.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Let learners write letters, both in upper and lower cases.</li> <li>Copy words from learners' reading book on the board as learners observe.</li> <li>Let learners take turns to read out words from the list.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						

		<ul> <li>Draw attention to appropriate spelling and alignment of letters.</li> <li>Let learners copy the words. Let them check correct spelling, formation of letters and spacing.</li> </ul>	
		Assessment: let learners copy words in lower and upper case using correct spacing	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide a sample text and have learners identify names of particular places and days of the week.</li> <li>Have them compare the initial letters of these names and other common names and share their observations with the class.</li> <li>Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.</li> <li>Assessment: let learners use capital letter to write names of particular places and days of the week</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.EXTENSIVE READING</li> <li>Use the Author's chair to introduce the reading/ library time.</li> <li>Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>Introduce e-books to learners, if available.</li> <li>For each reading session, guide learners to select books.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level-appropriate books and texts from print	

	Vetted by :	Signature:	Date :
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SUBJECT: MATHEMATICS

Week Endin	g:			Class size:	
Day :				:e :	
Period :			Lesson :		
Strand : NUI	MBER	Sub-stra	nd : (	Counting, Representatior	n, Cardinality & Ordinality
Indicator (co	ode)	B2.1.1.1.2	$\overline{}$	)	
Content standard (code) B2.1.1.1.		B2.1.1.1.	)-		
Performanc	e Indicator	Learners can identify numb number chart. (1-1000)	oers	in different positions are	ound a given number in a
		tivity and Innovation Commung and Problem Solving.	unica	tion and Collaboration P	ersonal Development and
Keywords		Pr			
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Display a number chart with 100 and have learners iden positions around a given nu	tify r	umbers in different	Review the lesson with Learners

NANA FIIFI ACC	I'm counting one, what is one	and have around a identify r left etc.	nt groups an them identi chosen num numbers abo	fy numbers hber. For ex ive, below, t	in different ample, choo to the right c	positions se 18 and	
		24	48	75	12		
		16	18	86	40		
		115	259	134	529		
		203	325	719	686		
		685	915	982	827		
		Assessme	ent: have lea	rners to pra	nctice with m	nore	
Tuesday	Sing songs	Display a	number cha				Review the lesson with
	like:		have learner around a giv	•			Learners
	I'm counting one, what is one	and have around a	nt groups an them identi chosen num numbers abo	fy numbers ber. For ex	in different ample, choo	positions se 18 and	
	1 - One is	24	48	75	12		
	one alone, alone it	16	18	86	40		
	shall be.	115	259	134	529		
		203	325	719	686		
	4	685	915	982	827		
		Assessme examples	ent: have lea	rners to pra	ictice with m	nore	
Wednesday			number cha				Review the lesson with
	like:		have learner around a giv	•			Learners
	I'm counting one, what	convenie and have around a identify r	nt groups an them identi chosen num numbers abo	nd give each fy numbers nber. For exa	group a nur in different ample, choo	nber grid positions se 18 and	
	is one	left etc.	48	75	12		
	1 - One is	24	40	15	12		

	alone it	16	18	86	40		
	shall be.	115	259	134	529		
		203	325	719	686		
		685	915	982	827		
		Assessmen examples	nt: have lear	ners to prac	tice with mo	ore	
Thursday	Sing songs						Review the lesson with
	like:		number char ave learners				Learners
	I'm counting one, what is one 1 - One is	positions a convenien and have t around a c	around a give It groups and them identify chosen numb umbers abov	en number. I give each g y numbers in per. For exan	Put learners roup a num n different p nple, choose	in ber grid ositions e 18 and	
	one alone,	24	48	75	12		
	alone it shall be.	16	18	86	40		
		115	259	134	529		
		203	325	719	686		
		685	915	982	827		
		Assessmer examples	nt: have lear	ners to prac	tice with mo	ore	
Friday	Sing songs						Review the lesson with
	like:		number char ave learners				Learners
	l'm		around a give	•			
	l'm	convenien	t groups and	d give each g	roup a num	ber grid	
	counting		them identify	•	•		
		around a d	chosen numb		•		
	one, what is one		imhers show	$\alpha$ noi $\alpha i i \tau \alpha$			
	one, what is one 1 - One is		umbers abov	e, below, to	the light of		
	is one	identify nu	umbers abov	75	12	]	
	is one 1 - One is	identify nu left etc.					

	203	325	719	686
	685	915	982	827
		: have learne	ers to praction	ce with mor
	examples			

Vetted by :....

Signature: ..... Date : .....

MARTIN

SUBJECT: SCIENCE

Week Endin	g:				Class size:		
Day :				Date :			
Period :					son :		
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	nd : N	ATERIALS	~	
Indicator (co	ode)	B2.1.2.1.1					
Content star	ndard (code)	B2.1.2.1.					
Performance	e Indicator	Learners can know	the com	mon	properties of materials s	such as soft, hard, rough	
Core Compe	tencies: Crea	Creativity and Innovation Communication and Collaboration Personal Development a					
Leadership (	Critical Thinkin	ng and Problem Solv	ring.				
Keywords				Y			
T. L .R. (s)	1	Pictures	X				
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asso	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	• Learners collect a	-			What have we learnt	
	learners to	materials from the			•	today?	
	sing songs				uch as cotton wool,		
	and recite	pieces of cloths, pieces	=	-		Ask learners to	
	familiar		• •		ed and transparent), soil	summarize the	
	rhymes		rough an	d sm	ooth) chalk, crayon,	important points of the	
		pen, straws.				lesson	
		<ul> <li>Learners sort and</li> </ul>					
		texture (hard or so	oft), and si	ize (l	oig or small).		

learners to sing songs and recite familiar• Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking.today?rhymesRaffia palm is used for making basketry because it can bend easily.Project: Learners different material create new items as paper fans, to toy planes, cooking pans, hats and easily		JOAN		
(opaque) with the teacher's assistance         • Provide materials that can bend, for learners to observe.         • Learners feel and draw materials that are hard, soft, smooth, etc.         Assessment: let learners identify the common properties of materials         Thursday       Engage learners to sing songs and recite familiar rhymes         Raffia palm is used for making basketry because it can be moulded without breaking.       What have we learners identify the common project: Learners different material create new item as paper fans, to toy planes, cooking pans, hats and expression materials         Yetted by :       Signature:			• Group materials into those that they can see through	
• Provide materials that can bend, for learners to observe.       • Learners feel and draw materials that are hard, soft, smooth, etc.         • Learners feel and draw materials that are hard, soft, smooth, etc.       Assessment: let learners identify the common properties of materials         Thursday       Engage learners to sing songs and recite familiar rhymes       • Learners display their drawings in class for discussion.       What have we leaved for making certain products, e.g. clay is used for making pots because it can be moulded without breaking.       Project: Learners different material enable it breaking.         Raffia palm is used for making basketry because it can bend easily.       Assessment: let learners identify the common properties of materials       Project: Learners display their drawings basketry because it can bend easily.         // etted by :       Signature:       Date :			(transparent) and those that we cannot see through	
observe.       • Learners feel and draw materials that are hard, soft, smooth, etc.         Assessment: let learners identify the common properties of materials         Thursday       Engage learners to sing songs and recite familiar rhymes         Raffia palm is used for making basketry because it can be moulded without breaking.         Raffia palm is used for making basketry because it can be not easily.         Assessment: let learners identify the common properties of making basketry because it can be moulded without breaking.         Raffia palm is used for making basketry because it can be not be not easily.         Assessment: let learners identify the common properties of materials         Device the easily.         Assessment: let learners identify the common properties of materials         Date :         Yetted by :			(opaque) with the teacher's assistance	
• Learners feel and draw materials that are hard, soft, smooth, etc.       Assessment: let learners identify the common properties of materials         Thursday       Engage learners to sing songs and recite familiar rhymes       • Learners display their drawings in class for discussion.       What have we learners to sing songs and recite familiar         Raffia palm is used for making basketry because it can be moulded without bend easily.       Project: Learners different material create new items as paper fans, to to y planes, cookin pans, hats and experies of materials         //etted by :       Signature:       Signature:       Date :			<ul> <li>Provide materials that can bend, for learners to</li> </ul>	
smooth, etc.       Assessment: let learners identify the common properties of materials         Thursday       Engage learners to sing songs and recite familiar rhymes       • Learners display their drawings in class for discussion.       What have we learners to sing songs and recite familiar         Raffia palm is used for making basketry because it can be moulded without bend easily.       Project: Learners different material create new item as paper fans, to toy planes, cookin pans, hats and experises of materials         Yetted by :       Signature:       Date :			observe.	
smooth, etc.       Assessment: let learners identify the common properties of materials         Thursday       Engage learners to sing songs and recite familiar rhymes       • Learners display their drawings in class for discussion.       What have we learners to sing songs and recite familiar         Raffia palm is used for making basketry because it can be moulded without bend easily.       Project: Learners different material create new item as paper fans, to to y planes, cookin pans, hats and experises of materials         Yetted by :       Signature:       Date :			<ul> <li>Learners feel and draw materials that are hard, soft,</li> </ul>	
Thursday       Engage learners to sing songs and recite familiar rhymes       • Learners display their drawings in class for discussion. • Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking. Raffia palm is used for making basketry because it can bend easily.       Project: Learners different material create new items as paper fans, to toy planes, cooki pans, hats and eavier.         Yetted by :       Signature:       Date :				
Thursday       Engage       • Learners display their drawings in class for discussion.       What have we learners to sing songs         Thursday       Engage       • Learners display their drawings in class for discussion.       What have we learners to discussion.         Iearners to       • Know that the properties of a given material enable it sing songs       • Know that the properties of a given material enable it today?         and recite       for making pots because it can be moulded without       Project: Learners         familiar       breaking.       different materia         rhymes       Raffia palm is used for making basketry because it can bend easily.       as paper fans, to toy planes, cooking properties of materials         Assessment: let learners identify the common properties of materials       properties of materials       Date :         Yetted by :       Signature:       Date :       Date :			,	
Thursday       Engage       • Learners display their drawings in class for discussion.       What have we learners to sing songs         Thursday       Engage       • Learners display their drawings in class for discussion.       What have we learners to discussion.         Iearners to       • Know that the properties of a given material enable it sing songs       • Know that the properties of a given material enable it today?         and recite       for making pots because it can be moulded without       Project: Learners         familiar       breaking.       different materia         rhymes       Raffia palm is used for making basketry because it can bend easily.       as paper fans, to toy planes, cooking properties of materials         Assessment: let learners identify the common properties of materials       properties of materials       Date :         Yetted by :       Signature:       Date :       Date :			Assessment: let learners identify the common	
Thursday       Engage learners to sing songs and recite       • Learners display their drawings in class for discussion. given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking.       What have we lead today?         Project: Learners familiar rhymes       Faffia palm is used for making basketry because it can bend easily.       Project: Learners different materia create new items as paper fans, to toy planes, cooking properties of materials         Vetted by :       Signature:       Date :				
learners to sing songs and recite familiar• Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded withouttoday?Project: Learners different materia breaking. rhymesProject: Learners different materia create new items as paper fans, to toy planes, cooki pans, hats and ea ware.Project: Learners different materia create new items as paper fans, to toy planes, cooki pans, hats and ea ware.				
learners to sing songs and recite familiar• Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded withouttoday?Project: Learners different materia breaking. rhymesProject: Learners different materia create new items as paper fans, to toy planes, cooki pans, hats and ea ware.Project: Learners different materia create new items as paper fans, to toy planes, cooki pans, hats and ea ware.	Thursday	Engage	• Learners display their drawings in class for discussion.	What have we learnt
sing songs and recite familiar       to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking.       Project: Learners different materia create new items as paper fans, to toy planes, cooking pans, hats and eav ware.         Yetted by :	-			
and recite familiar       for making pots because it can be moulded without breaking.       Project: Learners different materia create new items as paper fans, to toy planes, cooking pans, hats and ea ware.         /etted by :       //etted by :       Signature:       Date :				,
familiar       breaking.       different material         rhymes       Raffia palm is used for making basketry because it can bend easily.       different material         bend easily.       as paper fans, to toy planes, cooking pans, hats and eavies         /etted by :       Signature:       Date :				Project: Learners use
rhymes       Raffia palm is used for making basketry because it can bend easily.       create new items as paper fans, to toy planes, cooki pans, hats and easily.         Assessment: let learners identify the common properties of materials       pans, hats and easily.         /etted by :       Signature:       Date :		familiar		different materials to
bend easily.       as paper fans, to toy planes, cooking pans, hats and easily.         Assessment: let learners identify the common properties of materials       pans, hats and easily.         /etted by :				create new items such
/etted by : Date :		,		as paper fans, toy cars
Assessment: let learners identify the common properties of materials       pans, hats and earners identify the common ware.         /etted by :       Signature:				
/etted by : Date :			Assessment: let learners identify the common	pans, hats and earther
/etted by : Date :				
AMARY	/etted by :		Signature:	Date :
ARA				
AR"				

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:	
Day :			Date :		
Period :				son :	
Strand : ALL	ABOUT US	Sub-stran	<b>d :</b> N	/lyself	
Indicator (co	ode)	B2.1.2.1.1.			
Content sta	ndard (code)	B2.1.2.1.			
Performanc	e Indicator	Learners can identify things	to d	o to develop a sense of s	elf identity and self-worth
Core Compe	tencies: Crea	tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.			
Keywords			Ń		
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Page	9		
DAY	Dhara 4				
DAY	Phase 1: Starter	Phase 2: Main		(ant)	Phase 3:
	(preparing	(new learning including asse	essn	ient)	Plenary / Reflections
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners compose poems/w	rite	essays about	What have we learnt
	learners to	themselves and what they c	an d	o to feel more valued	today?
	sing songs	at home, school and the con	nmu	nity	
	and recite				Ask learners to
	familiar	Assessment: Let learners id	enti	y things to do to	summarize the main
	rhymes	develop a sense of self ident	tity a	ind self-worth	points in the lesson
Thursday	Engage	Learners are assigned project	cts to	o dialogue with parents	What have we learnt
	learners to	on how they can be support	ed a	nd encouraged to build	today?
	sing songs	strong sense of identity e.g.	enc	ourage good behaviour	
	and recite	and performance at home.			

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familia	Assessment: Let learners identify things to do to	Ask learners to					
rhymes	develop a sense of self identity and self-worth	summarize the main					
		points in the lesson					

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Day :						
	Day :			Date :		
Period :						
Fellou .			esson :			
Strand : MOTOR SKILL	AND MOVEMENT	Sub-strand	: LOCOMOTOR, SKILLS			
PATTERNS						
Indicator (code)	B2.1.1.	.1.3				
Content standard (cod	e) B2.1.1.	.1.				
Performance Indicator	Learne	rs can Identify	the right and left sides o	of the body and movement		
	from ri	ight to left.				
			cation and Collaboration	Personal Development and		
Leadership Critical Thir	iking and Problem	Solving.				
Keywords		$\sim$				
T. L .R. (s)	cones	nes				
Ref: PE curric	ulum Page					
DAY Phase 1:	Phase 2	2: Main		Phase 3:		
Starter	(new le	earning including	ning including assessment) Plenary			
(preparin	g the					
brain						
for learni		re identify their	left cide and the right	What have we learnt		
-				What have we learnt		
in files w		side. Play music and as they dance signal them		today?		
singing a		by mentioning either left side or right side for them to move toward that direction. Let		Use answers to		
clapping		learners react to the signal with fun and		summarise the lesson.		
up the bo		enjoyment				
maximal						
performa	nce and					
to prever	it injuries					

	: LESSON PLA	٩N
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending	g:			Class size:		
Day :			Dat	e :		
Period :			Les	son :		
Strand : God,	, His Creation	and Attributes Sub-stra	nd : <sup>-</sup>	The Environment		
Indicator (co	-	B2.1.2.1.1:				
Content stan	dard (code)	B2.1.2.1.				
Performance	Indicator	Learners can explain the in	port	ance of the environment.		
Core Compet	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Leadership C	ritical Thinkir	ng and Problem Solving.				
Keywords		$cO^2$				
T. L .R. (s)		Pictures				
Ref:	RME curricu	llum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Take a nature walk of the s	choo	environment with	What have we learnt	
	learners to	learners to observe: - thing	s of r	atural existence	today?	
	sing songs (objects God created): trees			nes, animals, etc., -		
	and recite	things created by human b	eings	: buildings, cars, tables,	Ask learners to	
	familiar	chairs, etc			summarize the main	
	rhymes				points in the lesson	
		Assessment: let learners m	entic	n things of natural		
		existence and things create	ed by	human beings		

SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : My	Country Ghana		Sub-strar	nd : ⊺	he People Of Ghana	
Indicator (co	ode)	B2.2.1.1	1		$\overline{0}$	
Content star	ndard (code)	B2.2.1.1				
Performance	e Indicator	Learners	s can Ident	ify tl	ne ethnic groups in eacl	n region in Ghana
Leadership (	t <b>encies:</b> Creativity and Critical Thinking and Pro			inica	tion and Collaboration	Personal Development and
Keywords			.0	)-		
T. L .R. (s)		Pictures				
Ref:	History curriculum F	Page				
DAY	Phase 1:	Phase 2	: Main			Phase 3:
	Starter (preparing the brain for learning)	(new lea	arning inclu	udin	g assessment)	Plenary / Reflections
TuesdayEngage learners tosing songs andidrecite familiardrhymesid		With the aid of a slide/vio identify the regions and e Ghana			What have we learnt today? Ask learners to	
	Which ethnic groups are there in your region?					summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes				video/TV/internet, d ethnic groups in	What have we learnt today?

		Ask learners to
	groups in each region in Ghana	summarize the main
		points in the lesson

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SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :			Da	Date :		
Period :			Les	son :		
Strand : VIS	IAI ARTS	Sub-str	and ·	Planning, Making and Cor	nnosing	
					in position	
Indicator (co	ode)	B2 1.2.2.1				
Content sta	ndard (code)	B2 1.2.2.				
Performanc	e Indicator	Learners can Generate id	eas to	make own artworks base	ed on visual artworks that	
		reflect the history and cu	ture c	f people in other commu	nities in Ghana	
Core Compe	etencies: Crea	tivity and Innovation Comr	nunica	ation and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkii	ng and Problem Solving.	$\sim$			
Keywords		C	5			
			)			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain	N .				
	for					
	learning)					
Monday	Engage	Learners are to			What have we learnt	
	learners to	Description: Description of the second se	works	that are produced or	today?	
	sing songs	found in other parts of G	iana;			
	and recite	Ishare ideas about the feature	ature	s of the visual artworks	Ask learners to	
	familiar	produced or found in tho	summarize the main			
	rhymes	clay pots, straw and cane	baske	ts, woven and printed	points in the lesson	
		fabrics, leather products,	wood	carvings, glass and		
		stone beads, jewellery);				
		Imake outline drawings	o defi	ne those visual artworks		

		Assessment: let learners write ideas to make their own	
		artworks based on visual artworks that reflect the	
		history and culture of people in other communities in	
		Ghana	
Wednesday	Engage	Learners are to	What have we learnt
	learners to	Ise ideas they have gathered about visual artworks	today?
	sing songs	made or found in other communities to plan own	
	and recite	artworks that reflect the history and culture of people	Ask learners to
	familiar	in the identified Ghanaian communities.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write ideas to make their own	
		artworks based on visual artworks that reflect the	
		history and culture of people in other communities in	
		Ghana	

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day :			]	Date	2:	
Period :				Lesson :		
Strand :			Sub-strand	: t		
Oral Langua	ge		Listening a	nd S	Story Telling	
			Dramatisat	tion	and Role Play	
Indicator (co	ode)	B2.1.4.1.2	B2.1.4.1.3.		B2.1.5.1.1	
Content sta	ndard (code)	B2.1.4.1.	B2.1.4.1.	2	B2.1.5.1.	
Performanc	e Indicator	Learners s	should recog	gnise	e the morals/values in a	story.
		Learners should dramatise part of the story				
		<ul> <li>Learners s</li> </ul>	should dram	ramatise a story a story and discuss key issues and		
		lessons in	the sketch			
		tivity and Innovations of the second se		nicat	ion and Collaboration P	ersonal Development and
Keywords		A				
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	Im			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asses	ssm	ent)	Plenary / Reflections
	(preparing					
the brain						
	for					
	learning)					
	Engage	<ul> <li>Tell an interesti</li> </ul>				What have we learnt
leaners to • Show video of an inte			-	•	today?	
	sing songs	• Discuss with lea	arners the m	nora	ls/values in the story	
	and recite	they have heard o	or watched			

	niliar	Assessment: let learners identify the morals/values in a	Review the lesson with
rhy	mes	story	learners
lear sing and	gage ners to g songs d recite niliar	<ul> <li>Let learners watch the video again.</li> <li>Assign roles to them and let them dramatise the first three scenes.</li> <li>Direct learners to dramatise the story</li> </ul>	What have we learnt today?
-	mes	Assessment: let learners dramatise part of the story	Review the lesson with learners
lear sing and fam	gage ners to g songs d recite niliar mes	<ul> <li>Tell or read an interesting story to learners.</li> <li>Lead learners to discuss the story in groups.</li> <li>Call the groups to tell the class their thoughts on the story.</li> <li>Assign roles to learners.</li> <li>Direct learners to dramatise the story.</li> </ul>	What have we learnt today?
		<ul> <li>Lead learners through discussions to recognise key issues and lessons in the story.</li> <li>Assessment: let learners dramatise a story a story and</li> </ul>	Review the lesson with learners

# TERM ONE BASIC TWO WEEK 4



SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Da	ate :		
Period :			sson :		
			6		
Strand :		Sub-strand :	$\sim$		
A. Oral Language		A. Story	Telling		
B. Reading		B. Word	Word Families-Rhyming Endings and Common Digraph		
C. Writing		C. Writi	ng Letters –	Small and Capita	1
D. Using Writing Con	ventions	D. Using	g Punctuatior	า	
E. Extensive Reading		E. Build	ing The Love	and Culture of R	leading
Indicator (code)	B2.1.4.1.1	B2.2.3.1.1.	B2.4.3.1.1	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.4.1.	B2.2.3.1.	B2.4.3.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator	A. Learners	can identify	characters i	n a story and re	elate them to real life
	situations				
	B. Learners o	can use comn	non rhyming,	/endings to deco	de simple words
	C. Learners o	can copy wor	ds in lower a	nd upper case us	sing correct spacing
	D. Learners o	can use full st	tops at the e	nd of sentences	and question marks at
	the end of	fquestions			
	E. Learners o	can read a va	ariety of age	and level-appro	priate books and texts
	from print	t and non-prir	nt		
Core Competencies: Crea	tivity and Innovation	on Communic	ation and Co	llaboration Perso	onal Development and
Leadership Critical Thinkir	ng and Problem Sol	lving.			
Keywords					
T. L .R. (s)	Word cards, sent	ence cards, le	tter cards, ha	andwriting on a r	nanila card and a class
	library.		,	<u> </u>	

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGAUGE</li> <li>Choose a story from learners' background.</li> <li>Tell the story with appropriate actions, gestures, facial expressions, etc.</li> <li>Have learners retell the story and answer questions on it.</li> <li>Let learners say whether or not they have enjoyed the story and why.</li> <li>Put learners into groups to identify the characters and their actions and relate them to real life situations.</li> <li>Assessment: let learners identify characters in a story and relate them to real life situations</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce learners to simple word formation by changing the beginning letter of words.</li> <li>e.g. pan, man, fan (You may use a phonic slide to give practice).</li> <li>Have learners build on these rhyming endings.</li> <li>In groups, let learners read out their words.</li> <li>Have learners form sentences with these rhyming words.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Let learners write letters, both in upper and lower cases.</li> <li>Copy words from learners' reading book on the board as learners observe.</li> <li>Let learners take turns to read out words from the list.</li> <li>Draw attention to appropriate spelling and alignment of letters.</li> <li>Let learners copy the words. Let them check correct spelling, formation of letters and spacing.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners copy words in lower and upper case using correct spacing	
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE • Have learners look at sentences in their class readers to observe how they begin and end.	What have we learnt today?
	and recite familiar	• Demonstrate placing a full stop (.) at the end of a sentence.	Ask learners to summarize the main
	rhymes	• Let learners copy and punctuate sentences with full stop.	points in the lesson
		Present the question mark similarly.	
		Assessment: let learners use full stops at the end of sentences and question marks at the end of questions	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	• Introduce narratives, pop-up and flip-the-page texts to learners.	points in the lesson
		<ul> <li>Introduce e-books to learners, if available.</li> </ul>	
		• For each reading session, guide learners to select	
		books.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print	

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SUBJECT: MATHEMATICS

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Les	son :		
					5		
Strand : NUN	MBER		Sub-stran	<b>d</b> : C	Counting, Representation	, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.1.1.3	0		)		
Content star	ndard (code)	B2.1.1.1.		<i>F</i>			
Performance	e Indicator	Learners can use	number na	ame	s and non-standard units	s (marked 10s and 1s) for	
		measuring (length to 999	ns and volu	mes	) to count to find out "ho	w long or how much?" up	
		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords		$\mathcal{O}$					
Keyword3							
T. L .R. (s)		Counters					
Ref:	Mathematio	cs curriculum Page	9				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Monday	Sing songs	Have learners use	their feet.	stri	des, arms, hand-span	Review the lesson with	
	like:				ticks or threads to find	Learners	
		how long a table,	window ar	nd de	oor frames etc., by		

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	l'm counting	counting the number of times their feet, hand-span and referent materials is able to do this	
	one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting	Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this	Review the lesson with Learners
	one, what is one.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like:	Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by	Review the lesson with Learners
	I'm counting	counting the number of times their feet, hand-span and referent materials is able to do this	
	one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Have learners use empty container such as bottles,	Review the lesson with
	like:	cups etc. to determine the capacity of other bigger containers by counting to find how much (the number	Learners
	ľm	of times) the bottles, cups etc. is able to do this	
	counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs		Review the lesson with
	like:	Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger	Learners
	I'm counting	containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this	
	one, what is one	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE

Week Ending:				Class size:		
Day :			Da	te :		
Period :	Period :			sson :		
Strand : EA	RTH SCIENCE	Sub-s	strand :	CYCLES	×	
Indicator (c	ode)	B2. 2.1.1.1		$\sim$		
Content sta	ndard (code)	B2. 2.1.1.				
Performan	e Indicator	Learners can recognise	the imp	ortance of some cyclic na	atural phenomena such as	
		dry and wet seasons		2		
-		-	nmunica	ation and Collaboration P	ersonal Development and	
Leadership	Critical Thinki	ng and Problem Solving.				
Keywords		(	$\overline{\mathbf{O}}$			
		~				
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
					1	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessi	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners recall events	that oc	cur and reoccur in a	What have we learnt	
	learners to	cyclic manner (day and	night <i>,</i> m	erry-go-round). (Refer	today?	
	sing songs	to Basic 1).				
	and recite	<ul> <li>Lead learners through</li> </ul>	poems	, rhymes, games and	Ask learners to	
	familiar	discussions to introduce another cyclic event – wet and summarize the				
	rhymes	dry seasons.			important points of the	
		Learners discuss what	they lik	e and do not like about	lesson	
		the dry season.				
		• Talk about what they	like and	dislike about the wet		
		season.				

		<ul> <li>Assess learners by asking them to draw and make</li> </ul>	
		posters on the dry and wet seasons and colour some	
		human activities that take place during these times.	
		Assessment: let learners mention the importance of	
		some cyclic natural phenomena such as dry and wet	
		seasons	
Thursday	Engage	Lead learners to think critically to identify problems	What have we learnt
	learners to	related to wet or dry seasons and how such problems	today?
	sing songs	can be solved, e.g.	Ask learners to
	and recite	How do people get water during dry season?	summarize the
	familiar	How do people dry their clothes during wet season?	important points of the
	rhymes	What can be done to solve the problem of school	lesson
		compounds getting muddy during the wet season?	
		Assist learners to understand the concept of seasons.	
		Assessment: let learners identify problems related to	
		wet or dry seasons and how such problems can be	
		solved	

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endir	ng:				Class size:		
Day :				Dat	e :		
Period :	Period :				son :		
Strond • All	LABOUT US		Sub strap	d . \	1y Family and the Comr	nunity	
Stranu . All	LABOUT 03		Sub-Strain	<b>u</b> . N	Ty Family and the Com	nunity	
Indicator (c	ode)	B2.1.3.1.1			$\sim$		
Content sta	indard (code)	B2.1.3.1.					
Performanc	ce Indicator	Learners can ident	tify the rol	le an	d responsibilities of the	individual members of the	
		family	-				
Core Comp	etencies: Crea	tivity and Innovatio	n Commu	nicat	ion and Collaboration P	Personal Development and	
Leadership	Critical Thinkii	ng and Problem Solv	ving.				
Keywords			2	)-			
T. L .R. (s)	1	Pictures					
Ref:	Our World	Our People curricul	lum Page	j			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
-	learning)						
Tuesday	Engage			out tr	eir roles and roles of	What have we learnt	
	learners to						
	sing songs	– Parents: Provision of shelter, food, security and					
	and recite	education.				Ask learners to	
	familiar		g errands,	peri	orming house chores,	summarize the main	
	rhymes	etc.				points in the lesson	
		Assessment: Let le	earners th	eir r	oles and roles of their		
		parents in the fam	ily:				

Thursday	Engage	Learners role play the functions of the various members	What have we learnt
	learners to	in the family, e.g. learners play the role of a father,	today?
	sing songs	mother, etc.	
	and recite	Teacher encourages learners to undertake their routine	Ask learners to
	familiar	responsibilities without being commanded or	summarize the main
	rhymes	prompted.	points in the lesson
		Assessment: Let learners mention the role and	
		responsibilities of the individual members of the family	

SUBJECT: PHYSICAL EDUCATION

Week Ending:				Class size:	Class size:		
Day :				Date :			
Period :				Lesson :			
Feriou .							
Strand : MC	OTOR SKILL AND	MOVEMENT	Sub-stran	d : MANIPULATIVE SKILLS			
PATTERNS							
Indicator (c	odo)	B2.1.2.1.1					
-	ndard (code)	B2.1.2.1.1 B2.1.2.1.					
Performanc			hall from	stationary to a given point a	and back using bands		
1 chronnanc				stationary to a given point (	and back, using hands		
				ication and Collaboration Pe	ersonal Development and		
Leadership	Critical Thinking	g and Problem Solvi	ng.	$\sim$			
Keywords							
-,							
T. L .R. (s)		cones					
Ref:	PE curriculum	n Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	uding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain for learning)	N.					
Friday	Learners jog	After learners go t	hrough th	e general and specific	What have we learnt		
Thaty	round a	-	-	trate how to roll a ball	today?		
	demarcated	•		by placing a ball in front,			
	area in files	-	-	and placing the palm	Use answers to		
	while singing	behind the ball. Ro	oll the ball	forward whiles moving	summarise the lesson.		
	and clapping	from one point to	another (	from walking to jogging			
	to warm-up	and to running.) G	uide learr	ers to practice individually			
	the body for	and in groups.					
	maximal						
	performance			eir own pace and give			
	and to	corrective feedbac	ck for corr	ect skill mastery. Learners			

prevent	can further use bats or sticks to roll the ball to	
injuries	challenge the fast learners.	
	Organise a mini game for learners for fun and	
	enjoyment to prevent boredom. Take learners through	
	cool down activities to end the lesson.	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : God, His Creation and Attributes Sub-				<b>d :</b> ⊺	he Environment	
Indicator (code) B2.1.2.1.1:						V
Content standard (code) B2.1.2.1.						
Performance IndicatorLearners can explain the importance of the environment.						
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords			Ċ	5		
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page	P			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	In groups, let lear			•	What have we learnt
	learners to		•		erials used in making	today?
	sing songs	the things Guide	e learners t	to ta	lk about the	
	and recite	importance of the			•	Ask learners to
	familiar	-	on the env	/iror	nment): air, food, water,	
	rhymes	shelter, etc.				points in the lesson
		Assessment: let le environment	earners exp	olain	the importance of the	

SUBJECT: HISTORY

Week Endin	ig:			Class size:		
Day :			C	ate :		
Period :				esson :		
Strand : My Country Ghana Sub-stra				: The People Of Ghana		
Indicator (c	ode)	B2.2.1.1.1			)`	
Content sta	ndard (code)	B2.2.1.1.				
Performance Indicator         Learners can identify the ethnic groups in each region in Gł					h region in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Develop					n Personal Development and	
Leadership Critical Thinking and Problem Solving.				N		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curriculum					
Ner.		rage	K i			
DAY	Phase 1:	Phase 2: Mair	า		Phase 3:	
	Starter	(new learning	; includin	g assessment)	Plenary / Reflections	
	(preparing the					
	brain					
<b>T</b>	for learning)		h			
Tuesday Engage learners to		Match the ethnic groups with their region.		What have we learnt		
	sing songs and	Assessment: let learners match the ethnic		today?		
	recite familiar	groups in each region in Ghana			Ask learners to	
	rhymes	0	0		summarize the main	
	Which ethnic				points in the lesson	
	groups are there					
	in your region?					
Thursday	Engage learners to	Match the et	hnic grou	ps with their region.	What have we learnt	
linarsaay	sing songs and			po mun then region.	today?	
	recite familiar	Assessment: I	let learne	rs match the ethnic		
	rhymes	groups in eacl	h region i	n Ghana		

	Ask learners to
	summarize the main
	points in the lesson

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SUBJECT: CREATIVE ARTS

Week Endir	ng:			Class size:	
Day :				Date :	
Period :				Lesson :	
Strand : PEF	RFORMING AR	TS	Sub-stranc	I : Planning, Making and	Composing
				,	
Indicator (c	ode)	B2 2.2.2.1			
Content standard (code) B2 2.2.2.					
Performance Indicator Learners can generate idea:			erate ideas t	o create own artworks	based on performing artworks
that reflect the history and			story and cu	ulture of people in othe	Ghanaian communities
Core Competencies: Creativity and Innovation Comm				ication and Collaboration	n Personal Development and
Leadership	Critical Thinkii	ng and Problem Sol	ving.	20	
Keywords				-	
			~		
T. L .R. (s)		Pictures			
Ref:	Creative Ar	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain	X ~			
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	Precall images of			today?
	sing songs			her parts of Ghana;	
	and recite		•	vising own music, dance	
	familiar	drama based on tl	he identifie	d performing artworks	summarize the main
	rhymes				points in the lesson
				e ideas to create own	
		artworks based or	n performin	g artworks that reflect t	he
		history and cultur	e of people	in other Ghanaian	
		communities			

Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Ise ideas formed about the performing artworks to	today?
	sing songs	plan own music, dance and drama that reflect the	
	and recite	history and culture (e.g. customs, religion, festivals,	Ask learners to
	familiar	buildings, symbols) of people in those parts of Ghana	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write ideas to create own	
		artworks based on performing artworks that reflect the	
		history and culture of people in other Ghanaian	
		communities	

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SUBJECT: GHANAIAN LANGUAGE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						×
Strand :			Sub-stran	nd :		
Reading			Phonolog	ical	and Phonemic Awarenes	S
			Phonics (	Blen	d and Connect Sounds)	
Indicator (code) B2.2.3.1.1 B2.2			2.4.1.1		27	
	ndard (code)	B2.2.3.1. B2.	2.4.1.			
Performance	e Indicator	<ul> <li>Learners should recognise and create words with the same sounds - initial</li> </ul>				
		and final position				
			hould blend syllables to produce simple words. on Communication and Collaboration Personal Development and			
-		tivity and Innovations of the second s		nica	tion and Collaboration Pe	ersonal Development and
Leadership e		ig and i robiem 50	iving.			
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
	Engage	• Let learners exp	olore a rhvr	ne		What have we learnt
	leaners to	Write some wo	•		-d	today?
	sing songs	Lead learners to				,
	and recite	Call learners to				
	familiar					
	rhymes					

		<ul> <li>Assist learners through discussion to recognise and</li> </ul>	Review the lesson with
		create words with the same sounds in word initial and	learners
		final positions.	
		Assessment: let learners create words with the same	
		sounds - initial and final position	
Eng	age	Let learners explore a rhyme.	What have we learnt
	ners to	• Write some syllables on a manila card and show it to	today?
	songs	learners.	
	recite	<ul> <li>Lead learners to read the syllables.</li> </ul>	
-	iliar	<ul> <li>Lead learners to blend syllables to produce simple</li> </ul>	
rhyr	mes	words.	
			Review the lesson wit
		Assessment: let learners blend syllables to produce	learners
		simple words	
Eng	age	Let learners explore a rhyme.	What have we learnt
lean	ners to	Write some syllables on a manila card and show it to	today?
-	g songs	learners.	
	recite	<ul> <li>Lead learners to read the syllables.</li> </ul>	
	iliar	<ul> <li>Lead learners to blend syllables to produce simple</li> </ul>	
rhyr	mes	words.	
			Review the lesson witl
		Assessment: let learners blend syllables to produce	learners
		simple words	