# **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.

WHATSAPP 0245350591

## 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<br>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<br>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<br>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<br>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                          |

Vetted by :....

#### 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<br>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<br>Analysis |
| 12   | Counting, Representation, | Algebraic Expressions      | Data Collection, Organisation,               |
|      | Cardinality & Ordinality  |                            | Presentation, Interpretation and             |
|      |                           |                            | Analysis                                     |

Vetted by :....

#### 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        |
|      | les.                   | 1                            | 1                     |

#### OWOP

| 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 |

Vetted by :....

### **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) |

Vetted by :....

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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                          |
|        |                          |                            |                                |
| (ottod | l by :                   | Signaturo                  | Date :                         |
| ciicu  |                          |                            |                                |
|        | ARAK                     |                            |                                |
|        | $\Theta_{i}$             |                            |                                |
|        |                          |                            |                                |
|        |                          |                            |                                |

#### 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    |

Vetted by :....

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

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

Vetted by :....

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

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

| 3 | My Country<br>Ghana | The People Of<br>Ghana | B2.2.1.1. | B2.2.1.1.1 | Posters,<br>documentary |
|---|---------------------|------------------------|-----------|------------|-------------------------|
|   |                     |                        |           |            |                         |
| 4 | My Country<br>Ghana | The People Of<br>Ghana | B2.2.1.1. | B2.2.1.1.1 | Posters,<br>documentary |

Vetted by :....

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

WANA FIIFI ACOUNTS CHOOL

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

| WEEKS  | STRAND                        | SUB STRAND                            | CONTENT<br>STANDARD | INDICATORS  | RESOURCES   |
|--------|-------------------------------|---------------------------------------|---------------------|-------------|---|
| 1      | FORCES AND<br>ENERGY          | FORCES AND<br>MOVEMENT                | B1.4.3.1.           | B1.4.3.1.1  | Plants and animals in the environment, plastics, stones,  |
| 2      | FORCES AND<br>ENERGY          | FORCES AND<br>MOVEMENT                | B1.4.3.2.           | B1.4.3.2.1  | pictures videos paper,  |
| 3      | HUMANS AND THE<br>ENVIRONMENT | PERSONAL<br>HYGIENE AND<br>SANITATION | B1. 5.1.1           | B1. 5.1.1.1 | Plants and animals in the<br>environment, plastics, stones,<br>pictures videos paperGraphite<br>pencil, battery and LED |
| 4      | HUMANS AND THE<br>ENVIRONMENT | PERSONAL<br>HYGIENE AND<br>SANITATION | B1. 5.1.1.          | B1. 5.1.1.2 | pencil, battery and LED   |
| 5      | HUMANS AND THE<br>ENVIRONMENT | PERSONAL<br>HYGIENE AND<br>SANITATION | B1. 5.1.1.          | B1. 5.1.1.3 |   |
| 6      | HUMANS AND THE<br>ENVIRONMENT | PERSONAL<br>HYGIENE AND<br>SANITATION | B1.5.1.2.           | B1.5.1.2.1  | graphite pencil, battery and LED pictures videos paper  |
| 7      | HUMANS AND THE<br>ENVIRONMENT | DISEASES                              | B1.5.2.1.           | B1.5.2.1.1  |   |
| 8      | HUMANS AND THE<br>ENVIRONMENT | SCIENCE AND<br>INDUSTRY               | B1.5.3.1.           | B1.5.3.1.1  |   |
| 1      | DIVERSITY OF<br>MATTER        | LIVING AND<br>NON-LIVING<br>THINGS    | B2.1.1.1.           | B2.1.1.1.1  |   |
| 2      | DIVERSITY OF<br>MATTER        | LIVING AND<br>NON-LIVING<br>THINGS    | B2.1.1.1.           | B2.1.1.1.1  |   |
| 3      | DIVERSITY OF<br>MATTER        | MATERIALS                             | B2.1.2.1.           | B2.1.2.1.1  | graphite pencil, battery and LED pictures videos paper  |
| 4      | DIVERSITY OF<br>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.<br>B1.4.7.1.  |                            |                 |
|   | Writing                      | Controlled Writing Using Simple Prepositions | B1.4.7.1.<br>B1.5.10.1. | B1.4.7.1.2<br>B1.5.10.1.1. |                 |
|   | Using Writing<br>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<br>Using Writing<br>Conventions<br>Extensive Reading<br>Oral Language | Controlled Writing<br>Using Simple Prepositions<br>Building The Love And Culture Of                         | B1.4.7.1.<br>B1.5.10.1. | B1.4.7.1.3.<br>B1.5.10.1.1. | sentence cards,<br>class library               |
|---|---|---|-------------------------|-----------------------------|--|
| 7 | Conventions<br>Extensive Reading<br>Oral Language                             |   | B1.5.10.1.              | B1.5.10.1.1.                | class library                                  |
| 7 | Extensive Reading<br>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<br>Reading<br>Writing   | Story Telling<br>Word Families-Rhyming Endings<br>and Common Digraph<br>Writing Letters – Small and Capital | B2.2.3.1.<br>B2.4.3.1.  | B2.2.3.1.1<br>B2.4.3.1.1    | Word cards<br>sentence cards,<br>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<br>STANDARD | INDICATORS  | RESOURCES   |
|-------|--|---|---------------------|-------------|---|
| 1     | PHYSICAL FITNESS   | AEROBIC CAPACITY,<br>STRENGTH, ENDURANCE<br>,FLEXIBILITY AND BODY<br>COMPOSITION    | B1.3.2.3.           | B1.3.2.3.1  | Balls, Videos<br>and Picture,                       |
| 2     | PHYSICAL FITNESS   | AEROBIC CAPACITY,<br>STRENGTH, ENDURANCE<br>,FLEXIBILITY AND BODY<br>COMPOSITION    | B1.3.3.4.           | B1.3.3.4.1  | Drums,<br>Speakers                                  |
| 3     | PHYSICAL FITNESS   | AEROBIC CAPACITY,<br>STRENGTH, ENDURANCE<br>,FLEXIBILITY AND BODY<br>COMPOSITION    | B1.3.4.5.           | B1.3.4.5.1  | Balls, Videos<br>and Picture,                       |
| 4     | Physical Fitness<br>Concepts, Principles<br>and Strategies             | Fitness Programme, Healthy<br>Diet, Safety and Injuries,<br>Substances/Drugs        | B1.4.1.4.           | B1.4.1.4.1  | Drums,<br>Speakers                                  |
| 5     | Physical Fitness<br>Concepts, Principles<br>and Strategies             | Fitness Programme, Healthy<br>Diet, Safety and Injuries,<br>Substances/Drugs        | B1.4.2.4.           | B1.4.2.4.1: | Balls, Videos<br>and Picture,                       |
| 6     | Physical Fitness<br>Concepts, Principles<br>and Strategies             | Fitness Programme, Healthy<br>Diet, Safety and Injuries,<br>Substances/Drugs        | B1.4.3.4.           | B1.4.3.4.1: | Drums,<br>Speakers                                  |
| 7     | Values and Psycho-<br>social Concepts,<br>Principles and<br>Strategies | Self-Responsibility, Social<br>Interaction, Group Dynamics<br>and Critical Thinking | B1.5.1.5.           | B1.5.1.5.1  | Balls, Videos<br>and Picture,                       |
| 8     | Values and Psycho-<br>social Concepts,<br>Principles and<br>Strategies | Self-Responsibility, Social<br>Interaction, Group Dynamics<br>and Critical Thinking | B1.5.2.5.           | B1.5.2.5.1  | Drums,<br>Speakers                                  |
| 1     | MOTOR SKILL AND<br>MOVEMENT<br>PATTERNS                                | LOCOMOTOR, SKILLS   | B2.1.1.1.           | B2.1.1.1.1: | Balls, Videos<br>and Picture,<br>Drums,<br>Speakers |
| 2     | MOTOR SKILL AND<br>MOVEMENT<br>PATTERNS                                | LOCOMOTOR, SKILLS   | B2.1.1.1.:          | B2.1.1.1.2: | Balls, Videos<br>and Picture,<br>Drums,<br>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<br>STANDARD | INDICATORS | RESOURCES  |
|-------|--------------------|--|---------------------|------------|--|
| 1     | Visual arts        | Thinking and<br>exploring<br>(Visual Arts)                   | B1 1.1.1            | B1 1.1.1.3 | photos, videos, art paper, colours,<br>and traditional art tools, materials<br>and equipment available in the<br>community |
| 2     | Performing<br>arts | Thinking and<br>exploring<br>(Performing<br>Arts)            | B1 2.1.1.           | B1 2.1.1.3 | -do-   |
| 3     | Visual arts        | Planning,<br>Making and<br>Composing<br>(Visual Arts)        | B1 1.2.2.           | B1 1.2.2.3 | -do-   |
| 4     | Performing<br>arts | Planning,<br>Making and<br>Composing<br>(Performing<br>Arts) | B1.2.2.2.           | B1.2.2.3   | -do-   |
| 5     | Visual arts        | Planning,<br>Making and<br>Composing                         | B1 1.2.3.           | B1 1.2.3.3 | -do-   |
| 6     | Performing<br>arts | Planning,<br>Making and<br>Composing                         | B1 2.2.3.           | B1 2.2.3.3 | -do-   |
| 7     | Visual arts        | Displaying and<br>Sharing                                    | B1 1.3.4.           | B1 1.3.4.3 | -do-   |
| 8     | Performing<br>arts | Displaying and<br>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<br>arts | Thinking and exploring                                       | B2 2.1.1.           | B2 2.1.1.1 | -do-   |
| 3     | Visual arts        | Planning,<br>Making and<br>Composing                         | B2 1.2.2.           | B2 1.2.2.1 | -do-   |
| 4     | Performing<br>arts | Planning,<br>Making and<br>Composing                         | B2.2.2.2.           | B2.2.2.1   | -do-   |

Vetted by :....

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

| WEEKS | STRAND         | SUB STRAND              | CONTENT<br>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   |

Vetted by :....

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

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

Vetted by :....

# 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<br>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<br>(preparing<br>the brain |                   |   | Plenary / Reflections                    |                            |  |
|                               |                                    |                   |   |  |                            |  |

|               | for<br>learning)  |  |  |
|---------------|---|--|--|
| Tuesday       | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | <ul> <li>B.READING</li> <li>Use examples of short and simple texts to guide<br/>learners to understand the purpose and features of<br/>narrative texts.</li> <li>Have learners identify the different purposes in<br/>different narrative texts read/heard.</li> <li>Have them identify the features of given texts in pairs<br/>or in groups</li> </ul> | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
|               |   | Assessment: let learners explain the purpose and features of narrative texts   | ~  |
| Wednesda<br>y | Engage<br>learners to<br>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<br>familiar<br>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<br>summarize the main<br>points in the lesson                                  |
|               |   | Assessment: let learners read and copy sentences from a given substitution tables  |  |
| Thursday      | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
|               |   | Assessment: let learners identify and spell simple words correctly   |  |
| Friday        | Engage<br>learners to<br>sing songs                                     | E.EXTENSIVE READING<br>Using book tease or book talk, introduce the reading/<br>library time.  | What have we learnt today?   |
|               | and recite<br>familiar<br>rhymes  | <ul> <li>Have a variety of age appropriate books for learners<br/>to make a choice from</li> </ul>   | Ask learners to<br>summarize the main<br>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                                    |

Vetted by :....

|         | 4001  |
|---------|-------|
|         | JAHS  |
|         | ROS   |
| NANAFIN | ACUAH |

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)<br>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             |                    |             | ,            |                          |                           |

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

| IANA FIIFI ACQUAH |   |
|-------------------|---|
|                   | 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                                      |
|                   |   |
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| etted by :        | Signature: Date :   |
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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<br>sing songs<br>and recite<br>familiar<br>rhymes | religious leaders: C<br>Assessment: let lea<br>of religious leaders | arners narr      |   |                | f the birth | today?<br>Ask learners to<br>summarize the main<br>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<br>(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                       |
|   |

Vetted by :....

NAMAFIIFIACOS

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<br>power and authority and respect them, as a responsible<br>citizen   |   |
|----------|-------------------------------------|--|---|
| Thursday | Engage<br>learners to<br>sing songs | Learners talk about the people who have power and authority:   | What have we learnt today?                                    |
|          | and recite<br>familiar<br>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<br>summarize the main<br>points in the lesson |
|          |                                     | Learners give examples of persons occupying such<br>positions.<br>Assessment: let learners identify people who have<br>power and authority and respect them, as a responsible<br>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:<br>Starter<br>(preparing the<br>brain   |           | Phase 2: Main<br>(new learning including assessment)                                    |   | Phase 3:<br>Plenary / Reflections |   |   |
| Tuesday<br>Thursday  | for learning)<br>Engage learners<br>to sing songs and<br>recite familiar<br>rhymes<br>Which Europeans<br>came to Ghana?<br>Engage learners |           | citizens ca<br>Portugal,<br>Germany<br>Norway, I<br>Assessme<br>European<br>Identify tl | entify the European countries whose<br>izens came and settled in Ghana —<br>ortugal, Britain, France, Sweden,<br>ermany (Brandenburg), Denmark,<br>orway, Netherlands.<br>sessment: let learners identify whicl<br>ropeans came to Ghana<br>entify the European countries whose |                                   | nana —<br>len,<br>nark,<br>ify which<br>s whose | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson<br>What have we learnt |
|  |  | ongs and  |   | citizens came and settled in Ghana —<br>Portugal, Britain, France, Sweden,  |                                   | today?  |   |

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

Vetted by :....

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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)   | Phase 2: Main<br>(new learning inc                          | luding asse  | essm                            | ent)                  | Phase 3:<br>Plenary / Reflections                                   |
|               | Engage<br>leaners to<br>sing songs<br>and recite<br>familiar<br>rhymes   | engage learners i<br>question tags. "w<br>• Ask learners qu | in a group co<br>/ho", "what"<br>lestions to fi<br>to use questi | onve<br>" <i>, "</i> w<br>ind c | vhere" and "when."    | What have we learnt<br>today?<br>Review the lesson with<br>learners |

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|------|-------|--------|

|           | 1        |   |                       |
|-----------|----------|---|-----------------------|
|           |          | 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            |                       |
|           |          |   |                       |
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| tted by : |          | Signature:  | Date :                |
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# TERM THREE BASIC ONE WEEK 2

MANAFIFIACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

| Day :     Date :       Period :     Lesson :       Strand :     Sub-strand :   |
|--|
| SCHOOL   |
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| 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<br>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<br>(preparing<br>the brain<br>for                               | (new learning including assessment)  | Plenary / Reflections  |
|               | learning)   |  |  |
| Monday        | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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:<br/>Is this a book? Pupil B: Yes, it is / No, it isn't<br/>Assessment: let learners use appropriate pronunciation</li> </ul>  | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
|               | ,   | and intonation in asking and answering Yes/No<br>questions   |  |
| Tuesday       | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | B.READING<br>Put learners in groups to identify and describe<br>characters and their actions in the stories read<br>Assessment: let learners read and copy sentences from<br>a given substitution tables   | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Wednesda<br>y | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Thursday      | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>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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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)                      |                         |  |

| NANA FIIFI AC | l'm        |  |                        |
|---------------|------------|--|------------------------|
|               | 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     |  |                        |

Vetted by :.....

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                         |                |             |                         |                         |  |
|                                      |                      |                                      |                |             |                         |                         |  |

| NANA I III I ACC | 20111       |   |                         |
|------------------|-------------|---|-------------------------|
|                  |             | 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 : .....

NANAFIIFIACOS

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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)   | Phase 2: Main<br>(new learning including assessment)  |           |        |                          | Phase 3:<br>Plenary / Reflections  |  |
| Tuesday                               | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes<br>Which<br>country<br>came first? | Arrange the Europeans in tr<br>to Ghana (starting with thos<br>Assessment: let learners id<br>came to Ghana |           | se w   |                          | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |

| Thursday | Engage<br>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<br>and recite<br>familiar<br>rhymes | Assessment: let learners identify which Europeans came to Ghana                                      | Ask learners to<br>summarize the main<br>points in the lesson |

Vetted by :....

### 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)<br>Engage                  |   |            |              | learners mention the     | What have we learnt     |  |
| learners to types of energy sources av<br>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<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | Learners draw a bulb, flashlight coal pot, etc<br>Share their drawings with peers in the class in order to<br>appreciate the sources of energy in the home and<br>community.<br>Assessment: let learners identify the importance of<br>energy in the home, school and community | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>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<br>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<br>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<br>natural environment<br>organise samples of natural objects collected to<br>create a 'natural learning corner' in the classroom<br>Assessment: let learners talk about how the performing<br>artworks produced or performed in the local<br>community reflect the natural environment   |  |
|---------------|---|---|--|
| Wednesda<br>y | Engage<br>learners to<br>sing song<br>s and<br>recite<br>familiar<br>rhymes | Learners are to:<br>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<br>today?<br>Ask learners to<br>summarize the main<br>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<br>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<br>on Commun  | ould respond to four or five commands<br>ould discuss the times of the day<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)     | Phase 2: Main<br>(new learning inc   | luding asses  | ssm   | ent)                  | Phase 3:<br>Plenary / Reflections |
|               | Engage<br>leaners to<br>sing songs<br>and recite<br>familiar<br>rhymes | <ul> <li>Call learners in<br/>while the other d</li> <li>Ask learners to<br/>learner when the</li> </ul> | the commands with learners.<br>arners in pairs and let one issue a command<br>today?<br>be other does what the command says.<br>arners to tell you the reaction of the other<br>when the command was issued.<br>arners know why they should obey commands.<br>What have we<br>today?<br>Review the less<br>learners |   |                       |                                   |

| <br>   |   |   |
|--|---|---|
|  | Assessment: let learners respond to four or five commands   |   |
| Engage<br>leaners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Review the lesson with<br>learners |
| Engage<br>leaners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Review the lesson with<br>learners |

Vetted by :....

NANAFIIFIACOS

## 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<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)      | Phase 2: Main<br>(new learning including assessment)   | Phase 3:<br>Plenary / Reflections  |  |  |  |  |  |  |
| Monday        | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |  |  |  |  |  |
| Tuesday       | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |  |  |  |  |  |
| Wednesda<br>y | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>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<br>sing songs<br>and recite<br>familiar<br>rhymes | learners to<br>sing songs<br>and recite<br>familiar<br>rhymes• Help learners to write two letter words correctly e. g.<br>go, so, in, on.<br>• Using word cards, help learners to write three letter<br>words correctly, e. g. see, low, bowEngageE.EXTENSIVE READINGlearners to<br>sing songsUsing book tease or book talk, introduce the reading/<br>library time.and recite<br>familiar• Have a variety of age appropriate books for learners<br>to make a choice from |

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|  | : LESSON PLAN |
|--|---------------|
|--|---------------|

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<br>attributes that do not de | a two-dimensional figure<br>efine the shape |
| -             | <b>Core Competencies:</b> Creativity and Innovation<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)                                    | Phase 2: Main<br>(new learning including assessment)  |              | Phase 3:<br>Plenary / Reflections                      |   |
| Monday        | Sing songs<br>like:   | Identify 2D shapes (triangles, squares, rectangles,<br>circles) on the surfaces of 3D objects (cubes, cylinders,<br>spheres, rectangular prisms) in the classroom or<br>beyond; Identify what features define a shape or anReview the lesson with<br>Learners |              |  | Review the lesson with<br>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  |  |
|   |                |            |   |  |

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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                  |

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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                          |                        |

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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<br>learning) |  |  |  |                           |                         |
| TuesdayEngage<br>learners to<br>sing songs<br>and recite<br> |                  | es tł<br>zype                          | e people do/watch<br>s of farm activities e.g. | What have we learnt<br>today?<br>Ask learners to<br>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 |
|          |             |  |                      |

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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<br>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<br>made environment |                         | es up        | the natural and man-      |                           |
|                               |                      |  | ,                       |              |                           |                           |

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|----------------|---|--|--|
|                |   | Assessment: let learners make own artworks that<br>reflect the natural and man-made environments of the<br>local community                     |  |
| Wednesda<br>y  | Engage<br>learners to<br>sing song<br>s and<br>recite | Learners are to<br>make pencil/crayon outlines to define the artworks<br>they plan to make to reflect the natural and man-made<br>environments | What have we learnt<br>today?<br>Ask learners to<br>summarize the main |
|                | familiar<br>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)<br>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<br>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<br>the days of the we<br>Wednesday, etc. | -              |             |                          | learners                |

| e • Ask a<br>recreat<br>songs • Discus<br>ecite • Assist<br>hour. E.<br>etc.<br>Assessm<br>e • Ask a<br>recreat<br>songs • Discus     | nent: let learners say the na<br>ek.<br>learner to tell the time for<br>ion time in the school.<br>ss time with the learners us<br>learners through discussio<br>g.: The time is 1 o'clock. Th<br>nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.<br>ss time with the learners us | assembly and for<br>sing a model clock.<br>on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour | What have we learnt<br>today?<br>Review the lesson with<br>learners<br>What have we learnt<br>today? |
|---|--|---|--|
| e • Ask a<br>recreat<br>songs • Discus<br>ecite • Assist<br>hour. E<br>etc.<br>Assessn<br>e • Ask a<br>recreat<br>songs<br>e • Discus | learner to tell the time for<br>on time in the school.<br>as time with the learners us<br>learners through discussio<br>g.: The time is 1 o'clock. Th<br>nent: let learners say the ti<br>learner to tell the time for<br>fon time in the school.  | sing a model clock.<br>on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour                     | today?<br>Review the lesson with<br>learners<br>What have we learnt                                  |
| songs to recreat<br>songs • Discus<br>ecite • Assist<br>hour. E.<br>etc.<br>Assessm<br>e • Ask a<br>recreat<br>songs<br>e • Discus    | on time in the school.<br>ss time with the learners us<br>learners through discussio<br>g.: The time is 1 o'clock. Th<br>nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.  | sing a model clock.<br>on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour                     | today?<br>Review the lesson with<br>learners<br>What have we learnt                                  |
| songs to recreat<br>songs • Discus<br>ecite • Assist<br>hour. E.<br>etc.<br>Assessm<br>e • Ask a<br>recreat<br>songs<br>e • Discus    | on time in the school.<br>ss time with the learners us<br>learners through discussio<br>g.: The time is 1 o'clock. Th<br>nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.  | sing a model clock.<br>on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour                     | today?<br>Review the lesson with<br>learners<br>What have we learnt                                  |
| songs to recreat<br>songs • Discus<br>ecite • Assist<br>hour. E.<br>etc.<br>Assessm<br>e • Ask a<br>recreat<br>songs<br>e • Discus    | on time in the school.<br>ss time with the learners us<br>learners through discussio<br>g.: The time is 1 o'clock. Th<br>nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.  | sing a model clock.<br>on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour                     | Review the lesson with<br>learners<br>What have we learnt  |
| ecite • Assist<br>hour. E.<br>etc.<br>Assessn<br>e • Ask a<br>recreat<br>songs<br>• Discus  | learners through discussio<br>g.: The time is 1 o'clock. The<br>nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.   | on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour  | learners<br>What have we learnt  |
| ecite • Assist<br>hour. E.<br>etc.<br>Assessn<br>e • Ask a<br>recreat<br>songs<br>• Discus  | learners through discussio<br>g.: The time is 1 o'clock. The<br>nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.   | on to tell time by the<br>ne time is 12 o'clock,<br>me by the hour  | learners<br>What have we learnt  |
| e • Ask a<br>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,<br>me by the hour  | learners<br>What have we learnt  |
| etc.<br>Assessn<br>e • Ask a<br>rs to recreat<br>songs<br>• Discus  | nent: let learners say the ti<br>learner to tell the time for<br>ion time in the school.   | me by the hour  | What have we learnt  |
| Assessn<br>e • Ask a<br>rs to recreat<br>songs<br>e Discus  | learner to tell the time for on time in the school.  |   |  |
| e • Ask a<br>recreat<br>songs<br>• Discus   | learner to tell the time for on time in the school.  |   |  |
| songs<br>songs  | on time in the school.   | assembly and for  |  |
| songs<br>• 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.<br>Assessn  | etc.<br>Assessment: let learners say the ti   | etc.<br>Assessment: let learners say the time by the hour  |

| Vetted by : | Signature: | Date : |
|-------------|------------|--------|
| vetted by   | Signature  |        |

# 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<br>library. | ence cards | , letter c                | ards, handwritin | ng on a manila card and a class |
| Ref:                            | English Lang   | uage curriculum               | Page       |                           |                  |                                 |

| IANA FIIFI AG<br>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<br>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/<br>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                    |

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

|  | : LESSON PLAN |
|--|---------------|
|--|---------------|

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<br>-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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning) | Phase 2: Main<br>(new learning including                                    | g assessn  | nent)                     | Phase 3:<br>Plenary / Reflections  |  |
| Monday   | Sing songs<br>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<br>Learners |  |

| NANA FIIFI AC | QUAN       |  |                        |
|---------------|------------|--|------------------------|
|               | 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  |                        |

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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<br>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 : .....

WANNAFIITIACOUNTIAN

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<br>tivity and Innovation<br>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<br>(preparing<br>the brain<br>for<br>learning)                  | (new learning incl   | luding asso  | essm   | ient)                    | Plenary / Reflections   |
| Tuesday                        | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | Learners look at pictures of simple agricultural tools or<br>the real tools people use in the community to farm.<br>Tools such as cutlass, hoe, watering cans, hand trowels,<br>spade can be used.<br>Assessment: let learners identify simple agricultural<br>tools |              | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>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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MMAFITT

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<br>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:<br>Starter<br>(preparing the brain<br>for learning)  | (new               | 2: Main<br>earning including<br>ment)  | Phase 3:<br>Plenary / Reflections  |  |
| Friday           | Learners jog round a<br>demarcated area in files while<br>singing and clapping to warm<br>up the body for maximal<br>performance and to prevent<br>injuries | e activit<br>doing | ve and record the<br>ies learners enjoy<br>Find out why they<br>doing them through<br>iews | What have we learnt<br>today?<br>Use answers to<br>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       |                         |

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

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|---------------------------------------|-------------|
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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<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning) | Phase 2: Main<br>(new learning inc   | luding asses                        | Phase 3:<br>Plenary / Reflections   |   |  |
|  | sing songs<br>and recite<br>familiar<br>rhymes                     |  | o groups and<br>same words<br>oups. | on them.<br>charge them to group<br>together. NB: Teacher<br>cards bearing the same | What have we learnt<br>today?<br>Review the lesson with<br>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<br>and recite<br>familiar<br>rhymes | for learners to answer. E.g. What is the colour of the<br>mango? What shape is the watermelon? How many<br>human beings did you see in the picture? etc. Write<br>some of the answers on the board | Review the lesson with<br>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 |
|--|---------------|
|--|---------------|

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 |
|   |              |  |  |                              | -<br>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 | ,<br>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.<br>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<br>learners to organize their ideas, remember the story,<br>use the information acquired from the text and relate it<br>to their daily lives, e.g.<br>answering questions, retelling the story in their own<br>words, learners linking story to their everyday life<br>experiences etc<br>Assessment: let learners use a variety of<br>comprehension-strategies e. g prediction before<br>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<br>familiar              | <ul> <li>Let learners read their sentences to the class for<br/>feedback</li> </ul>  | Ask learners to<br>summarize the main      |
|          | rhymes                              | 5  | points in the lesson                       |
|          |                                     | Assessment: let learners match parts of sentences to   |  |
|          |                                     | compose meaning texts  |  |
| Thursday | Engage<br>learners to<br>sing songs | D.WRITING CONVENTIONS AND GRAMMAR USAGE<br>• Help learners to write two letter words correctly e. g.<br>go, so, in, on.  | What have we learnt today?                 |
|          | and recite                          | Using word cards, help learners to write three letter  | Ask learners to                            |
|          | familiar<br>rhymes                  | words correctly, e.g. see, low, bow  | summarize the main<br>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<br>familiar              | <ul> <li>Have a variety of age appropriate books for learners<br/>to make a choice from</li> </ul>   | Ask learners to<br>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   |  |

| Vetted by : Sigr | gnature: | Date : |
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|  | : LESSON PLAN |
|--|---------------|
|--|---------------|

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<br>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     |   |                        |
|          |            |   |                        |

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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<br>learners to    |                                    |             | estions to come out with the What have we learnt |                          |                           |
|               |                          | importance of wa                   | -           |  |                          | today?                    |
|               | sing songs<br>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  |                          |                           |

| · · · · · · · · · · · · · · · · · · · |             |   |                         |
|---------------------------------------|-------------|---|-------------------------|
|                                       |             | <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                  |

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

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<br>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 |
|--|-------------|
|--|-------------|

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<br>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<br>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:<br>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<br>President?   |  |  |
|------------|---|--|--|
| Thursday   | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | Name the presidents of Ghana since 1960.<br>Assessment: let learners identify the Presidents Ghana<br>has had since 1960 | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| etted by : |   | Signature:   | • Date :   |
|            |   | ANAFIIFIAC   |  |

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)<br>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                  |                      |

Vetted by :.....

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

MANAFIERACUARTSCHOOL

| · · · · · · · · · · · · · · · · · · · | LESSON PLAN |
|---------------------------------------|-------------|
|---------------------------------------|-------------|

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<br>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<br>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<br>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:<br>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<br>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   |                        |

| Vetted by : |   |        | Signature: | <br>Date : |
|-------------|---|--------|------------|------------|
|             |   |        |            |            |
|             |   | JAF !! |            |            |
|             | ~ |        |            |            |
|             |   |        |            |            |

# 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<br>(preparing<br>the brain<br>for<br>learning)                  | (new learning including assessment)  | Plenary / Reflections  |
| Monday        | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Tuesday       | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Wednesda<br>y | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Thursday      | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>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 :               |
|            |             |   |                      |
|            |             | ANAFIIFIACO   |                      |
|            | N.          | ANAFIIFIACO   |                      |
|            |             | AMATHIN   |                      |
|            |             | AMATHINA  |                      |
|            |             |   |                      |

|  | : LESSON PLAN |
|--|---------------|
|--|---------------|

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<br>recite fam |             | presidents with their names<br>(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<br>names f |                               |                                |
|                        | recite fam               | niliar      | picture  | -            | inailles l           |                               | Ask learners to summarize the  |
|                        | rhymes                   |             | piecare  | -,.          |                      |                               | main points in the lesson      |

| Who ruled Ghana<br>from 1960- 2016? | Assessment: let learners<br>match the names of presidents<br>of Ghana with their dates of<br>tenure |  |
|-------------------------------------|---|--|
|-------------------------------------|---|--|

Vetted by :....

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 |
|            |   |                      |

Vetted by :....

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

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<br>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   |                       |                           |                          |  |

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

|  | LESSON PLAN |
|--|-------------|
|--|-------------|

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<br>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<br>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<br>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<br>rhymes | syllables to form<br>/ba/ + /se/ = base | -             | •             |                         | Review the lesson with  |
|               | ingines            | /cry/ + /ing/ = cr                      |               |               |                         | learners                |
|               |                    |   |               |               |                         |                         |

|                            |   | Assessment: let learners blend syllables to form words.  |   |
|----------------------------|---|--|---|
| lear<br>sing<br>and<br>fam | gage<br>iners to<br>g songs<br>d recite<br>niliar<br>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<br>today?<br>Review the lesson with<br>learners |
|                            |   | Assessment: let learners read aloud words and simple sentences using correct pronunciation   |   |
| lear<br>sing               | gage<br>iners to<br>g songs<br>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<br>/mes  | pronunciation of the words in the text and simple sentences.   | Review the lesson with<br>learners                                  |
|                            |   | Assessment: let learners read aloud words and simple sentences using correct pronunciation.  |   |

Vetted by :..... Signature:

## 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                                   |                      |

Vetted by :....

|  | : 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<br>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<br>sing songs<br>and recite<br>familiar<br>rhymes        | diseases on the board.• Brainstorm with learners on the causes of common<br>skin diseasesAssessment: let learners identify some common<br>diseases that affect the skin and their causesEngageLearners talk about the ways they can prevent skin<br>diseases and role play some of the prevention scenarios<br>sing songs<br>and reciteAssessment: let learners mention ways they can<br>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.<br>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<br>and recite<br>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   |                                    |

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

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<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)  | Phase 2: Main<br>(new learning including assessment)   |             |        | nent)   | Phase 3:<br>Plenary / Reflections  |  |
| Tuesday                                | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes   | Guide learners to collect vari<br>environment, count and reco<br>count the number of tables,<br>textbooks and record them<br>Assessment: let learners coll |             |        | them in a book, e.g.<br>irs, exercise books,<br>types of data | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |
| Thursday                               | Engage<br>learners to<br>sing songs<br>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 |
|          |  |                      |

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

MARTIN

| · · · · · · · · · · · · · · · · · · · | LESSON PLAN |
|---------------------------------------|-------------|
|---------------------------------------|-------------|

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<br>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 :      |                  |                       |            | 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 |                      |

Vetted by :....

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

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     |
|               |                  |                         |             |      |                         |                          |

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

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<br>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<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)     | Phase 2: Main<br>(new learning inc  | luding ass                               | essn                   | nent)  | Phase 3:<br>Plenary / Reflections                                   |
|                                | Engage<br>leaners to<br>sing songs<br>and recite<br>familiar<br>rhymes | Ask learners to co<br>Let learners show<br>with them.<br>• Draw the stroke  | ombine the<br>v their wor<br>es on the b | e stro<br>k to<br>oarc | ive them to learners.<br>okes on the papers. •<br>the class and discuss it<br>I and call learners to<br>f the upper-case letters | What have we learnt<br>today?<br>Review the lesson with<br>learners |

|  | Assessment: let learners combine strokes to form  |   |
|--|---|---|
|  | shapes of the upper-case letters  |   |
| Engage<br>leaners to<br>sing songs<br>and recite<br>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<br>today?<br>Review the lesson with<br>learners |
| rhymes   | words from a given letter cards on the board  |   |
| Engage<br>leaners to<br>sing songs<br>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<br>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 : | <br> | Signature: | <br>Date : |
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|             |      | NCO-       |            |
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|             |      |            |            |

# 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<br>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<br>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 |
|--|---------------|
|--|---------------|

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 (<br>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<br>(preparing<br>the brain<br>for<br>learning) | (new learning including assessment) Plenary / Reflect   |              |  | Plenary / Reflections                              |
| Monday        | Sing songs<br>like:                                    | Learners bring together pairs of objects on the same<br>flat surface to compare to find out which is taller<br>Assessment: have learners to practice with more<br>examplesReview the lessor<br>Learners |              |  | Review the lesson with<br>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<br>tivity and Innovation<br>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<br>learners to | Invite learners to<br>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<br>learners to                          | Invite learners to visit the gallery station and talk about<br>each group's presentation. | What have we learnt today?                                    |
|----------|--|---|---|
|          | sing songs<br>and recite<br>familiar<br>rhymes | Assessment: let learners identify the Presidents Ghana<br>has had since 1960              | Ask learners to<br>summarize the main<br>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<br>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<br>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:<br>Starter<br>(preparing the k<br>for learning)  | prain  | (new  | 2: Mai<br>learnin<br>sment)   | in<br>g includi | ng                           | Phase 3:<br>Plenary / Reflections  |
| Friday  | Learners jog rou<br>demarcated are<br>singing and clap<br>up the body for<br>performance an<br>injuries | a in files while<br>ping to warm-<br>maximal | equip<br>during<br>educa<br>Learn<br>others<br>group<br>Learn<br>that s<br>physic | ment v<br>g physic<br>tion le<br>ers coc<br>s when<br>s.<br>ers unc<br>haring<br>cal activ<br>coope |                 | vith<br>g in<br>uring<br>ngs | What have we learnt<br>today?<br>Use answers to<br>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<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)      | Phase 2: Main<br>(new learning incl    | Phase 2: Main<br>(new learning including assessment)  |              |  |  |
| Monday        | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | local community;<br>Assessment: let le | cch a short video that reflects topical issues in the<br>community;<br>sment: let learners plan a performance of own<br>c, dance and drama to educate, inform and |              |  | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Wednesda<br>y | Engage<br>learners to<br>sing song                                      | Learners are to:                       |   |              |  | What have we learnt today?   |

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

Vetted by :..... Signatu

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<br>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<br>learners to    | Let learners dramati                           |              | •                                       |                         |  |
|               |                          | members of the com                             | -            |   | today?                  |  |
|               | sing songs<br>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<br>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.<br>Review the lesson with |                       |  |  |
|  | rhymes               | Assessment: let learners label and mention items in the                     |   |   |                       |  |  |
|  |                      | classroom/ environment  |   |   |                       |  |  |

| le           | ingage<br>eaners to                              | • Draw some of the items in the classroom and the environment on the board.   | What have we learnt today?         |
|--------------|--|---|------------------------------------|
| a<br>fa      | ing songs<br>and recite<br>amiliar<br>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<br>learners |
| le<br>s<br>a | Engage<br>leaners to<br>sing songs<br>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<br>rhymes                               | Assessment: let learners label and mention items in the classroom/<br>Environment   | Review the lesson with learners    |

Vetted by :....

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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|------|-------|----------|--|
|      |       | 10000101 |  |

| DAY       | Phase 1:  | Phase 2: Main  | Phase 3:   |
|-----------|---|--|--|
|           | Starter<br>(preparing<br>the brain<br>for<br>learning)                  | (new learning including assessment)  | Plenary / Reflections  |
| Monday    | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Tuesday   | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Wednesday | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Thursday  | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | <ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide a sample text and have learners identify<br/>names of particular places and days of the week.</li> <li>Have them compare the initial letters of these names<br/>and other common names and share their observations<br/>with the class.</li> <li>Give learners a text with names of particular places<br/>and days of the week, beginning with small letters. Let<br/>learners rewrite the text, beginning the names of</li> </ul> | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>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                     |                      |

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

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<br>find out "how many? |               | s, counting              | g sequences and how to count to    |
|                           | <b>cies:</b> Creativity a<br>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<br>(preparing the<br>brain<br>for learning) |   |               | nent)                    | Plenary / Reflections              |
| Monday                    |  |   |               | 2s, 5s and<br>5 of 2, 5, | Review the lesson with<br>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<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the<br>important points of the<br>lesson |
| 'etted by :  |   | plants<br>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 |
|---|-------------|
|---|-------------|

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<br>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<br>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<br>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<br>-      | 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       |                      |              |                |                          |                         |

| NANA FIIFI ACQUAH |  |          |   |                      |
|-------------------|--|----------|---|----------------------|
|                   |  | 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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|           | • |
|-----------|---|
| JAH SCHOU |   |
|           |   |
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| AMA       |   |

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<br>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>                                   |            |              |                           |                           |

| NANA FIIFI ACQUAH  |   |                                    |
|--|---|------------------------------------|
|  | <ul> <li>Lead learners to discuss how the play is performed<br/>and the song associated with the play.</li> <li>Let learners sing a popular play song as a group and<br/>individually.</li> <li>Discuss the importance of work and play songs with<br/>learners.</li> <li>E.g. Work songs: – reduce fatigue, removes boredom,<br/>provides enjoyment, allows systematic work, inspires<br/>fellow workers to work harder, builds vocabulary etc.</li> <li>Play songs – creates unity, develops one's creativity,<br/>provides enjoyment and inspiration.</li> </ul> | Review the lesson with<br>learners |
|  | Assessment: let learners write the importance of work and play songs  |                                    |
| Engage<br>leaners<br>sing sor<br>and recit<br>familiar<br>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.<br/>Moonlight play songs etc.</li> </ul>   | Review the lesson with<br>learners |
|  | Assessment: let learners identify different types of play songs   |                                    |
| Engage<br>leaners<br>sing sor<br>and recit<br>familiar<br>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<br>learners |

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|               |      | Assessment: let learners identify different types of work |  |
|               |      | songs   |  |
|               |      |   |  |
|               |      |   |  |

| Vetted by : | Signature: | Date : |
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# 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<br>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<br>and recite | <ul> <li>Let learners practise writing legibly and correctly on<br/>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 : | <br>                   | Signature:            | Date : |
|             |                        |                       |        |
|             |                        |                       |        |
|             | AP.                    |                       |        |
|             |                        |                       |        |

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<br>"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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning) | Phase 2: Main<br>(new learning including assessmer  |           | nent)                   | Phase 3:<br>Plenary / Reflections  |  |
| Monday        | Sing songs<br>like:  | Represent the number of objects in a group with a written numeral to 1000   |           |                         | Review the lesson with<br>Learners |  |

| NANA FIIFI ACC | 20711   |  |                                    |
|----------------|---|--|------------------------------------|
|                | I'm<br>counting<br>one, what<br>is one  |  |                                    |
| Tarda          | <u> </u>  | Assessment: have learners to practice with more<br>examples  |                                    |
| Tuesday        | Sing songs<br>like:   | Represent the number of objects in a group with a written numeral to 1000  | Review the lesson with<br>Learners |
|                | I'm<br>counting<br>one, what<br>is one<br>1 - One is<br>one alone,<br>alone it<br>shall be. | Assessment: have learners to practice with more examples   |                                    |
| Wednesday      | Sing songs<br>like:<br>I'm<br>counting<br>one, what<br>is one                               | Estimate the number of objects in a group of up to 1000<br>describe the estimation strategy used; Select an<br>appropriate estimate among all those given and justify<br>the choice<br>Assessment: have learners to practice with more<br>examples | Review the lesson with<br>Learners |
| Thursday       | Sing songs<br>like:<br>I'm<br>counting<br>one, what<br>is one                               | Estimate the number of objects in a group of up to 1000<br>describe the estimation strategy used; Select an<br>appropriate estimate among all those given and justify<br>the choice<br>Assessment: have learners to practice with more<br>examples | Review the lesson with<br>Learners |
| Friday         | Sing songs<br>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<br>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 |
|--|----|-------------|
|--|----|-------------|

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                |               |                            |                              |
|               | <br>             |                          |               |                            |                              |
| DAY           | Phase 1:         | Phase 2: Main            |               |                            | Phase 3:                     |
|               | Starter          | (new learning inclue     | ding assessr  | nent)                      | Plenary / Reflections        |
|               | (preparing       |                          |               |                            |                              |
|               | the brain<br>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         |

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

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<br>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<br>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<br>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<br>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                             |                        |
|                        |   |                        |

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

# 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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)      | Phase 2: Main<br>(new learning including assessment)  | Phase 3:<br>Plenary / Reflections  |  |  |  |  |  |  |
| Monday    | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |  |  |  |  |  |
| Tuesday   | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |  |  |  |  |  |
| Wednesday | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |  |  |  |  |  |  |

|          |   | <ul> <li>Draw attention to appropriate spelling and alignment<br/>of letters.</li> <li>Let learners copy the words. Let them check correct<br/>spelling, formation of letters and spacing.</li> </ul>  |  |
|----------|---|--|--|
|          |   | Assessment: let learners copy words in lower and upper case using correct spacing  |  |
| Thursday | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes | <ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide a sample text and have learners identify<br/>names of particular places and days of the week.</li> <li>Have them compare the initial letters of these names<br/>and other common names and share their observations<br/>with the class.</li> <li>Give learners a text with names of particular places<br/>and days of the week, beginning with small letters. Let<br/>learners rewrite the text, beginning the names of<br/>particular places and days of the week, with capital<br/>letters.</li> <li>Assessment: let learners use capital letter to write<br/>names of particular places and days of the week</li> </ul> | What have we learnt<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Friday   | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
|          |   | Assessment: let learners read a variety of age and level-appropriate books and texts from print  |  |

|  | Vetted by : | Signature: | Date : |
|--|-------------|------------|--------|
|--|-------------|------------|--------|

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<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning) | Phase 2: Main<br>(new learning including ass   | sessn         | nent)                      | Phase 3:<br>Plenary / Reflections  |
| Monday                            | Sing songs<br>like:  | Display a number chart with<br>100 and have learners iden<br>positions around a given nu | tify r        | umbers in different        | Review the lesson with<br>Learners |

| NANA FIIFI ACC | I'm<br>counting<br>one, what<br>is one | and have<br>around a<br>identify r<br>left etc. | nt groups an<br>them identi<br>chosen num<br>numbers abo | fy numbers<br>hber. For ex<br>ive, below, t | in different<br>ample, choo<br>to the right c | positions<br>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<br>around a giv                             | •   |   |                                     | Learners               |
|                | I'm<br>counting<br>one, what<br>is one | and have<br>around a                            | nt groups an<br>them identi<br>chosen num<br>numbers abo | fy numbers<br>ber. For ex                   | in different<br>ample, choo                   | positions<br>se 18 and              |                        |
|                | 1 - One is                             | 24  | 48   | 75  | 12  |                                     |                        |
|                | one alone,<br>alone it                 | 16  | 18   | 86  | 40  |                                     |                        |
|                | shall be.                              | 115   | 259  | 134   | 529   |                                     |                        |
|                |  | 203   | 325  | 719   | 686   |                                     |                        |
|                | 4                                      | 685   | 915  | 982   | 827   |                                     |                        |
|                |  | Assessme<br>examples                            | ent: have lea  | rners to pra                                | ictice with m                                 | nore                                |                        |
| Wednesday      |  |   | number cha   |   |   |                                     | Review the lesson with |
|                | like:                                  |   | have learner<br>around a giv                             | •   |   |                                     | Learners               |
|                | I'm<br>counting<br>one, what           | convenie<br>and have<br>around a<br>identify r  | nt groups an<br>them identi<br>chosen num<br>numbers abo | nd give each<br>fy numbers<br>nber. For exa | group a nur<br>in different<br>ample, choo    | nber grid<br>positions<br>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<br>examples                                | nt: have lear   | ners to prac   | tice with mo  | ore                                    |                        |
| Thursday | Sing songs   |  |   |  |   |  | Review the lesson with |
|          | like:  |  | number char<br>ave learners   |  |   |  | Learners               |
|          | I'm<br>counting<br>one, what<br>is one<br>1 - One is | positions a<br>convenien<br>and have t<br>around a c | around a give<br>It groups and<br>them identify<br>chosen numb<br>umbers abov | en number.<br>I give each g<br>y numbers in<br>per. For exan | Put learners<br>roup a num<br>n different p<br>nple, choose | in<br>ber grid<br>ositions<br>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<br>examples                                | nt: have lear   | ners to prac   | tice with mo  | ore                                    |                        |
| Friday   | Sing songs   |  |   |  |   |  | Review the lesson with |
|          | like:  |  | number char<br>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<br>is one                                  |  | imhers show   | $\alpha$ noi $\alpha i i \tau \alpha$                        |   |  |                        |
|          | one, what<br>is one<br>1 - One is                    |  | umbers abov   | e, below, to   | the light of  |  |                        |
|          | is one   | identify nu  | umbers abov   | 75   | 12  | ]                                      |                        |
|          | is one<br>1 - One is                                 | identify nu<br>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<br>sing songs<br>and recite<br>familiar• Know that the properties of a given material enable it<br>to be used for making certain products, e.g. clay is used<br>for making pots because it can be moulded without<br>breaking.today?rhymesRaffia palm is used for making basketry because it can<br>bend easily.Project: Learners<br>different material<br>create new items<br>as paper fans, to<br>toy planes, cooking<br>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<br>learners to<br>sing songs<br>and recite<br>familiar<br>rhymes       • Learners display their drawings in class for discussion.<br>• Know that the properties of a given material enable it<br>to be used for making certain products, e.g. clay is used<br>for making pots because it can be moulded without<br>breaking.<br>Raffia palm is used for making basketry because it can<br>bend easily.       Project: Learners<br>different material<br>create new items<br>as paper fans, to<br>toy planes, cooki<br>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<br>learners to<br>sing songs<br>and recite       • Learners display their drawings in class for discussion.<br>given material enable it<br>to be used for making certain products, e.g. clay is used<br>for making pots because it can be moulded without<br>breaking.       What have we lead<br>today?         Project: Learners<br>familiar<br>rhymes       Faffia palm is used for making basketry because it can<br>bend easily.       Project: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooking<br>properties of materials         Vetted by :       Signature:       Date :  |             |          |   |                         |
| learners to<br>sing songs<br>and recite<br>familiar• Know that the properties of a given material enable it<br>to be used for making certain products, e.g. clay is used<br>for making pots because it can be moulded withouttoday?Project: Learners<br>different materia<br>breaking.<br>rhymesProject: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooki<br>pans, hats and ea<br>ware.Project: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooki<br>pans, hats and ea<br>ware.   |             |          |   |                         |
| learners to<br>sing songs<br>and recite<br>familiar• Know that the properties of a given material enable it<br>to be used for making certain products, e.g. clay is used<br>for making pots because it can be moulded withouttoday?Project: Learners<br>different materia<br>breaking.<br>rhymesProject: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooki<br>pans, hats and ea<br>ware.Project: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooki<br>pans, hats and ea<br>ware.   | Thursday    | Engage   | • Learners display their drawings in class for discussion.                | What have we learnt     |
| sing songs<br>and recite<br>familiar       to be used for making certain products, e.g. clay is used<br>for making pots because it can be moulded without<br>breaking.       Project: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooking<br>pans, hats and eav<br>ware.         Yetted by :   | -           |          |   |                         |
| and recite<br>familiar       for making pots because it can be moulded without<br>breaking.       Project: Learners<br>different materia<br>create new items<br>as paper fans, to<br>toy planes, cooking<br>pans, hats and ea<br>ware.         /etted by :       //etted by :       Signature:       Date :  |             |          |   | ,                       |
| familiar       breaking.       different material         rhymes       Raffia palm is used for making basketry because it can<br>bend easily.       different material         bend easily.       as paper fans, to<br>toy planes, cooking<br>pans, hats and eavies         /etted by :       Signature:       Date :  |             |          |   | Project: Learners use   |
| rhymes       Raffia palm is used for making basketry because it can<br>bend easily.       create new items<br>as paper fans, to<br>toy planes, cooki<br>pans, hats and easily.         Assessment: let learners identify the common<br>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:<br>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.      |              |                           |                             |
|               |                     |                               |              |                           |                             |

| NANA FIIFI ACQUAH |   |                      |  |  |  |  |  |
|-------------------|---|----------------------|--|--|--|--|--|
| 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 |  |  |  |  |  |
|                   |   |                      |  |  |  |  |  |

|        |    | (400)    |  |
|--------|----|----------|--|
|        |    | kt Schoo |  |
|        | RO |          |  |
| MANAFI |    |          |  |

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<br>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 |
|--|--------------|----|
|--|--------------|----|

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<br>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<br>(preparing the brain<br>for learning)                  | (new lea   | arning inclu | udin   | g assessment)                                    | Plenary / Reflections                   |
| TuesdayEngage learners tosing songs andidrecite familiardrhymesid |   | With the aid of a slide/vio<br>identify the regions and e<br>Ghana |              |        | What have we learnt<br>today?<br>Ask learners to |   |
|   | Which ethnic groups<br>are there in your<br>region?               |  |              |        |  | summarize the main points in the lesson |
| Thursday  | Engage learners to<br>sing songs and<br>recite familiar<br>rhymes |  |              |        | video/TV/internet,<br>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 |

MANAFIIFIACUARTSCHOOL

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<br>sing<br>and        | gage<br>ners to<br>g songs<br>d recite<br>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<br>sing<br>and<br>fam | gage<br>ners to<br>g songs<br>d recite<br>niliar<br>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<br/>issues and lessons in the story.</li> <li>Assessment: let learners dramatise a story a story and</li> </ul>   | Review the lesson with<br>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:<br>Starter<br>(preparing<br>the brain<br>for<br>learning)      | Phase 2: Main<br>(new learning including assessment)  | Phase 3:<br>Plenary / Reflections  |
| Monday    | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Tuesday   | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |
| Wednesday | Engage<br>learners to<br>sing songs<br>and recite<br>familiar<br>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<br>today?<br>Ask learners to<br>summarize the main<br>points in the lesson |

| _        |                                     |   |                                    |
|----------|-------------------------------------|---|------------------------------------|
|          |                                     | Assessment: let learners copy words in lower and upper case using correct spacing   |                                    |
| Thursday | Engage<br>learners to<br>sing songs | D.WRITING CONVENTIONS AND GRAMMAR USAGE<br>• Have learners look at sentences in their class readers<br>to observe how they begin and end. | What have we learnt today?         |
|          | and recite<br>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<br>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        |                            |  |

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

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

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<br>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<br>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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MANAFIIFIACUAHSCHOOL

|  | : LESSON P | LAN |
|--|------------|-----|
|--|------------|-----|

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<br>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 |

| Vetted by : | Signature: | Date : |
|-------------|------------|--------|
|-------------|------------|--------|

MANAFIFIACOUNTSCHOOL

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   |                      |

| Vetted by :       | Signature: | Date : |
|-------------------|------------|--------|
|                   | CHO-       |        |
|                   | JS.        |        |
|                   | JA!        |        |
|                   | 9-         |        |
|                   |            |        |
|                   |            |        |
|                   |            |        |
| $\mathcal{O}_{L}$ |            |        |

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.<br>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<br>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  |                        |