THE GODFATHER **TERM ONE B1 8 WEEKS, B2 4 WEEKS FOR BASIC TWO ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING** WHATSAPP 0245350591 **WEEK 1 - 12**

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

AMATHERACULATION

GENERAL INFORMATION

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

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	listening Comprehension	Listening Comprehension
	Play		
	Vocabulary	Vocabulary	Comprehension
	Labelling Items	Controlled Writing	Writing Simple Words and
			Sentences
	Using Punctuation	Using Simple Preposition	Using Simple and Compound
			Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
6	Dramatisation and Role	listening Comprehension	Listening Comprehension
	Play		
	Vocabulary	Vocabulary	Comprehension
	Labelling Items	Controlled Writing	Writing Simple Words and
			Sentences
	Using Punctuation	Using Simple Preposition	Using Simple and Compound
			Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
7	Conversation	Asking and Answering Questions	Giving and Responding to
			Commands, Instructions,
			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 Sentences	Guided Composition	Controlled Writing
	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 Commands, Instructions,	Presentation
		Directions and Making Requests	
	Comprehension	Comprehension	Fluency
	Controlled Writing	narrative Writing	Controlled Writing
	Using Action Words	Using Simple and Compound Sentences	Spelling
	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 Commands, Instructions, Directions and Making Requests	Presentation
	Comprehension	: Comprehension	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound Sentences	Spelling
	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
	Listening comprehension		
		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 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

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation,	Counting, Representation,	Patterns and Relationships
	Cardinality & Ordinality	Cardinality & Ordinality	
2	Counting, Representation,	Counting, Representation,	2D and 3D Shapes
	Cardinality & Ordinality	Cardinality & Ordinality	
3	Counting, Representation,	Counting, Representation,	2D and 3D Shapes
	Cardinality & Ordinality	Cardinality & Ordinality	
4	Counting, Representation,	Fractions	2D and 3D Shapes
	Cardinality & Ordinality	(
5	Counting, Representation,	Fractions	Position/
	Cardinality & Ordinality		Transformation
6	Counting, Representation,	Fractions	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
7	Counting, Representation,	Money	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
8	Counting, Representation,	Patterns and Relationships	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
9	Counting, Representation,	Patterns and Relationships	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and Analysis
10	Counting, Representation,	2D and 3D Shapes	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
11	Counting, Representation,	2D and 3D Shapes	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
12	Counting, Representation,	Algebraic Expressions	Analysis Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
) by :	<u> </u>	Date :

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		
9	ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ELECTRONICS	SANITATION	
10	ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ELECTRONICS	SANITATION	
11	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE
12	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the	Festivals
		Weather	
2	Myself	The Environment and the	Festivals
		Weather	
3	Myself	Plants and Animals	Responsible use of
			Resources
4	My Family and the Community	Worship	Farming in Ghana
5	Home and School	Festivals	Farming in Ghana
6	The Environment and the	Basic Human Rights	Our Neighbouring Countries
	Weather		
7	The Environment and the	Being a Leader	Introduction to Computing
	Weather	cO^2	
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

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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	
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

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HISTORY

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

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

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

Performing Arts)	(Visual and	(Visual and
	Performing Arts)	Performing Arts)
Appreciating and	Appreciating and	Appreciating and
Appraising Visual and	Appraising	Appraising
Performing Arts)	(Visual and	(Visual and
	Performing Arts)	Performing Arts)
	Appreciating and Appraising Visual and	Appreciating andAppreciating andAppraising Visual andAppraisingPerforming Arts)(Visual and

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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	\mathbb{C}
	Dramatisation and Role Play	Questions	
4	Phonological and Phonemic	Phonics (Blend and Connect	Comprehension
	Awareness	Sounds)	
	Phonics (Blend and Connect	\sim	
	Sounds)		
5	Phonics (Blend and Connect	Vocabulary	Comprehension
	Sounds)	$\langle \cdot \rangle$	
6	Phonics (Blend and Connect	Vocabulary	Silent Reading
	Sounds)		Fluency
7	Penmanship/Handwriting	Penmanship/	Writing Simple Words/ Names of
	12.	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	

	Names of People and Places	Sentences with Correct Spacing
	(Proper Nouns) Labelling	
	Items in the Environment/	
	Classroom	
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)
Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
Written Language	Written Language (Use of	Language (Spelling)
(Punctuation)	Postpositions)	
Integrating Grammar in		
Written Language (Use of		
Action Words)		
Read Aloud With Children	Read Aloud With Children	Read short passages of simple
		sentences of about five to six
		words
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12.		
	Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words)	Items in the Environment/ ClassroomIntegrating Grammar in Written Language (Capitalization)Integrating Grammar in Written Language (Use of Action Words)Integrating Grammar in Written Language (Punctuation)Integrating Grammar in Written Language (Use of Postpositions)Integrating Grammar in Written Language (Use of Action Words)Read Aloud With ChildrenRead Aloud With ChildrenRead Aloud With Children

PHYSICAL EDUCATION

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

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Signature: Date :

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

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

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

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

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

2	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
3	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
4	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
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Termly Scheme of Learning (SOL) for B1 Term 3 SCIENCE

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

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			\sim	
	Extensive Reading	Building The Love And Culture Of	B1.6.1.1.	B1.6.1.1.1	-
	Ū	Reading	$c \times$		
3	Oral Language	Giving and Responding to	B1.1.8.1	B1.1.8.1.2.	Word cards
		Commands/	$\langle \rangle$		sentence cards,
		Instructions and Making Requests	\sim		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			
4	Oral Language	Giving and Responding to	B1.1.9.1	B1.1.9.1.1.	Word cards
		Commands/			sentence cards,
		Instructions and Making Requests			class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.4	
	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			
5	Oral Language	Giving and Responding to	B1.1.9.1.	B1.1.9.1.2.	Word cards
		Commands/			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	1
	J	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	sentence cards,
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3.	class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B1.6.1.1.	B1.6.1.1.1	
7	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.2	Word cards
ŕ	Reading	Fluency	B1.2.9.1.	B1.2.9.1.1	sentence cards,
-	Writing	Descriptive Writing	B1.2.3.1. B1.4.12.1.	B1.2.3.1.1 B1.4.12.1.1	class library
-	Using Writing	Using Simple Prepositions	B1.4.12.1. B1.5.10.1.	B1.4.12.1.1 B1.5.10.1.2	
	Conventions		ы.э.10.1.	B1.3.10.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B1.6.1.1.	B1.6.1.1.1	
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,
Ē	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B1.6.1.1.	B1.6.1.1.1	
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 Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	class library
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
	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
	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	N/			
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
, F	Oral Language	Rhymes	B2.1.2.1.	B2.1.2.1.1	
3	Reading	Word Families-Rhyming Endings and Common Digraph	B2.2.3.1.	B2.2.3.1.1	Word cards sentence cards,
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	class library
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
· 1		Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Extensive Reading	Reading			
	-	Reading	B2.1.4.1.	B2.1.4.1.1	
4	Oral Language Reading		B2.1.4.1. B2.2.3.1.	B2.1.4.1.1 B2.2.3.1.1	Word cards sentence cards,

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Using Writing	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	
Conventions				
Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	

Vetted by :....

Signature: Date :

AWAFITH

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

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

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		

Vetted by :....

ΝΑΝΑ ΕΠΕΙ ΑΓΟΠΑΗ

Signature: Date :

WAMAFIIFIACOUNTSCHOOL

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

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

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Signature: Date :

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

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
2	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
3	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major		\sim	words, posters,
		Religions in Ghana		$\mathbf{\nabla}$	video clip, etc
4	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community		C	<u>)</u>	words, posters,
					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,
			\sum		video clip, etc
6	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
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,
	1				video clip, etc
1	God, His	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
2	God, His	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
3	God, His	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
4	God, His	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc

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

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

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Scheme of Learning for GHANAIAN LANGUAGE P1 Term 3

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

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

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TERM THREE BASIC ONE WEEK 1

AMAFIIFIACOUAHSCHOOL

CLASS: ONE

Week Endin	g:			Class size:		
Day :	Day :			Date :		
Period :				Lesson :		
Strand :			Sub-strar	ind :		
A. Read	ing		A. Co	Comprehension		
B. Writi	ng		B. Co	Controlled Writing		
C. Using	g Writing Con	ventions	C. U	Using Simple Prepositions		
D. Exter	nsive Reading		D. Bi	Building The Love And Culture Of Reading		
Indicator (co	ode)	B1.2.7.2.1 E	31.4.7.1.1	B1.5.10.1.1 B1.6.1.1.1		
Content star	ndard (code)	B1.2.7.2. B	31.4.7.1.	B1.5.10.1. B1.6.1.1.		
Performance	e Indicator	A. Learners	can demo	onstrate understanding of the purpose and features of		
		narrative	texts			
		B. Learners of	can find, re	read and copy sentences from a given substitution tables		
		C. Learners of	can identif	ify and spell simple words correctly		
	~	D. Learners of	can read a	a variety of age – appropriate books and texts from print		
Core Compe	tencies: Crea	tivity and Innovati	on Commu	unication and Collaboration Personal Development and		
Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Word cards, sent	ence cards	s, letter cards, handwriting on a manila card and a class		
		library.		-		
Ref:	English Lang	guage curriculum	Page			
	_	_	-			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts. Have learners identify the different purposes in different narrative texts read/heard. Have them identify the features of given texts in pairs or in groups Assessment: let learners explain the purpose and features of narrative texts 	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Have a simple 3-4 column substitution table on the board. Have learners identify the words that make up the table. With examples, guide learners to form oral sentences from the substitution table. Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING CONVENTIONS AND GRAMMAR USAGE Help learners to write two letter words correctly e. g. go, so, in, on. Using word cards, help learners to write three letter words correctly, e. g. see, low, bow 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify and spell simple words correctly	
Friday	Engage learners to sing songs	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time.	What have we learnt today?

and recite	Have a variety of age appropriate books for learners	Ask learners to
familiar	to make a choice from	summarize the main
rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	the-page texts to learners.	
	• Encourage them to read individually and in pairs, and	
	provide support and encouragement	
	Assessment: let learners read a variety of age –	
	appropriate books and texts from print	

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•	LESSON PLAN
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SUBJECT: MA	THEMATICS	(CLASS:	(DNE	
Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Alg	ebra		Sub-stran	nd : F	Patterns and Relationship)
Indicator (co	ode)	B1.2.1.1.1				
Content sta	ndard (code)	B1.2.1.1.		$\overline{)}$	Ň	
Performanc	e Indicator	Learners can de repeating elemer		an	understanding of repeat	ting patterns with 2 to 4
-		tivity and Innovations and Problem So		inica	tion and Collaboration Pe	ersonal Development and
Keywords			-			
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essm	nent)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like: I'm counting	- number p 2 to 4 repeating e	atterns (1, elements, terns (e.g.	2, 3,	ng or creating a simple , 4, 1, 2, 3, 4) with 2 ★ 2 2 ★ 2 2)	Review the lesson with Learners

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	one, what is one.	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm counting one, what	Identifying, duplicating, extending or creating a simple -sound (clap, clap, snap, snap, clap, clap, snap, snap) with 2 to 4 repeating elements, or - action patterns (stand up, sit down, clap, stand up, sit down, clap) with 2 to 4 repeating elements	Review the lesson with Learners
	is one	Assessment: have learners to practice with more examples	~
Thursday	Sing songs	Identifying and describing errors or missing elements in	Review the lesson with
	like:	number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,	Learners
	I'm counting one, what	- ????????????? - 24626)	
	is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,	Review the lesson with Learners
	I'm counting one, what	- ????????????????? - 2 4 6 2 <u>6</u>	
	is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4) with 2 to 4 repeating elements,	Review the lesson with Learners
	I'm counting one, what	- shape patterns (e.g. ??★???★??) with 2 to 4 repeating elements,	
	is one	Assessment: have learners to practice with more examples	

1 - One is	
one alone,	
alone it	
shall be.	

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SUBJECT: SCIE	ENCE	CLASS:	ON	E		
Week Endin	g:				Class size:	
Day :			Date :			
Period :				Less	on :	
Strand : FOR	CES AND ENE	RGY	Sub-strar	n d : E	ECTRICITY AND ELECTR	ONICS
Indicator (co	ode)	B1.4.3.1.1	L			
Content star	ndard (code)	B1.4.3.1.				
Performance	e Indicator	Learners can exp	lain force a	as a p	ull or a push on an obje	ct
•		tivity and Innovations and Problem So		unicat	ion and Collaboration Pe	ersonal Development and
Keywords			N			
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essm	ent)	Plenary / Reflections
Thursday	Engage	 Show pictures of 	of, or ask le	earne	rs to mention activities	What have we learnt
	learners to	in the home and	the comm	unity	that involve a push or	today?
	sing songs	a pull, e.g. donke	y pulling a	cart,	people pushing a car,	
	and recite	people drawing v	vater from	a we	l, etc.	Ask learners to
	familiar	 Take learners o 	utside the	class	oom to participate in	summarize the
	rhymes	force, e.g. kicking	and throw	ving c	ing pulling or a pushing f balls, pushing and s and tug of war, etc.	important points of the lesson

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	 Learners observe the movement of things, e.g. leaves,
	plants, balloons and other materials under the
	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.
	 Elaborate on learners' responses to explain that a
	push or a pull causes objects to move. Such a push or
	pull is termed as a force.
	 Engage children in drawing activities involving pushing
	and pulling e.g. a friend pushing an object
	Assessment: let learners explain force

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	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Reli	gious Leaders	5	Sub-stran	d : B	Birth of the Leaders of th	e three Major Religions in
			Ghana			
Indicator (co	ode)	B1. 3.1.1.1:				
Content star	ndard (code)	B1. 3.1.1.1:				
Performance	e Indicator	Learners can narra	ate the sto	ries	of the birth of religious	eaders.
-				nica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	/ing.			
Keywords						
				(
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ılum Page	c)-)	
DAY	Phase 1:	Phase 2: Main	N			Phase 3:
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)	Chow pictures and			nisting the birth of the	What have we learnt
Friday	Engage learners to		-		picting the birth of the	
	sing songs	religious leaders: (JIIIStidii, I	Sidii		today?
	and recite	Assessment: lot lo	arners na	rrate	e the stories of the birth	Ask learners to
	familiar	of religious leader		iiatt		summarize the main
	rhymes		J.			points in the lesson
	ingines					
	I					

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 : LESSON	I PLAN
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SUBJECT: CRE	ATIVE ARTS	(CLASS:	ONE		
Week Endin	g:			Class size:		
Day :				Date :		
Period :	Period :			Lesson :		
Strand : Visu	ual Arts		Sub-strar	nd : Thinking and Explor	ing Ideas	
Indicator (co	ode)	B1. 1.1.1.3)	
Content sta	ndard (code)	B1. 1.1.1.				
Performanc		produced or foun	d in the lo	cal community reflect t	about how the visual artworks he natural environment tion Personal Development and	
Leadership (ng and Problem Sol				
Keywords			NC C			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	Phase 3: Plenary / Reflections			
Wednesda y	Engage learners to sing song s and recite familiar rhymes	wood, feather); describe what in (e.g. plants, rivers) use ICT devices to environment; take out-of-class	makes up t s, animals, o watch vic sroom wal	atural things (e.g. stone the natural environmen clouds). Where possible leos on the natural lk to observe natural ob ect samples and/or tak	t Ask learners to summarize the main points in the lesson	

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

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SUBJECT: OU	R WORLD OU	R PEOPLE		CLASS: ON	E	
Week Endin	g:			Class size:		
Day :			Date :			
Period :				Lesson :		
Strand : OUI	R NATION GH	ANA Sub-strand : Authority and Power				
Indicator (co	ode)	B1.4.2.1.2.			\mathbf{O}	
Content sta	ndard (code)	B1.4.2.1.				
Performanc	e Indicator	Learners can ider a responsible citiz		e who have power an	d autho	rity and respect them, as
		tivity and Innovation ng and Problem So		nication and Collabor	ation Pe	ersonal Development and
Keywords			N			
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	ulum Page	2		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	sessment)		Plenary / Reflections
	(preparing	$\langle \rangle$				
	the brain	2				
	for					
Tuesday	learning)	Loove eve tells abo			un al	What have we leavet
Tuesday	Engage learners to	authority:	ut the peo	ple who have power a	and	What have we learnt
	sing songs	authority.				today?
	and recite familiar	i. at Home: father, mother, older siblings ii. in class/school: head teacher, class teacher, school prefects, class prefects				summarize the main
	rhymes			ersons occupying sucl	h	points in the lesson

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

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.....: LESSON PLAN

SUBJECT: HISTO	RY CLA	SS:	ONE			
Week Ending:					Class size	:
Day :				Date :		
Period :				Lesson :		
Strand : Europe	eans in Ghana		Sub-strar	nd : Arrival	of Europe	ans
Indicator (code	e)	B1.3.1.1.1	<u> </u>		$\overline{\bigcirc}$	
Content standa	•	B1.3.1.1.		C	\sim	
Performance Ir		Learners	can explore	e which Eu	ropeans ca	ame to Ghana
-	ical Thinking and Problen					Personal Development and
T. L .R. (s)		Pictures				
Ref:	History o	curriculum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: f (new lear	Main ning incluc	ling assess	sment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Europeans came to Ghana?	citizens ca Portugal, Germany Norway, M Assessme European	ne Europea ame and se Britain, Fra (Brandent Netherlanc nt: let lear s came to	ettled in Gl ance, Swec burg), Denr Is. ners ident Ghana	nana — len, nark, tify which	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday			ne Europea ame and se Britain, Fra	ettled in Gl	nana —	What have we learnt today?

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

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..... LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Endin	g:				Class size:		
Day :				Date :			
Period : Lesson				son :			
Strand : PHY	SICAL FITNES	CAL FITNESS Sub-strand : STRENGTH					
Indicator (co	ode)	B1.3.2.3.1					
Content sta	ndard (code)	B1.3.2.3.					
Performanc	e Indicator	Learners can perform four continuous push ups (biceps and triceps).					
Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Personal Development an					
-		ng and Problem So		mea			
Keywords			U				
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page			$\langle \rangle$		
DAY	Phase 1:	Phase 2: Main			K.	Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Friday	learning)	A ft a surger a surger	lia an tha au		d fo oo douwo uuith	M/hat have we learnt	
Friday	Learners		-		d face down with	What have we learnt	
	jog round a demarcate		-		the arms to move the	today?	
	d area in	body back to the	•		ne arms to move the	Use answers to	
	files while				ne. Encourage them to	summarise the lesson.	
	singing and	practice at home			0		
	clapping to			CIIIC			
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
Vetted bv :				natu	re:	Date :	

LESSO

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending	g:			Class size:		
Day :			D	ate :		
Period :				esson :		
					\checkmark	
Strand :			Sub-strand			
Oral Langua	ge		Giving and F	ollowing Commands/Instr	uctions	
Indicator (co	ode)	B1.1.9.1.3 B2	1.1.10.1.1.	. 5		
Content star	ndard (code)	B1.1.9.1. B2	1.1.10.1.			
Performance	e Indicator			ognise how to answer ques	stions on, 'who", "what",	
			and" when".			
Core Compe	tencies: Crea			lain what a command is cation and Collaboration Pe	arsonal Development and	
		ng and Problem Sol				
Keywords						
T. L .R. (s)		Manila cards, ma		ed audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main	1		Phase 3:	
	Starter	(new learning inc	luding assess	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
	Engage	• Arrange the cla	ass in a horse	shoe formation and	What have we learnt	
	leaners to	engage learners i	n a group cor	versation using the	today?	
	sing songs	question tags. "w	vho", "what",	"where" and "when."		
	and recite	 Ask learners qui 		•		
	familiar rhymes	-	-	n tags. "what?", "who?",	Review the lesson with	
		"where" and "wh	ien".		learners	

	QUAII		
		• 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".	
	Engage	Write some commands on a flashcard.	What have we learnt
	leaners to	 Lead learners to read the commands on the 	today?
	sing songs	flashcard.	,
	and recite	 Direct learners to demonstrate the commands they 	Review the lesson wit
	familiar	have read.	learners
	rhymes	 Assist learners to recognise commands. E.g: Stand 	
	,	up! Sit down! etc.	
		Assessment: let learners explain what a command is	
	Engage	 Write some commands on a flashcard. 	What have we learnt
	leaners to	• Lead learners to read the commands on the flashcard.	today?
	sing songs	 Direct learners to demonstrate the commands they 	
	and recite	have read.	
	familiar	• Assist learners to recognise commands. E.g: Stand up!	Review the lesson wit
	rhymes	Sit down! etc.	learners
		Assessment: let learners explain what a command is	
etted by :	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	Signature:	Date :

TERM THREE BASIC ONE WEEK 2



:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:			Class size:	
Day :		Dat	ate :	
Devied :				
Period :		Les	isson :	
			\mathcal{L}	
			\sim	
Strand :	Sub-strar	nd :		
A. Oral Language	A. A.	sking	ng and Answering Questions	
B. Reading	B. Co	Comprehension		
C. Writing	C. Co	ontro	rolled Writing	
D. Using Writing	Conventions D. U	sing	g Simple Prepositions	
E. Extensive Read	ding E. Bu	uildir	ing The Love And Culture Of Reading	
			.7.1.1 B1.5.10.1.1 B1.6.1.1.1	
Content standard (code)		1.4.7		
Performance Indicator		-	opriate pronunciation and intonation in asking and	
	answering Yes/No q			
			and copy sentences from a given substitution tables characters and their actions in a story	
			nd spell simple words correctly	
		-	iety of age – appropriate books and texts from print	
Core Competencies: Crea			ation and Collaboration Personal Development and	
Leadership Critical Thinki	-			
Keywords				
T. L .R. (s)		s, lett	tter cards, handwriting on a manila card and a class	
	library.			
	guage curriculum Page		TN no. 0245350591 (Nana Eiifi Acquah) to support the	

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

	Engage learners to sing songs	What have we learnt today?	
	and recite	library time.Have a variety of age appropriate books for learners	Ask learners to
	familiar	summarize the main	
	rhymes	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 hv ·		Signature:	Date :
		CUP	
		FILLING	
		ANAFIERACUA	
		ANATHERACUAN	

SUBJECT: MA	THEMATICS		CLASS:	(ONE	
Week Ending:					Class size:	
Day :			Date :			
Period :			Lesson :			
Strand : Alge	ebra		Sub-strar	nd : I	Patterns and Relationship	
				\mathcal{F}		
Indicator (co	ode)	B1.2.1.1.1	~C			
Content star	ndard (code)	B1.2.1.1.				
Performance	e Indicator	Learners can dd	lemonstrat	e ar	understanding of repea	ting patterns with 2 to 4
		repeating elemer	nts			
				inica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	lving.			
Konworde						
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathomati		0			
Kel.	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					

Monday	r	Poproconting a repeating cound or number nattorn as	Poviow the losses with
Monday	Sing songs like:	Representing a repeating sound or number pattern as shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as clap, snap, clap, snap or as ★ ② ★ ②)	Review the lesson with Learners
	ľm	·····	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
	13 0110		
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 ★ 🛛 ★ 🖻)	
	ľm		
	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 patterns in Kente as examples of repeating patterns.	Learners
	.,	patterns in Kente as examples of repeating patterns.	
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
T la a al a	Cing against	I de stift in a stad de suibier wettenen in and autoide the	Deview the lesses with
Thursday	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
	N	patterns in Kente as examples of repeating patterns.	
	l'm	According to have learners to practice with more	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
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		
	15 0110		

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SUBJECT: SCI	ENCE	CLASS:	ON	E			
Week Endir	ng:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : FOI	RCES AND ENE	RGY	Sub-strar	nd : ELECTRICITY AND ELECTRONICS			
Indicator (c	ode)	B1.4.3.2.1					
Content sta	ndard (code)	B1.4.3.2.					
Performanc	e Indicator	Learners can und	derstand w	hat simple machines are and	cite common examples		
		tivity and Innovati ng and Problem So		inication and Collaboration P	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curr	riculum Page	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for learning)						
Monday	Engage	• Engage learner	s in an activ	vity to identify common	What have we learnt		
wonday	learners to	machines in their			today?		
	sing songs			s for learners to explore			
	and recite	their uses in the l			Ask learners to		
	familiar			rate the use of the provided	summarize the		
	rhymes	•		arious tasks.eg opening	important points of the		
		bottles, picking u	-	• • •	lesson		
				nce of such machines in			
		daily living					

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

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SUBJECT: Hist	ory	CLASS:	ONE	Ξ			
Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :					Lesson :		
Strand : Euro	opeans in Gha	ana	Sub-stran	nd : /	Arrival of Europeans	\checkmark	
Indicator (co	ode)	B1.3.1.1.1					
Content star	ndard (code)	B1.3.1.1.					
Performance	e Indicator	Learners can expl	ore which	hich Europeans came to Ghana			
-		tivity and Innovations and Problem So		inica	tion and Collaboration Po	ersonal Development and	
Keywords			C	ىر			
T. L .R. (s)	1	Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections	
	(preparing						
	the brain						
	for learning)						
Tuesday	Engage	Arrange the Euro	der in which they came	What have we learnt			
rucouuy	learners to	to Ghana (starting	•		,	today?	
	sing songs		-				
	and recite		earners ide	entif	y which Europeans	Ask learners to	
	familiar	came to Ghana				summarize the main	
	rhymes					points in the lesson	

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

SUBJECT: OUR WORLD OUR PEOPLE			CLASS:	ONE		
Week Ending	g:			Class size	:	
Day :				Date :		
Period :				Lesson :		
Strand : OUF	R NATION GH	ANA	Sub-stran	d : Responsibl	e Use of Resou	rces
Indicator (co	ode)	B1.4.3.1.1.				
Content star	ndard (code)	B1.4.3.1.				
Performance	e Indicator	Learners can expl	ore the im	portance of en	ergy in the hon	ne, school and community
-		tivity and Innovation ng and Problem So		nication and C	ollaboration Pe	ersonal Development and
Keywords			2)-		
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curric	ulum Page	2		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through question types of energy so communities, e.g kerosene and gas discussion). Learners talk abo smoking and dryi	ources ava . sun, wind . (LPG) (Wh ut uses of (ilable in their h , firewood, cha nole class /sma energy, e.g. co	nomes and arcoal, all group	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: ONE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : PHY	SICAL FITNES	S	Sub-stran	nd : E	NDURANCE	
Indicator (co	ode)	B1.3.3.4.1				
Content sta	ndard (code)	B1.3.3.4.				
Performanc	e Indicator	Learners can per	form sit and	d rea	ch.	
-		tivity and Innovati ng and Problem So		inica	tion and Collaboration P	ersonal Development and
Keywords			nving.			
T. L .R. (s)		cones				
Ref:	PE curriculu			(N	
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding ass	essm	ent)	Plenary / Reflections
	(preparing		\sim)-		
	the brain		N			
	for		$\langle Y \rangle$			
	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	l end at the	eir lin	nit.	Use answers to
	files while	71				summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					Data
vetted by :			Sig	Inatu	re:	Date :

: LESSON PLAN

SUBJECT: CR	EATIVE ARTS		CLASS:	ONE	
Week Endir	ng:			Class size:	
Day :				Date :	
				-	
Period :				Lesson :	
Strand · PFF	RFORMING AR	275	Sub-strar	nd : Thinking and Exploring I	leas
			505 500	iu . minking and Exploring i	
Indicator (c	ode)	B1 2.1.1.3			
Content sta	ndard (code)	B1 2.1.1.			
Performanc	e Indicator	Learners can ref	lect on o	wn experiences and talk al	pout how the performing
		artworks produc	ed or per	formed in the local comn	nunity reflect the natural
		environment			
				inication and Collaboration R	Personal Development and
Leadership	Critical Thinkii	ng and Problem So	lving.		
Keywords			N		
-		\sim			
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
		í d,			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to		ge about n	atural things or objects (e.g.	today?
	sing songs	stone, wood, feat	-		,
	and recite		•	he natural environment (e.g	· Ask learners to
	familiar			ds). Where possible, use ICT	summarize the main
	rhymes			the natural environment;	points in the lesson
				alks to observe natural things	5
		and objects in the	e local surr	oundings and collect	

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

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Signature: Date :

LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Ending	;:				Class size:	
Day :				Dat	e :	
Period :				Less	son :	
Strand : Relig	gious Leaders	S S	ub-strand	d : B	irth of the Leaders of th	e three Major Religions in
		G	Shana			
Indicator (co	de)	B1. 3.1.1.1:				
Content stan	. ,	B1. 3.1.1.				
Performance	Indicator	Learners can narrat	e the stor	ries	of the birth of religious I	eaders.
Leadership C		tivity and Innovation ng and Problem Solvin		nicat	ion and Collaboration P	ersonal Development and
Keywords					$\langle \rangle$	
T. L .R. (s)		Pictures			N.	
Ref:	RME curricu	Ilum Page	2)-)`	
DAY	Phase 1:	Phase 2: Main	2			Phase 3:
	Starter (preparing the brain	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
	for learning)	1				
Friday	Engage	Let learners tell stor	ries abou ⁻	t the	e birth of the religious	What have we learnt
	learners to	leaders				today?
	sing songs					
	and recite	Assessment: let lear	rners nar	rrate	the stories of the birth	Ask learners to
	familiar	of religious leaders.				summarize the main
	rhymes					points in the lesson

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LESSO

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending	g:				Class size:	
Day :				Date	:	
Period :				Less	on :	
						\checkmark
Strand :			Sub-strand	-		
Oral Langua	-		B1.1.11.1.1.		owing Commands/Inst	ructions
Indicator (co	ndard (code)		B1.1.11.1.1. B1.1.11.1.	•		
Performance		-		spor	id to four or five comm	ands
					s the times of the day	
				nicat	on and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	olving.			
Keywords						
-						
T. L .R. (s)		Manila cards, ma	irkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	ım			
		$\mathcal{O}_{\mathcal{O}}$				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning inc	cluding asses	essme	ent)	Plenary / Reflections
	the brain					
	for					
	learning)					
	Engage	Revise the comm				What have we learnt
	leaners to sing songs		•		e issue a command	today?
	and recite	while the other d			•	
	familiar	 Ask learners to learner when the 	-			Review the lesson with
	rhymes				ould obey commands.	learners
			, circy	,		

	Assessment: let learners respond to four or five commands	
Engage leaners to sing song and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing song and recite familiar rhymes		What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 3



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CLASS: ONE

Week Ending:			Class size:		
Day :		D	ate :		
Period :		Le	esson :	\sim	
			4	(
				\sim	
Strand :		Sub-strand	: ()		
A. Oral Language		A. C	Giving and Respo	onding to Com	mands/Instructions
		a	and Making Requ	uests	
B. Reading		В. С	Comprehension		
C. Writing		C. C	Controlled Writin	ng	
D. Using Writing Con	ventions	D. ι	Jsing Simple Pre	positions	
E. Extensive Reading		E. B	Building The Lov	e And Culture	Of Reading
Indicator (code)	B1.1.8.1.2.	B1.2.7.2.3	B1.4.7.1.2.	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.	B1.6.1.1.
Performance Indicator				ciation and in	tonation in asking and
		g Wh – questi			
	[nation in stori	ies to own experiences
		ledge of the v			
			mple composition	-	
		-	ind spell simple		•
Come Commenter sizes Cree					ks and texts from print
Core Competencies: Crea Leadership Critical Thinkir	•		cation and Colla	poration Perso	onal Development and
		ч п.р.			
Keywords					
T. L .R. (s)	Word cards, sente	ence cards, le	etter cards, hand	writing on a r	manila card and a class
	library.				

Ref:	English Language curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday Engage A learners to sing songs and recite b familiar q rhymes cl i. iii iii iii iii iii iii iii iii iii		 A. ORAL LANGUAGE Revise Yes/No questions. 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? Introduce Wh- questions in context. e.g. What is this? What is your name? How old are you? 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. Assessment: let learners ask and answer Wh – questions 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Tell/read out texts. Let learners answer simple questions based on the events, characters and values, etc. in the text. Have them relate ideas and information in the stories to personal experiences and knowledge of the world. Assessment: let learners write a simple composition using a substitution table 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesda y	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Write a simple and short composition in a substitution table and have learners copy this out. Using Think-Pair-Share, have learners read their compositions. 	What have we learnt today? Ask learners to summarize the main 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	 Using word cards, help learners to write three letter 	Ask learners to
	familiar	words correctly, e.g. see, low, bow	summarize the main
	rhymes		points in the lesson
		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.	
	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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Week End	ing:			Class size:	
Day :			Da	te :	
Period :			Les	ison :	
Strand : GI	EOMETRY AND	MEASUREMENT	Sub-strand :	2D and 3D Shapes	
Indicator (code)	B1.3.1.1.1	\sim		
	andard (code)	B1.3.1.1.			
	nce Indicator	or three-dimensi	onal figure and	attributes that do not d	e a two-dimensional figure efine the shape Personal Development and
-		ng and Problem So			
Keywords		R			
T. L .R. (s)		2D cut out shape	s and 3D objec	ts	
Ref:	Mathemati	cs curriculum Pag	e		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding assessr	nent)	Phase 3: Plenary / Reflections
Monday	Sing songs like:		rfaces of 3D ob	uares, rectangles, jects (cubes, cylinders, the classroom or	Review the lesson with Learners

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

one, what		
is one	Assessment: have learners to practice with more	
1 - One is	examples	
one		

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SUBJECT: SCIE	ENCE	CLASS:	ONI	E	
Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson :	
Strand : HUN	MANS AND TH	IE	Sub-strar	nd : PERSONAL HYGIENE AND	SANITATION
ENVIRONME	INT			90,	
Indicator (co	ode)	B1. 5.1.1.1			
Content star	ndard (code)	B1. 5.1.1.		. ~	
Performance	e Indicator	Learners can exp	lain the ne	eed for bathing and know how	w it is done
		tivity and Innovations and Problem Sol		unication and Collaboration P	ersonal Development and
Keywords			R		
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page	•		
DAY					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding ass	essment)	Plenary / Reflections
Monday	Engage	• Enquire from le	arners the	routine activities they	What have we learnt
	learners to	engage in before	coming to	school. (Activities may	today?
	sing songs	include sweeping	, bathing,	brushing of teeth, washing	
	and recite	of face, etc.			Ask learners to
	familiar	• Lead learners to	o discuss t	he reasons for undertaking	summarize the
	rhymes	those activities (s	uch as bat	hing).	important points of the
		• Assist them to	talk about	the number of times they	lesson
		bath a day and ho	ow their pa	arents bath them.	

		 Display a video/pictures showing the items used in 	
		bathing.	
		 Present real items (e.g. soap, sponge, water, and 	
		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.	
		 In groups, learners present their ideas about what 	
		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: HIS	TORY	CLASS:	ON	E		
Week Endin	g:			(Class size:	
Day :				Date	:	
Period :				Lesso	on :	
Strand : Euro	opeans in Gha	ana	Sub-strar	nd : Ar	rival of Europeans	\checkmark
Indicator (co	ode)	B1.3.1.1.1				
Content star	ndard (code)	B1.3.1.1.				
Performance	e Indicator	Learners can ider	tify count	ries or	n the world map using t	he internet
-		tivity and Innovations and Problem So		unicati	on and Collaboration Pe	ersonal Development and
Keywords			0	5		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for	(new learning inc	luding ass	essme	ent)	Plenary / Reflections
	learning)					
Tuesday	Engage learners to sing songs and recite familiar rhymes	the internet	earners ide		the world map using output to the world map using countries on the world	What have we learnt today? Ask learners to summarize the main 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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LESSON PLAN

SUBJECT: OUF	R WORLD OUI	R PEOPLE		C	LASS:	10	NE	
Week Ending	g:				Class siz	ze:		
Day :				Date :				
Period :				Lesson :				
Strand : OUR NATION GHANA Sub-stran				nd : Farming in Ghana				
Indicator (co	ode)	B1.4.4.1.1.					\bigcirc	
Content star	ndard (code)	B1.4.4.1.						
Performance	e Indicator	Learners can dese	cribe farmi	ng ac	tivities i:	n the co	ommunity	/
		tivity and Innovating and Problem So		nicat	ion and	Collabo	ration Pe	rsonal Development and
Keywords			C	,				
T. L .R. (s)		Pictures						
Ref:	Our World (Our People curric	ulum Page	2				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essm	ent)			Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners look aro about different fa pictures/ films or growing of vegeta cattle, etc. Assessment: let lo the community	arm activiti 1 different 1 able, fruits,	es th types , corr	e people of farm n, goats,	e do/wa activitie sheep, j	tch es e.g. pigs,	What have we learnt today? Ask learners to summarize the main 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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Week End	ing:				Class size:		
Day :				Date :			
Period :				Lesson :			
Strand :	PHYSICAL I	ITNESS	Sub-strai	nd : E	ODY COMPOSITION		
Indicator (code)	B1.3.4.5.1					
Content st	andard (code)	B1.3.4.5.					
Performar	nce Indicator	Learners can iden	tify huma	n bo	ly parts.		
				unica	tion and Collaboration P	ersonal Development and	
	o Critical Thinki	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	sessn	ent)	Plenary / Reflections	
	(preparing						
	the brain		N				
	for						
	learning)						
Friday	Learners				earners identify parts	What have we learnt	
	jog round a				t and ask learners to	today?	
	demarcate	point at it on the v	wall chart				
	d area in					Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan ce and to						
	prevent						
	injuries			<u> </u>	re:		

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SUBJECT: CRE	EATIVE ARTS	(CLASS:	С	NE			
Week Endin	g:				Class size:			
Day :				Date :				
Period :				Lesson :				
Strand : VISUAL ARTS Sub-s			Sub-strar	n d : P	lanning, Making and Cor	nposing		
Indicator (c	ode)	B1 1.2.2.3			$\mathcal{O}_{\mathcal{L}}$			
Content sta	ndard (code)	B1 1.2.2.						
Performance Indicator Learners can explore			ethods to	make	own artworks that refl	visual arts making tools, ect the natural and man-		
-		tivity and Innovati ng and Problem So		unicat	ion and Collaboration Pe	ersonal Development and		
Keywords			R					
T. L .R. (s)		Pictures						
Ref:	Creative Art	s curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essm	ent)	Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	artworks that are community; 2 refine own idea and methods use 2 organise and d	produced as on visua d by the lo evelop ow what mak	l or fo al art ocal a n ide	making tools, materials	What have we learnt today? Ask learners to summarize the main points in the lesson		

			1
		Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community	
Wednesda y	Engage learners to sing song	Learners are to make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made	What have we learnt today?
	s and recite	environments	Ask learners to summarize the main
	familiar rhymes	Assessment: let learners make own artworks that reflect the natural and man-made environments of the	points in the lesson
		local community	
		CIIFI ACULA	
		ANA	

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Endin	g:				Class size:		
Day :				Date	:		
Period :				Lesson :			
Strand : Reli	gious Leaders	5	Sub-strand	d: Bi	rth of the Leaders	ofthe	e three Major Religions in
			Ghana				
Indicator (code) B1. 3.1.1.1:							
Content sta	ndard (code)	B1. 3.1.1.					
Performance	e Indicator	Learners can narra	ate the stor	ries d	of the birth of relig	ious le	eaders.
Core Compe	tencies: Crea	tivity and Innovatio	on Commun	nicat	ion and Collaborat	ion Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.				
Keywords					~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
					\sim		
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	c C	})`		
DAY	Phase 1:	Phase 2: Main	N				Phase 3:
	Starter	(new learning incl	uding asses	ssm	ent)		Plenary / Reflections
	(preparing						
	the brain for						
Friday	learning) Engage	Let learners dram	atica tha hi	rth c	f the religious los	dorc	What have we learnt
Fludy	learners to	Let learners drain		TUT	in the religious lead	uers.	today?
	sing songs	Assessment: let le	arners narr	rato	the stories of the l	hirth	toudy:
	and recite	of religious leader		ale		Sirtii	Ask learners to
	familiar						summarize the main
	rhymes						points in the lesson

Vetted by :..... Date :

······	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Endin	g:				Class size:	
Day :				Date	e :	
Period :				Less	on :	
Strand :			Sub-strand	d :		
Oral Langua	ge		Presentati	ion		
Indicator (co	ode)	B1.1.11.1.2.	B1.1.1	11.1	.3	
Content star	ndard (code)	B1.1.11.1.	B1.1.1	11.1		
Performance	e Indicator				e names of the days of t	he week.
					e time by the hour	
		tivity and Innovations of the second s		nicat	ion and Collaboration Po	ersonal Development and
Leadership			wing.			
Keywords						
T. L .R. (s)		Manila cards, mai	rkers, recor	rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	Write the name	s of the day	vs of	the week on the	What have we learnt
	leaners to	board.		,		today?
	sing songs		read the n	name	es of the days of the	
	and recite	week.			,	
	familiar	• Assist learners t	o recognise	e and	d mention the names of	Review the lesson with
	rhymes	the days of the w	eek. E.g. Mo	onda	ay, Tuesday,	learners
		Wednesday, etc.				

	Assessment: let learners say the names of the days of the week.	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 4

ANAFIELACOUAHSCHOOL

:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:				Class	size:	
Day :			Date :			
Period :				Lesson :	\sim	
					5	
Strand :			Sub-stran	d :		
A. Oral L	anguage		А.	Giving a	nd Responding to Commands/Inst	ructions
				and Mak	ing Requests	
B. Readi	ng		В.	Comprehension		
C. Writing C.			C.	Controlled Writing		
D. Using Writing Conventions D.			D.	Using Simple Prepositions		
E. Extensive Reading E.			Ε.	Building	The Love And Culture Of Reading	
Indicator (co	de)	B1.1.9.1.1. B1	.2.7.2.4 B	1.4.7.1.2	B1.5.10.1.1 B1.6.1.1.1	
Content stan	dard (code)	B1.1.9.1. B1.	.2.7.2. B	31.4.7.1.	B1.5.10.1. B1.6.1.1.	
Performance	Indicator	A. Learners o	an give an	id respond	to commands and instructions	
	~	B. Learners o	an read le	vel-appro	priate texts with prompting and s	upport
		C. Learners o	an write a	simple co	omposition using a substitution tal	ble
		D. Learners o	an identify	and spell	simple words correctly	
E. Learners can read a			an read a v	variety of a	age – appropriate books and texts	from print
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					oment and
Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L.R. (s) Word cards, senten		ence cards,	, letter car	ds, handwriting on a manila card	and a class	
		library.				
Ref:	English Lang	guage curriculum	Page			

ANA FIIFI AC 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.	
		 Let learners practise by giving commands in 	
		pairs, etc. e. g. Instructions:	
		Draw a circle.	
		 Draw a triangle in the circle. 	
		• Draw a square in the triangle. Response:	
		Assessment: let learners give and respond to	
		commands and instructions	
Tuesday	Engage learners to	B.READING	What have we learnt today?
	sing songs	Have learners read texts with all the prompting and	
	and recite	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

Wednesda	Engage	C. WRITING	What have we learnt
y	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.	A
	and recite familiar	• Using word cards, help learners to write three letter	Ask learners to summarize the main
	rhymes	words correctly, e. g. see, low, bow	points in the lesson
	ingines		points in the lesson
		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.	-
	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
	Ingines	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 :..... Date :

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Week Ending:				Class size:		
Day :			C	pate :		
Period :			L	esson :		
Strand : GI	EOMETRY AND	MEASUREMENT	Sub-strand	: 2D and 3D Shapes		
Indicator (code) B1.3.1.1.1						
Content st	andard (code)	B1.3.1.1.				
Performance IndicatorLearners can distinguish be or three-dimensional figureCore Competencies: Creativity and Innovation Comm			onal figure ar	nd attributes that do not o	define the shape	
		ng and Problem So				
Keywords		R'I				
T. L .R. (s)		Counters				
Ref:	Mathemati	cs curriculum Pag	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	sment)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:		2D shape (e.	ronment that have parts g., find the parts of a can circle	Review the lesson with Learners	

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

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

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SUBJECT: HIS	TORY	CLASS:	ON	E		
Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Europeans in Ghana Sub-stran			Sub-strai	nd : Arrival of Europeans		
Indicator (co	ode)	B1.3.1.1.1				
Content star	ndard (code)	B1.3.1.1.				
Performance	e Indicator	Learners can ider	ntify where	e each country first settled	in Ghana	
-		tivity and Innovati ng and Problem So		unication and Collaboratior	Personal Development and	
Keywords			C			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		sessment)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes		earners id	ry first settled in Ghana entify where each country	What have we learnt today? Ask learners to summarize the main points in the lesson	

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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SUBJECT: OUR WORLD OUR PEOPLE			(CLASS	:	ONE		
Week Ending	g:			Class size:				
Day :				Date :				
Period :				Les	son :			
Strand : OUF	R NATION GH	ANA	Sub-stran	nd : F	armir	ng in G	hana	\checkmark
Indicator (co	ode)	B1.4.4.2.1					\mathcal{N}	
Content star	ndard (code)	B1.4.4.2.					X	
Performance	e Indicator	Learners can iden	ntify simple	e agr	icultu	ral too	ls	
-		tivity and Innovation ng and Problem Sol		inica	tion a	nd Co	llaboration P	ersonal Development and
Keywords			C					
T. L .R. (s)		Pictures	Pictures					
Ref:	Our World (Dur People curricu	ulum Page	9				
DAY	Phase 1:	Phase 2: Main						Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)			Plenary / Reflections
	(preparing the brain							
	for learning)							
Tuesday	Engage learners to sing songs and recite familiar rhymes	the real tools people use in the community to farm. Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used. Assessment: let learners identify simple agricultural			What have we learnt today? Ask learners to summarize the main points in the lesson			
		tools						

Thursday	Engage	Draw some of the agricultural tools used in Ghana, e.g.	What have we learnt
	learners to	cutlass, hoe, mattock, rake, hand 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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..... LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:			Class s	size:		
Day :			Date	Date :		
Period :			Lesson :			
Strand : Physic	cal Fitness Concepts, Principles and Strat	egies	gies Sub-strand : Fitness Programme			
Indicator (cod	e)	B1.4.1	.4.1:			
Content stand	ard (code)	B1.4.1	.4.			
Performance I	ndicator		ers can part ies for increas		in enjoyable physical ods of time.	
-	ncies: Creativity and Innovation Commutical Thinking and Problem Solving.	inication	and Collabora	ation Pe	rsonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)		2: Main earning includ ment)	ling	Phase 3: Plenary / Reflections	
Friday Learners jog round a demarcated area in files while singing and clapping to warm- up the body for maximal performance and to prevent injuries			ve and record ies learners er Find out why doing them th ews	njoy they	What have we learnt today? Use answers to summarise the lesson.	

Vetted by :..... Date :

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SUBJECT: SCI	ENCE	CLASS:	ONI	E			
Week Endin	g:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : HUI	MANS AND TH	IE	Sub-strar	nd : PERSONAL HYGIENE AND	O SANITATION		
ENVIRONME	INT			. ,00)		
Indicator (co	ode)	B1. 5.1.1.2					
Content sta	ndard (code)	B1. 5.1.1.		. ~			
Performanc	e Indicator	Learners can kno	w the nee	d for and how to clean the t	eeth		
		tivity and Innovations and Problem Sol		unication and Collaboration F	Personal Development and		
Keywords			R				
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page	•				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections		
(preparing the brain for learning)							
Monday	Engage	 Begin with a far 	niliar song	on cleaning the teeth.	What have we learnt		
	learners to	 Ask learners to 	mention tl	he items used in cleaning	today?		
	sing songs	the teeth, e.g. too	othbrush a	nd toothpaste, chewing			
	and recite	stick, etc.			Ask learners to		
	familiar	• Let learners wa	tch videos	or pictures that show the	summarize the		
	rhymes	right way to clear	h the teeth	l.	important points of the		
		 Demonstrate th 	e right me	ethod of brushing the teeth	lesson		
		(moving the toot	nbrush in a	an upward and downward			

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		motion) in front of the class and ask learners to do	
		Assessment: let learners explain the need for cleaning the teeth	
Thursday	Engage	Let learners individually draw and colour some items	What have we learnt
	learners to	used in brushing the teeth and display their drawings	today?
	sing songs	for discussion.	
	and recite	• Learners talk about what will happen if they do not	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	
		HELACON.	
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		R	

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SUBJECT: CRE	ATIVE ARTS	(CLASS:	ONE				
Week Endin	g:			Class size:				
Day :				Date :				
Period :				Lesson :				
Strand : Per	forming Arts		Sub-strar	nd : Planning, Making and Co	mposing			
Indicator (co	ode)	B1 2.2.2.3						
Content sta	ndard (code)	B1 2.2.2.						
instruments, resour natural and manmag			ources and made envir	plore available means of using relevant performing arts urces and methods to create own artworks that reflect the nade environments of the local community				
-		ng and Problem So		inication and Collaboration F				
Keywords			R					
T. L .R. (s)	1	Pictures						
Ref:	Creative Art	s curriculum						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	music, dance and community refine own ide methods used by	drama art eas on the i local perfo levelop ow	vn ideas on what makes up	What have we learnt today? Ask learners to summarize the main points in the lesson			

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

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Ending:				Class size:				
Day :			0	Date :				
Period :					Lesson :			
Strand : The	Family and the	ne Community Sub	-strand	 : R	oles and Relationships			
Indicator (co	-	B1. 4.1.1.1:						
	ndard (code)	B1. 4.1.1.1						
Performanc	e Indicator	Learners can identify t	the role	of	the individual members	of the family.		
Core Compe	tencies: Crea	tivity and Innovation Co	ommuni	icat	ion and Collaboration Pe	ersonal Development and		
Leadership (Critical Thinkir	ng and Problem Solving.						
Konnerdo								
Keywords					$\langle \rangle$			
T. L .R. (s)		Pictures						
Ref:	RME curricu	ılum Page		Ċ),			
			$c \cup$)-				
DAY	Phase 1:	Phase 2: Main	$\mathbf{\nabla}$			Phase 3:		
	Starter	(new learning including	ig asses	ssm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
Friday	learning)	• Lationnars in group	nc talk	aha	out their roles and roles	What have we learnt		
гниау	Engage learners to	of their parents in the	•					
	sing songs	- Parents: Provision of	•					
	and recite	education, - Children:			•	Ask learners to		
	familiar	house chores, etc.				summarize the main		
rhymes					points in the lesson			
	,	Assessment: let learne	ers iden [.]	tifv	the role of the			
		individual members of		-				

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LESSON	PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Endin	g:				Class size:		
Day :				Date :			
Period :	Period :			Lesson :			
Strand : Reading Sub-stra				nd : Comprehension			
Indicator (code) B1.2.5.1.4			B1.2.6.1.1.		B1.2.6.1.2		
	ndard (code)	_	B1.2.6.1.1	-	B1.2.6.1.	11	
Performance	e indicator		-		cards bearing the same	-	
				answer questions based on pictures. answer questions based on simple sentences.			
Core Compe	tencies: Crea			_	•	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem So	olving.				
Keywords				~			
T. L .R. (s) Ma		Manila cards, markers, recorded audios visual					
Ref: Ghanaian Language curriculum							
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including assessment)				Plenary / Reflections	
(preparing							
	the brain for						
	learning)						
	Engage	• Use flash cards	s with words	s on	them.	What have we learnt	
	leaners to	 Put learners int 	to groups an	d ch	arge them to group	today?	
	sing songs and recite familiar	cards bearing the same words together. NB: Teacher					
		supervises the groups.					
	rhymes					Review the lesson with	
						learners	

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 20/11		
	Assessment: let learners group cards bearing the same words together	
Engage leaners to sing songs and recite familiar rhymes	 Display a large picture on the board. Ask learners questions based on the picture displayed for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board 	What have we learnt today? Review the lesson with learners
	Assessment: let learners answer questions based on pictures.	
Engage leaners to sing songs	 Read short sentences aloud. Lead learners to read the short sentences. Ask questions based on the sentences read for 	What have we learnt today?
and recite familiar rhymes	learners to answer Assessment: let learners answer questions based on pictures.	Review the lesson with learners

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TERM THREE BASIC ONE WEEK 5

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SUBJECT:		CLASS:	ONE		
Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson :	
Strand :			Sub-stra	nd :	
A. Oral L	anguage		А.	Giving and Responding to Commands/	'Instructions
				and Making Requests	
B. Readi	ing		В.	Comprehension	
C. Writii	ng		C.	Controlled Writing	
D. Using	Writing Con	ventions	D.	Using Simple Prepositions	
E. Exten	sive Reading		Ε.	Building The Love And Culture Of Read	ling
Indicator (co	de)	B1.1.9.1.2 E	31.2.7.2.5	31.4.7.1.3. B1.5.10.1.1 B1.6.1.1.1	
Content stan	dard (code)	B1.1.9.1. B	31.2.7.2.	31.4.7.1. B1.5.10.1. B1.6.1.1.	
-	tencies: Crea	B. Learne before C. Learne D. Learne E. Learne	rs can use reading a te rs can mate rs can ident rs can read ation Comm	and respond to polite requests using the a variety of comprehension-strategies of xt, cover page, etc in parts of sentences to compose meaning ify and spell simple words correctly variety of age – appropriate books and t unication and Collaboration Personal Dev	e.g prediction g texts exts from print
Keywords T. L .R. (s)		Word cards of	antence car	s, letter cards, handwriting on a manila c	ard and a class
1. L.R. (S)		-	entence car	s, letter carus, nanuwriting off a mafilla C	aiù allu a Class
Pofi	English	library.	n Daga		
Ref:		guage curriculur	-		

DAY	Phase 1:	Phase 2: Main	Phase 3:
DAY	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
·	learners to sing songs	• Demonstrate knowledge of requests and their responses.	today?
	and recite familiar	• Let learners respond to requests using; yes, ok, etc.	Ask learners to summarize the main
	rhymes	 Pair with learners to take turns to make and 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"	points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners. e.g. <u>K</u> of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.). Continue with while reading activities to enhance their understanding of the text. e.g. a) Herring Bone strategy who? what? when? when? how? why?	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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	Assessment: let learners read a variety of age –	
	appropriate books and texts from print	

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SUBJECT: M	ATHEMATICS		CLASS:	C	DNE	
Week Endi	ng:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : GEOMETRY AND MEASUREMENT Sub-strand : 2D and 3D Shapes						
Indicator (o	ode)	B1.3.1.1.2		Y		
Content sta	indard (code)	B1.3.1.1.	2			
Performance IndicatorLearners can identify three rectangular prisms (includi attributes using formal georetee)		ns (includin	ig ci	ubes), and triangular p	•••••	
		tivity and Innovati ng and Problem So		nicat	tion and Collaboration Pe	ersonal Development and
Keywords	7	R.				
T. L .R. (s)		Counters				
Ref:	Mathemati	cs curriculum Pag	е			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	essm	ient)	Phase 3: Plenary / Reflections

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

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 LESSON PLAN

SUBJECT: SCIE	ENCE	CLASS:	ONI	E	
Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson :	
Strand : HUN	MANS AND TH	łE	Sub-strar	nd : PERSONAL HYGIENE AN	D SANITATION
ENVIRONME	NT			\mathcal{O}_{ℓ})
Indicator (co	ode)	B1. 5.1.1.3	1		
Content star	ndard (code)	B1. 5.1.1.			
Performance	e Indicator	Learners can der hands	nonstrate	an understanding of the nee	ed for and how to wash the
		tivity and Innovations and Problem Sol		inication and Collaboration	Personal Development and
Keywords			R		
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
DAT	Starter		luding ass	essment)	Plenary / Reflections
	(preparing the brain for learning)				Thendry / hencetions
Monday	Engage learners to sing songs	importance of wa	ashing the	estions to come out with the hands. ses to introduce the topic	e What have we learnt today?
	and recite "Hand-Washing".				Ask learners to
	familiar	Learners discus	s when to	wash their hands. (The	summarize the
	rhymes	hands must be wa	ashed afte	r visiting the toilet, before	important points of the
		_	-	ical activity, after returning	lesson
		home from schoo	ol or the pla	ayground).	

	Learners brainstorm the possible health effects	What have we learnt
	washing the hands	
	Assessment: let learners mention importance of	
	hands	
	emphasizing washing under running/flowing water.Engage learners in groups to demonstrate washing of	
	 Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, 	
	(soap and running clean water).	
	 Ask learners to name items used in hand-washing, 	

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LESSON PLAN

SUBJECT: OUI	R WORLD OUI	R PEOPLE		CLASS:	ONE	
Week Endin	g:			Class	size:	
Day :				Date :		
Period :				Lesson :		
Strand : MY GLOBAL COMMUNITY Sub-stran			id : Our Ne	ighbouring Countr	ies	
Indicator (co	ode)	B1.5.1.1.1.	1			
Content star	ndard (code)	B1.5.1.1.				
Performance	e Indicator	Learners can mer	ntion Ghan	a's Neighb	ours	
Leadership (tivity and Innovating and Problem So		nication a	nd Collaboration Pe	ersonal Development and
Keywords			NC)			
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curric	ulum Page	2		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify neighbours Learners demons neighbouring cou right is Togo, to n Burkina Faso and Ocean) Assessment: let le	trate the p Intries by u ny left is La to my bac	ositions of Ising the bo Cote d'Ivo k is the sea	Ghana's ody e.g. to my pire, to my front is (the Atlantic	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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	LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Endir	ng:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
Strand : Phy	/sical Fitness C	Concepts,	Sub-strand	1 : H	ealthy Diet	
Principles a	nd Strategies					
Indicator (c	ode)	B1.4.2.4.1:	•			
Content sta	ndard (code)	B1.4.2.4.				
Performanc	e Indicator	Learners can reco	ognise the ne	eed	to drink water during a	nd after physical activity.
-		tivity and Innovati ng and Problem So		icat	ion and Collaboration P	ersonal Development and
Keywords					SC()	
T. L .R. (s)		Cones			$\langle \rangle$	
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment)				Plenary / Reflections
	(preparing	-				
	the brain					
	for					
	learning)					
Friday	Learners	-			entify the need to drink	What have we learnt
	jog round a				prevent heat stroke, v temperature, etc.	today?
	demarcate	activation, and		Jouy	temperature, etc.	
	d area in					Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					
Vetted by :			Sign	iatu	re:	Date :

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SUBJECT: HISTORY CLASS: ONE							
Week Endin	g:				Class size:		
Day :				Date :			
Period :					Lesson :		
Strand : Independent Ghana Sub-stra			Sub-strai	n d : ⊺	he Republics	~	
Indicator (co	ode)	B1.6.1.1.1					
Content star	ndard (code)	B1.6.1.1.					
Performance	e Indicator	Learners can ider	ntify the Pr	eside	nts Ghana has had since	e 1960	
		tivity and Innovations and Problem So		unica	ion and Collaboration P	ersonal Development and	
Keywords			NC				
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	sessment)		Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Name the preside	ents of Gha	ana s	nce 1960.	What have we learnt	
	learners to					today?	
	sing songs						
	and recite familiar	Assessment: let le	earners id	entif	the Presidents Ghana	Ask learners to	
		has had since 196				summarize the main	
	rhymes					points in the lesson	
	Who was						
	Ghana's						

	first President?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Name the presidents of Ghana since 1960. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
′etted by :		Signature:	Date :
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	: LESSON PLAN
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SUBJECT: CRE	ATIVE ARTS	(CLASS:	ONE		
Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : VISUAL ARTS Sub-stra			Sub-strar	nd : Planning, Making and Composing		
Indicator (co	ode)	B1 1.2.3.3				
Content sta	ndard (code)	B1 1.2.3.				
Performanc	e Indicator	Learners can cre	ate own v	isual artworks to express o	own views, knowledge and	
		understanding of	topical iss	ues in the local community		
		tivity and Innovati ng and Problem So		unication and Collaboration	Personal Development and	
···· / ·····			N			
T. L .R. (s)		Pictures	<u> </u>			
Ref:	Creative Art	s curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	local community Assessment: let le	earners cre vs, knowle	some topical issues in the eate own visual artworks to dge and understanding of ommunity	What have we learnt today? Ask learners to summarize the main points in the lesson	

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	Imake own drawings and colour 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
	familiar	express own views, knowledge and understanding of topical issues in the local community	points in the lesson
	rhymes		

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LE	ESSON	PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Endin	g:				Class size:	
Day :				Date :		
Period :			Lesson :			
Strand : The Family and the Community Sub-stran			ub-stran	d : R	oles and Relationships	
Indicator (co	ode)	B1. 4.1.1.1:				
Content sta	ndard (code)	B1. 4.1.1.				
Performanc	e Indicator	Learners can identif	fy the rol	e of	the individual members	of the family.
Core Compe	tencies: Crea	l tivity and Innovation	Commu	nicat	ion and Collaboration P	ersonal Development and
-		ng and Problem Solvi				·
Keywords						
T. L .R. (s)	1	Pictures		\mathbb{N}		
Ref:	RME curricu	ılum Page	~	\mathbf{F})	
DAY	Phase 1:	Phase 2: Main	N			Phase 3:
	Starter	(new learning inclue	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage		•		out their roles and roles	What have we learnt
	learners to	of their parents in t				today?
	sing songs	- Parents: Provision	of shelte	er, fo	od, security and	
	and recite	education,				Ask learners to
	familiar	_	g errands	, per	forming house chores,	summarize the main
	rhymes	etc.				points in the lesson
		Assessment: let lea	rners ide	ntify	the role of the	
		individual members	s of the fa	amily		

Vetted by :..... Date :

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Endin	g:				Class size:	
Day :			Dat	e :		
Period :				Less	son :	
						\checkmark
Strand :			Sub-stran	d :		
Reading			Silent Rea	ding		
Indicator (co	ode)	B1.2.6.1.3 B2	1.2.7.1.1.	B1	2.7.1.2	
Content star	ndard (code)	B1.2.6.1. B1	1.2.7.1.	B1	1.2.7.1.	
Performance	e Indicator				er questions based on te	ext read by teacher
					ture reading	
Coro Compo	toncios: Croa			_	simple sentences of ab	ersonal Development and
-		ng and Problem Sol		mca		ersonal Development and
Keywords						
T. L .R. (s)	1	Manila cards, mai		rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAV	Dhase 1.	Dhasa 2: Main				Phase 3:
DAY	Phase 1: Starter	Phase 2: Main (new learning inc	luding acco		(ant)	Phase 3: Plenary / Reflections
	(preparing	(new rearning inc	iuuilig asse	255111	lent)	Fieldly / Reflections
	the brain					
	for					
	learning)					
	Engage	• Read a short te	ext aloud.			What have we learnt
	leaners to	•		•	stions based on the text	today?
	sing songs and recite	read for their frie		-		
	familiar	-		sed o	on the text you have	
	rhymes	read for learners	to answer.			Review the lesson with
						learners

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

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AMAFIIFIACUAHSCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:			Class size	:	
Day :		[Date :		
Period :		L	Lesson :	\cap	
				\mathcal{O}	
			(
			, C		
Strand :		Sub-strand			
A. Oral Language			Presentation		
B. Reading			Comprehension		
C. Writing			Controlled Writing		
D. Using Writing Con			Using Simple Prepositions		
E. Extensive Reading		Ε.	Building The	Love And Cultu	re Of Reading
Indicator (code)	B1.1.10.1.1 B	1.2.7.2.6.	B1.4.7.1.3.	B1.5.10.1.1	B1.6.1.1.1
Content standard (code)	B1.1.10.1. B	1.2.7.2.	B1.4.7.1.3	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners o	can identify	audience and	l purpose of pre	esentation
		an identify	the structure	of a story e.g. b	beginning, middle and the
	end				
		-		-	e meaning texts
		-	-	ple words corre	-
			, c		ooks and texts from print
Core Competencies: Crea			ication and C	ollaboration Pe	rsonal Development and
Leadership Critical Thinkin	ng and Problem So	lving.			
Keywords					
T. L .R. (s)	Word cards, sent	ence cards, l	letter cards, h	andwriting on	a manila card and a class
	library.			_	
Ref: English Lang	guage curriculum	Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
JAY	Starter	(new learning including assessment)	Phase 3: Plenary / Reflections
	(preparing the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
	learners to	Have learners to do "show and tell" to introduce a	today?
	sing songs	friend to their parents at their birthday party.	
	and recite	• Create more scenarios for learners to introduce their	Ask learners to
	familiar	friends.	summarize the main
	rhymes		points in the lesson
		Note: Introduce expressions like "Hello, meet my Dad",	
		etc.	
		Accordments lat learners, identify audience and purpase	
		Assessment: let learners identify audience and purpose	
T		of presentation	
Tuesday	Engage learners to	B.READINGNarrate a suitable story.	What have we learnt today?
	sing songs	 Have learners identify the structure of the story 	touay:
	and recite	by recalling what happened at the beginning, middle	Ask learners to
	familiar	and ending	summarize the main
	rhymes		points in the lesson
		Assessment: let learners identify the structure of a story	
Wednesda	Engage	C. WRITING	What have we learnt
У	learners to	Demonstrate the activity.	today?
	sing songs and recite	Have learners rearrange jumbled parts of sentences to make meaningful toxts	Ask learners to
	familiar	to make meaningful texts.Let learners read their sentences to the class for	summarize the main
	rhymes	feedback	points in the lesson
	ingines		
		Assessment: let learners match parts of sentences to	
		compose meaning texts	
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	• Using word cards, help learners to write three letter	Ask learners to
	familiar	words correctly, e. g. see, low, bow	summarize the main
	rhymes		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	

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SUBJECT: MA	THEMATICS		CLASS:	(DNE		
Week Ending:					Class size:		
Day :				Date :			
Period :			Lesson :				
Strand : GEOMETRY AND MEASUREMENT Sub-strand : 2D and 3D Shapes							
Indicator (code) B1.3.1.1.3			7				
Content star	ndard (code)	B1.3.1.1.					
Performance	e Indicator	Learners can	identify t	wo-	dimensional shapes, ind	cluding circles, triangles,	
		rectangles and squares as special rectangles, rhombuses and hexagons and					
		describe their att	ributes usi	ng fo	ormal geometric language	e	
		tivity and Innovati ng and Problem So		inica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)							
Ref:	Mathematio	s curriculum Pag	e				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essn	nent)	Phase 3: Plenary / Reflections	

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

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.....: LESSON PLAN

SUBJECT: HISTORY	CLASS	: ONE						
Week Ending:				Class si	ze:			
Day :			Date :					
Period :			Lesson	:				
Strand : Independ	lent Ghana	Su	Sub-strand : The Republics					
Indicator (code)		B1.6.1.1.1						
Content standard	l (code)	B1.6.1.1.	C	\bigcirc				
Performance Indi					ents Ghana has had since 1960			
-	es: Creativity and Innova Il Thinking and Problem S		nication and (Collabora	ation Personal Development and			
Keywords								
T. L .R. (s)		Pictures						
Ref:	History o	urriculum P	irriculum Page					
DAY Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections			
Tuesday Engage learners to sing songs and recite familiar rhymes		presidents (Create an pictures). Assessmen	tures of Ghan s with their na a album with t nt: let learner tures of Ghan	imes he s	What have we learnt today? Ask learners to summarize the main points in the lesson			
Thursday	Engage learners to sing songs and	Match the of Ghana	s with their na e names of pre with their dat dd the names	esidents es of	What have we learnt today?			

recite familiar		Ask learners to summarize the
rhymes	Assessment: let learners match the names of presidents	main points in the lesson
Who ruled Ghana from 1960- 2016?	of Ghana with their dates of tenure	

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LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE			(CLASS:	ONE			
Week Ending:					Class size	:		
Day :				Dat	e :			
Period :				Lesson :				
Strand : MY	GLOBAL COM	IMUNITY	Sub-strar	nd : I	ntroductio	on to Computir	g	
Indicator (co	ode)	B1.5.2.1. 1.				\mathcal{N}		
Content star	ndard (code)	B1.5.2.1.				(
Performance	e Indicator	Learners can iden	itify parts o	of a computer and how they connect to each other				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.							ersonal Development and	
Keywords								
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 inc	luding ass	essm	nent)		Plenary / Reflections	
	(preparing the brain for	R						
	learning)							
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the parts Learners work in small group gadgets connect to each oth item at a time, i.e. a mouse, system unit. Guide learners Assessment: let learners ide			explore f Each grou board, mc onnect the	now the o is given one nitor or e gadgets	What have we learnt today? Ask learners to summarize the main points in the lesson	
		and how they cor	nnect to ea	ch o	ther			

Thursday	Engage	Guide learners to tell how the gadgets are connected	What have we learnt
	learners to	(i.e. the connection of mouse, keyboard, monitor,	today?
	sing songs	system unit, etc.).	
	and recite		Ask learners to
	familiar	Assessment: let learners identify parts of a computer	summarize the main
	rhymes	and how they connect to each other	points in the lesson

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..... LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:					9:			
Day :				Date :				
Period :			Lesson :					
Strand : Physical F	and	Sub-strar	nd : Safety	and Injuri	es			
Strategies								
Indicator (code)	B1.4.3.4.	1						
			B1.4.3.4.					
Performance Indi	cator		Learners	can expl	ain the p	urpose of	warming up before	
			physical	activity and	d cooling d	own after	physical activity	
-	•			ication and	d Collabora	tion Perso	onal Development and	
Leadership Critica	l Thinking and	Problem Solv	ing.		5			
Keywords								
T. L .R. (s)			cones					
Ref: PE curriculu			m Page					
	1						1	
DAY	Phase 1:		Phase 2: Main				Phase 3:	
	Starter		(new learning including assessment) Plenary / Refle					
	(preparing th							
-	for learning)							
Friday Learners jog round a		Learners discuss that warm ups when				What have we learnt		
demarcated area in files while singing and				•	mises injur		today?	
		-	own helps					
	clapping to w	-	quickly or recover fast as well as				Use answers to	
	body for max		reduce fa	summarise the				
	performance			uld be treat		lesson.		
	prevent injur	ries			down phase			
			practical	physical e	ducation le	ssons		

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SUBJECT: SCIE	ENCE	CLASS:	ONE	Ξ				
Week Endin	g:				Class size:			
Day :				Dat	2:			
Period :				Lesson :				
Strand : HUI	MANS AND TH	IE	Sub-stran	nd : P	ERSONAL HYGIENE AND	SANITATION		
ENVIRONME	INT				0,			
Indicator (co	ode)	B1.5.1.2.1						
Content star	ndard (code)	B1.5.1.2.			. 9			
Performance	e Indicator	Learners can kno	ow the nee	eed to keep the environment clean				
-		tivity and Innovations and Problem Sol		inicat	ion and Collaboration P	ersonal Development and		
Keywords			R					
T. L .R. (s)		Pictures						
Ref:	Science curi	riculum Page						
DAV	Dhasa 1.	Dhara 2 Main				Dhase 2:		
DAY	Phase 1:	Phase 2: Main			t.)	Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	Plenary / Reflections					
Monday	Engage	Go on a nature w	alk to obse	erve t	he things in the	What have we learnt		
	learners to	environment.				today?		
	sing songs	 Learners talk ab 	out what t	they observed during the				
	and recite	nature walk.				Ask learners to		
	familiar	• Show pictures o	of the natu	ral ar	nd human features of	summarize the		
	rhymes	the environment.				important points of the		
		• Engage learners if the environmer		ss what will happen to them dusty and unclean		lesson		
		1	,					

		Brainstorm with learners on what will happen if they	
		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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SUBJECT: CR	EATIVE ARTS	(CLASS:	0	NE		
Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : PERFORMING ARTS			Sub-strar	Sub-strand : Planning, Making and Composing			
Indicator (c	ode)	B1 2.2.3.3	31 2.2.3.3				
Content sta	ndard (code)	B1 2.2.3.					
Performanc	e Indicator				ning artworks to expres nat reflect topical issues	ss own views, knowledge in the local community	
-		tivity and Innovation Communication and Collaboration Personal Development and ag and Problem Solving.					
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Arts curriculum						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	identified topical Suggested proces Select and use selements, resource	issues in the set of t	he loo nd app ment xylop	ropriate instruments, available (e.g. drums, hones, finger pianos,	What have we learnt today? Ask learners to summarize the main points in the lesson	

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

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Ending:			Class size:					
Day :			Date :					
Period :			Les	son :				
Strand : The	e Family and tl	ne Community	Sub-strand : Roles and Relationships					
Indicator (co	ode)	B1. 4.1.1.1:						
Content sta	ndard (code)	B1. 4.1.1.						
Performanc	e Indicator	Learners can identify the role of the individual members of the family.						
-		tivity and Innovations and Problem So		nica	tion and Collaboration F	Personal Development and		
T. L .R. (s)		Pictures						
Ref:	RME curricu	culum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the funct members in the family, e.g. Lea father, mother, etc. Assessment: let learners identif individual members of the fami		Lea ntify	mers play the role of a the role of the role of the	What have we learnt today? Ask learners to summarize the main points in the lesson		

Vetted by :..... Date :

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Rea	ding		Sub-stranc	d : F	luency	
Indicator (co	ode)	B1.2.8.1.1.	B1.2.8.1.2.			
Content star	ndard (code)	B1.2.8.1	B1.2.8.1.		N.	
Performance	e Indicator	The learne	er should bl	end	syllables to form words.	
		 The learner should read aloud words and simple sentences using correct 				
		pronunciation.				
-		vivity and Innovation Communication and Collaboration Personal Development and				
		g and Problem Solving.				
Keywords			*			
,						
T. L .R. (s)		Manila cards, mai	rkers, recor	ded	audios visual	
		anguage curricului				
	7					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Revise syllables				What have we learnt
	leaners to		ables on the	e bo	bard and lead learners	today?
	sing songs	to read them.				
	and recite	• Lead learners the	-		ion to blend the	
		syllables to form words. E.g.:				
/ba/ + /se/ = base			=			

		-
familiar	/cry/ + /ing/ = crying	Review the lesson with
rhymes		learners
	Assessment: let learners blend syllables to form words.	
Engage leaners to sing song and recite		What have we learnt today?
familiar rhymes	pronunciation of the words in the text and simple sentences.	Review the lesson with learners
	Assessment: let learners read aloud words and simple sentences using correct pronunciation	
Engage leaners to sing song and recite		What have we learnt today?
familiar rhymes	pronunciation of the words in the text and simple sentences.	Review the lesson with learners
	Assessment: let learners read aloud words and simple sentences using correct pronunciation.	

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Signature: Date :

TERM THREE BASIC ONE WEEK 7

ANATHINACUMISCHOOL

:	LESSON PLAN

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand :	Sub-st	rand :	
A. Oral Language	А.	Presentation	
B. Reading	В.	Fluency	
C. Writing	С.	Descriptive Writing	
D. Using Writing Con	ventions D.	Using Simple Prepositions	
E. Extensive Reading	; E.	Building The Love And Culture Of Reading	
Indicator (code)		1 B1.4.12.1.1 B1.5.10.1.2. B1.6.1.1.1	
Content standard (code)		B1.4.12.1. B1.5.10.1 B1.6.1.1.	
Performance Indicator		erate and select ideas on a given topic for presentatio	
	e.g. My father, My		
	1	I short and simple sentences at good pace	
		words and simple sentences to describe self	
		n blank spaces in simple words	
		a variety of age – appropriate books and texts from prin	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and			
Leadership Critical Thinki	ng and Problem Solving.		
Keywords			
T. L.R. (s) Word cards, sentence cards,		ds, letter cards, handwriting on a manila card and a clas	
	library.		
Ref: English Lan	guage curriculum Page		
		the MTN no. 0245350591 (Nana Fijfi Acquah) to support the	

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

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

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SUBJECT: MA			CLASS:	1	
Week Endin	ig:			Class size:	
Day :			Da	ite :	
Period :			Le	sson :	3
Strand : GEO	OMETRY AND	MEASUREMENT	Sub-strand :	Position /Transforma	tion
Indicator (co	ode)	B1.3.2.1.1	\sim		
Content sta	ndard (code)	B1.3.2.1.			
Performance IndicatorLearners can tell the positisuch above, below, to the rest					r objects in space using words
-		tivity and Innovati ng and Problem So		ation and Collaboratio	on Personal Development and
Keywords		R.			
T. L .R. (s)		Counters			
Ref:	Mathematio	cs curriculum Pag	e		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assess		ment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:			on relative to other example, Yaw is on the	Review the lesson with Learners

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

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SUBJECT: S	CIENCE	CLASS:	ON			
Week Endin	g:			Class size:		
Day :			Date :			
Period :				Lesson :		
Strand : HUI	MANS AND TH	IE	Sub-strar	d : DISEASES		
ENVIRONME	NT					
Indicator (co	ode)	B1.5.2.1.1				
Content star	ndard (code)	B1.5.2.1.		. ~		
Performance	e Indicator	Learners can ider	ntify some	common diseases that	affect	the skin and their causes
		tivity and Innovation ng and Problem Sol		nication and Collabora	tion Pe	ersonal Development and
Keywords			R			
T. L .R. (s)		Pictures				
Ref: Science curriculum Page			•			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning including assessment)				Plenary / Reflections
	the brain for					
learning)						
Monday	Engage learners to	• Engage learners to watch pictures story on common skin diseases.			tell a	What have we learnt today?
	sing songs	-		ame some common ski	'n	touay:
	and recite		• ·	in their communities, e		Ask learners to
	familiar			na, ringworm, chicken p	_	summarize the
	rhymes	etc.	,	, <u> </u>	,	important points of the
			ers share t	neir ideas with the who	ole	lesson
		class.				

		Reinforce learners' ideas by writing all common skin	
		diseases on the board.	
		 Brainstorm with learners on the causes of common 	
		skin diseases	
		Assessment: let learners identify some common	
		diseases that affect the skin and their causes	
Thursday	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		lesson

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SUBJECT: HIS	TORY	CLASS:	ON	E				
Week Endin	g:				Class size:			
Day :				Date	:			
Period :				Lesson :				
Strand : Inde	ependent Gha	ina	Sub-strar	nd : T	ne Republics	\sim		
Indicator (co	ode)	B1.6.1.1.1						
Content sta	ndard (code)	B1.6.1.1.						
Performanc	e Indicator	Learners can ider	ntify the Pr	eside	nts Ghana has had since	e 1960		
		tivity and Innovations and Problem So		unicat	ion and Collaboration P	ersonal Development and		
Keywords				<i>,</i> ,				
T. L .R. (s)		Pictures						
Ref:	History curr	iculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	luding ass	sessm	ent)	Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	following lines: a. Select a pictur b. Display the pic large cardboard. c. Write the name d. Add the length	e of one of cture of the e of the pro- n of tenure	f the _l e sele eside e of th	cted president on a nt below the picture.	What have we learnt today? Ask learners to summarize the main points in the lesson		
		of Ghana with the						

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

SUBJECT: OUF	R WORLD OUI	R PEOPLE		CLASS: ONE			
Week Ending	g:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : MY	GLOBAL COM	IMUNITY	Sub-strar	nd : Sources of Information			
Indicator (co	ode)	B1.5.3.1.1.	1				
Content star	ndard (code)	B1.5.3.1.					
Performance	e Indicator	Learners can colle	ect types o	f data			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curric	ulum Page	2			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections		
Tuesday Thursday	Engage learners to sing songs and recite familiar rhymes	environment, cou count the numbe textbooks and re Assessment: let le	unt and rec or of tables, cord them earners col	rious items from the cord them in a book, e.g. , chairs, exercise books, llect types of data	What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt		
mursudy	Engage learners to sing songs	gathered.	J LAIK ADO	ut the various types of data	today?		

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Endin	g:				Class size:			
Day :				Date	:			
Period :				Lesson :				
Strand : Values and Psycho-social Sub-s				d : Se	lf-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 part	ticipate willi	ingly	in physical activities	5		
Core Compe	etencies: Crea	tivity and Innovati	on Commur	nicati	on and Collaboratio	on Personal Development and		
	Critical Thinkir	ng and Problem So	lving.		<u> </u>			
Keywords								
T. L .R. (s)		Cones			,5			
Ref:	PE curriculu	m Page		1	$\langle \rangle$			
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing the brain for	(new learning including assessment)				Plenary / Reflections		
Friday	learning) Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal performan ce and to prevent injuries	Through observation, find out whether learners participate willingly in physical activities. Learners participate in physical activities of their interest.			What have we learnt today? Use answers to summarise the lesson.			

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..... LESSON PLAN

SUBJECT: CRE	EATIVE ARTS		CLASS:	ONE		
Week Endin	ig:			Class siz	e:	
Day :				Date :		
Period :				Lesson :		
Strand : VISUAL ARTS Sub-stra				ոd ։ Displayinք	g and Sharing	\checkmark
Indicator (co	ode)	B1 1.3.4.3			\mathcal{O}	
Content sta	ndard (code)	B1 1.3.4.			$(\boldsymbol{\lambda})$	
Performanc	e Indicator	Learners can pl	an a disp	ay of own	visual artworks	to share own creative
		experiences base	d on ideas	that reflect to	opical issues in t	the local community
Leadership		tivity and Innovati ng and Problem So		inication and	Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)	-	Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essment)		Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
monuay	learners to	☐ I talk about how to display artworks (e.g			. by hanging,	today?
	sing songs	draping and spre	ading)			
	and recite					Ask learners to
	familiar	Assessment: let l	•	• •	•	summarize the main
	rhymes	own visual artwo public	rks to shar	e, educate an	d inform the	points in the lesson

Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	plan the arrangement of own artworks to share,	today?
	sing song	educate and inform the public on the topical issues of	
	s and	the local community.	Ask learners to
	recite		summarize the main
familiar	familiar	Assessment: let learners plan a display of portfolio of own visual artworks to share, educate and inform the	points in the lesson
	rhymes	public	

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MAHHHAOUNHSCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Endin	g:				Class size:				
Day :				Date	:				
Period :				Less	on:				
Strand : The	Family and th	ne Community	Sub-stran	nd : Ro	oles and Relat	tionships			
Indicator (co	ode)	B1. 4.1.1.2							
Content sta	ndard (code)	B1. 4.1.1.							
Performanc	e Indicator	Learners can expl	ain the role	e of tl	ne communit	y in the up	bringing of its members		
Leadership (tivity and Innovation ng and Problem Sol		inicati	on and Collat	poration Pe	ersonal Development and		
Keywords									
T. L.R. (s) Pictures				. \	Υ.				
Ref:	RME curricu	Ilum Page	um Page						
DAY	Phase 1:	Phase 2: Main	N				Phase 3:		
	Starter (preparing	(new learning inc	luding asso	essme	ent)		Plenary / Reflections		
	the brain								
	for								
learning)									
Friday	Engage	Let learners, in gr	oups, talk	about	the role of t	he	What have we learnt		
	learners to	community in the	upbringin	ig of it	s members tl	hrough	today?		
	sing songs	education, discipl	ine, couns	elling	etc.				
	and recite						Ask learners to		
	familiar	Assessment: let le	earners ex	plain	the role of th	е	summarize the main		
	rhymes	community in the	upbringin	ig of it	s members		points in the lesson		

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·	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:				Class size:		
Day :			D	ate :		
Period :			L	esson :		
Strand : Sub-strai			Sub-strand			
Writing			0	ple Words/Names of Peop elling Items in the Environi	· ·	
Indicator (code) B1.3.3.1.3 B1.			B1.3.3.1.4	31.3.3.1.4		
Content sta	ndard (code)	B1.3.3.1. B1.3.3.1.				
Performanc		 The learner should combine strokes to form shapes of the upper-case letters The learner should copy and trace letters and words from a given letter cards on the board tivity and Innovation Communication and Collaboration Personal Development and 				
Leadership Critical Thinkin Keywords		-		cation and Collaboration P	ersonal Development and	
T. L.R. (s) Manila cards, markers, re				ed audios visual		
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main Phase 3: (new learning including assessment) Plenary / Reflect			Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	Ask learners to co Let learners show with them. • Draw the stroke	ombine the st their work t es on the boa	give them to learners. crokes on the papers. • o the class and discuss it rd and call learners to of the upper-case letters	What have we learnt today? Review the lesson with learners	

Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Provide learners with letter cards. Lead learners to trace the letters on the cards. 	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 8

AMAFIIFIACOUAHSCHOOL

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CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand :	Sub-stran				
A. Oral Language	A.	Presentation			
B. Reading	В.	Fluency			
C. Writing D. Using Writing C	C.	Descriptive Writing			
E. Extensive Read		Using Simple Prepositions			
E. Extensive field	"' ^B E.	Building The Love And Culture Of Reading			
Indicator (code)	B1.1.10.1.3. B1.2.9.1.2	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 speak	with confidence before different audiences, e.g. small			
	group, class, etc				
	B. Learners can recog	gnise one hundred and twenty sight words including			
	content words				
	C. Learners can use words and simple sentences to describe self				
	D. Learners can fill in b	can fill in blank spaces in simple words			
	E. Learners can read a v	a variety of age – appropriate books and texts from print			
Core Competencies: Creat	ivity and Innovation Commu	unication and Collaboration Personal Development and			
Leadership Critical Thinkin	g and Problem Solving.				
Keywords					
-					
T. L .R. (s)	Word cards, sentence cards,	s, letter cards, handwriting on a manila card and a class			
-	library.	-			

Ref:	English Language curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGUAGE Have learners draw members of their nuclear family. Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. Use probing questions to have learners talk more 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	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Have learners go over the sight words they have learnt during the period. Let learners echo-read simple texts. Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt. Have learners make simple meaningful sentences with the sight words. Assessment: let learners identify one hundred and twenty sight words including content words 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesda y	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Model describing yourself in 2-3 simple sentences using simple descriptive words. Write some descriptive words and discuss them with learners. Through questions, have pairs of learners describe themselves to each other. e.g. What is your name? - My name is How old are you? I am 	What have we learnt today? Ask learners to summarize the main points in the lesson			

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

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SUBJECT: MATHEMATICS			CLASS:	(DNE	
Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : GEOMETRY AND MEASUREMENT Sub-s			Sub-stra	nd : N	Aeasurement – Length, I	Mass and Capacity
Indicator (code) B1.3.3.1.1						
Content standard (code) B1.3.3.1.						
Performance Indicator		Learners can de	velop an	under	standing of measuring a	as a process of comparing
		pairs of items usi	ing words	such	as smaller, longer, thinne	er, heavier, bigger etc.
-		tivity and Innovating and Problem Sc		unica	tion and Collaboration P	ersonal Development and
Keywords		Dr.				
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning ind	cluding as	sessn	nent)	Plenary / Reflections
Monday	Sing songs like:	Learners bring t flat surface to co	• ·		f objects on the same ut which is taller	Review the lesson with Learners

	l'm	Assessment: have learners to practice with more	
	counting	examples	
	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
	l'm	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
У	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		
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
	7		
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		

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SUBJECT: HIST	FORY	CLASS:	ON	E		
Week Ending	g:			(Class size:	
Day :			Date :			
Period :				Lesson :		
Strand : Inde	ependent Gha	ina	Sub-strar	nd : Th	e Republics	~
Indicator (co	ode)	B1.6.1.1.1				
Content star	ndard (code)	B1.6.1.1.				
Performance	e Indicator	Learners can ider	ntify the Pr	esider	its Ghana has had since	1960
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	story curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and ta each group's presentation. Assessment: let learners identify the Presidents has had since 1960			What have we learnt today? Ask learners to summarize the main points in the lesson	

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

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Signature: Date :

LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE			(CLASS:		ONE		
Week Endin	g:				Class s	ize:		
Day :			Dat	e :				
Period :			Lesson :					
Strand : MY	GLOBAL COM	IMUNITY	MUNITY Sub-strand : Technology in Communication					
Indicator (co	ode)	B1.5.4.1.1.					\mathcal{N}	
Content sta	ndard (code)	B1.5.4.1.					\sum	
Performanc	e Indicator	Learners can iden	tify techno	ology	/ tools ir	n com	municatior	
Core Competencies: Crea Leadership Critical Thinkir				inica	tion and	d Colla	boration P	ersonal Development and
Keywords								
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 inc	luding ass	essm	nent)			Plenary / Reflections
	(preparing the brain for learning)							
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk about to communication e.g. gong gong vans, and community information Assessment: let learners ident communication		ong, natic	drums, l on centr	bells, i es.	mobile	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage	Learners draw and colour drums, bells, gong gong to	What have we learnt
	learners to	assemble people.	today?
	sing songs		
	and recite	Assessment: let learners identify technology tools in	Ask learners to
	familiar	communication	summarize the main
	rhymes		points in the lesson

Vetted by :....

Signature: Date :

······	LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:				Class	size:	
Day :		Date	:			
Period :		Lesso	on :			
Strand : Values ar	and	Sub-strand	: Social	Interaction		
Strategies						
Indicator (code)		B1.5.2	.5.1:			
Content standard	l (code)	B1.5.2	5.	\sim		
Performance Indi	icator				ite the characteristics of n physical activity.	
Core Competenci Leadership Critica	inicatior	n and Collabo	oration	Personal Development and		
Keywords			Sr.			
T. L .R. (s)			cones			
Ref:	PE curriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)		2: Main earning inclu ment)	ıding	Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcated area in files while singing and clapping to warm- up the body for maximal performance and to prevent injuries		ers share the ment with ot g physical tion lessons, ers cooperate s when worki s. ers understar haring items cal activities k cooperation ss.	hers e with ng in nd during prings	What have we learnt today? Use answers to summarise the lesson.	

 LESSON PLAN

SUBJECT: SCI	ENCE	CLASS:	ON	E			
Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : HU	MANS AND TH	łE	Sub-stra	nd : SCIENCE AND INDUSTRY			
ENVIRONM	-	-	Sub-strand . SCIENCE AND INDUSTRY				
Indicator (c	ode)	B1.5.3.1.1	I				
Content sta	ndard (code)	B1.5.3.1.		. 9			
Performance Indicator Learners can			lentify technologies in the immediate environment and describe the echnology on society				
		tivity and Innovations and Problem So		unication and Collaboration F	Personal Development and		
Keywords			R				
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	luding ass	sessment)	Plenary / Reflections		
learners to technologies and their in		their impa	videos or pictures showing act on the society. • Bring oys, laptops, smart phones,	What have we learnt today?			
	and recite familiar rhymes	watches, radio ar • Learners in grou	nd DVD pla ups discuss		Ask learners to summarize the important points of the		
ingines.		and their accomp thermometers.	anying fur	nctions, e.g. cars, drones,	lesson		

	20/ 11		
		• Learners present their ideas in groups for discussion.	
		 Ask learners to talk about what will happen if such 	
		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	 In groups learners work to design and make simple 	
	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 :

..... LESSON PLAN

SUBJECT: CRI	EATIVE ARTS	(CLASS:	ONE		
Week Endir	ıg:			Class size:		
Day :			Date :			
Period :				Lesson :		
Strand . DEF	RFORMING AR	тс	Sub strar	Id : Displaying and S	haring	
Stranu : PEr		15	Sub-Strai	iu : Displaying and S	naring	\checkmark
Indicator (c	ode)	B1 2.3.4.3			\bigcirc	
Content sta	ndard (code)	B1 2.3.4.				
Performanc	e Indicator	Learners can pla	n a displa [,]	y of own performin	g artwor	ks to share own creative
		experiences base	d on ideas	that reflect topical i	ssues in t	he local community
Leadership		tivity and Innovating and Problem So		nication and Collabo	oration Pe	ersonal Development and
Keywords			R C			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essment)		Plenary / Reflections
	(preparing					
	the brain	<u> </u>				
	for					
Monday	learning) Engage	Learners are to:				What have we learnt
wonday	learners to			eflects topical issues in the	s in the	today?
	sing songs	local community;				toudy:
	and recite					Ask learners to
	familiar		-	an a performance of own		summarize the main
	rhymes	music, dance and entertain the pub		educate, inform and	1	points in the lesson
		1				

Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	plan a display of own music, dance and drama to	today?
	sing song	educate and inform the public on the effects of topical	
	s and	issues experienced in the local community	Ask learners to
	recite		summarize the main
familia	familiar	Assessment: let learners plan a performance of own music, dance and drama to educate, inform and	points in the lesson
	rhymes	entertain the public	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS:

ONE

Week Ending:				Class size:			
Day :				Date :			
Period :				Less	on :		
Strand : The	e Family and tl	ne Community	Sub-strand	d : R	oles and Relationships		
Indicator (co	ode)	B1. 4.1.1.2					
	ndard (code)	B1. 4.1.1.					
Performanc	e Indicator	Learners can expl	ain the role	e of t	he community in the up	bringing of its members	
		tivity and Innovations and Problem Sol		nicat	ion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	RME curricu	Ilum Page					
DAY	Phase 1:	Phase 2: Main	N			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections		
Friday	Engage	Let learners dramatise or role play the roles of			What have we learnt		
	learners to	members of the community in the upbringing of its			today?		
	sing songs	members through education, discipline, counselling, etc					
	and recite					Ask learners to	
	familiar	Assessment: let le				summarize the main	
	rhymes	community in the	e upbringing	g of i	ts members	points in the lesson	

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	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : Writing			Sub-strand : Writing Simple Words/Names of People and Places (Proper			
Indicator (co	-	B1.3.3.2.1	Nouns) Lat	belli	ing Items in the Environn	nent/Classroom
Content star Performance	ndard (code) e Indicator		B1.3.3.2.The learner should label and mention items in the classroom/environment			
		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc				Phase 3: Plenary / Reflections
Engage leaners to sing songs and recite familiar rhymes • Draw some of the environment on the • Ask learners to la • Guide learners to		the board. label the ite	ems		What have we learnt today? Review the lesson with learners	

	Assessment: let learners label and mention items in the classroom/ environment	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses. Guide learners to mention the items one by one. Assessment: let learners label and mention items in the classroom/ environment 	What have we learnt today? Review the lesson with learners

	environment		
Vetted by :	 	Signature:	Date :
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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:					Class size:	
Day :				Dat	te :	
Period :				Les	son :	
						\bigcirc
					5	
Strand :			Sub-strar	nd :	\sim	
A. Readi	ing		A. Pł		cs	
B. Writii	ng		B. Pe	enmanship/ Handwriting		
C. Using	Writing Con	ventions	C. U:	Ising Capitalisation		
D. Exten	sive Reading		D. Bu	uildir	ng The Love and	Culture of Reading
Indicator (co	-	B2.2.2.1.1	B2.4.2.1.1		B2.5.1.1.1.	B2.6.1.1.1
Content stan		B2.2.2.1.	B2.4.2.1.		B2.5.1.1.	B2.6.1.1
Performance	e Indicator			-	bles to produce	words
		B. Learners of			-	ames of particular places and days
		of the wee		μιται		ames of particular places and days
			-	a var	riety of age and	level-appropriate books and texts
		from print				
-		•		inica	tion and Collabo	pration Personal Development and
Leadership C	ritical Thinkir	ng and Problem Sol	lving.			
Keywords						
T. L .R. (s)		Word cards, sente	ence cards	, lett	ter cards, handw	riting on a manila card and a class
		library.				
Ref:	English Lang	guage curriculum	Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflection
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	B.READING	What have we learn
	learners to sing songs	 Introduce the lesson with a recital that links the letters of the alphabet. 	today?
	and recite	 Have learners work in pairs, groups or individually to 	Ask learners to
	familiar	blend syllables to form meaningful words.	summarize the main
	rhymes	• Use word families as a guide to help build on the	points in the lesson
	mymee	words	
			~
		Assessment: let learners blend syllables to produce	
Tuesday	F 12222	words	What have we learn
Tuesday	Engage	 B.READING Introduce the lesson with a recital that links the 	
	learners to		today?
	sing songs and recite	letters of the alphabet.Have learners work in pairs, groups or individually to	Ask learners to
	familiar	blend syllables to form meaningful words.	summarize the main
	rhymes	• Use word families as a guide to help build on the	points in the lesson
	mymes	words	points in the lesson
		Assessment: let learners blend syllables to produce	
	.	words) A / h a + h a · · a · · · a a a · · · i
Wednesday		C. WRITING	What have we learn
	learners to	Demonstrate copying (sentences) on the board.	today?
	sing songs and recite	 Let learners practise writing legibly and correctly on the board or into their books. 	Ask learners to
	familiar	Have learners copy sentences from a book into their	summarize the main
	rhymes	books.	points in the lesson
	mymes	• Draw attention to inter and intra word spacing and	
		alignment of letters, as well as clarity or writing.	
T I!	F	Assessment: let learners copy sentences clearly	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learni
	learners to	Provide a sample text and have learners identify	today?
	sing songs	names of particular places and days of the week.	Ack loarners to
	and recite	• Have them compare the initial letters of these names	Ask learners to
	familiar	and other common names and share their observations	summarize the main

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• 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 points in the lesson

rhymes

with the class.

		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.	
		Introduce e-books to learners, if available.	
		• 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

CLASS: TWO

Week Ending:					Class size	:
Day :				Date :		
Period :				Lesson :	SCH	50-
Strand : NUMBE	R		Sub-stran	i d : Countin	ig, Represe	ntation, Cardinality & Ordinality
Indicator (code) B2.1.1.1.1				Y		
Content standar	rd (code)	B2.1.1.1.	20			
Performance Inc	dicator		can use nu how many	Imber names, counting sequences and how to count to ?"		
Core Competen Leadership Critic				inication ar	nd Collabor	ation Personal Development and
Keywords	A,	2				
T. L .R. (s)	Θ_{i}	Counters				
Ref:	Mathe	matics curr	iculum Pa	ge		
DAY			nase 2: Main Phase 3: ew learning including assessment) Plenary / Reflections			
Monday				ectively by 2 at multiples	2s, 5s and s of 2, 5,	Review the lesson with Learners

NANA FIIFI ACQUAF			
	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
	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	
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	counting sequences	
	alone, alone it	Assessment: have learners to practice	
		with more examples	
	shall be.		
The sector	Cianana	0	De la distance dile
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	Assessment: have learners to practice	
	000	•	
	one	with more examples	

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	nd : L	IVING AND NON-LIVING	THINGS	
					\sim		
Indicator (co	ode)	B2.1.1.1.1					
Content star	ndard (code)	B2.1.1.1.					
Performance	e Indicator	Learners can know	v the basic	c stru	icture of plants (roots, st	em, leaves, flowers)	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	inica	tion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solv	ving.		K.		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding ass	essn	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	•			eo on different plants.	What have we learnt	
	learners to			•	root young plants from	today?	
	sing songs		-	e as	sistance of the teacher	Ask learners to	
	and recite	and bring them to				summarize the	
	familiar		•		groups to identify the	important points of the	
	rhymes	basic parts (roots,	stem, lea	ves a	nd flowers).	lesson	
		Learners describ	e the basi	ic ph	ysical features of plants		
		(roots, stem and le	eaves and	flow	ers)		

	 Teacher asks learners some questions: 	
	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	
Engage	Observe pictures or watch a video on different plants.	What have we learnt
learners to	• Working in groups, learners uproot 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	• Learners examine the plants in groups to identify the	important points of the
rhymes	basic parts (roots, stem, leaves and flowers).	lesson
	 Learners describe the basic physical features of plants 	
	(roots, stem and leaves and flowers)	
	 Teacher asks learners some questions: 	
	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	
	learners to sing songs and recite familiar	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 plantsEngageObserve pictures or watch a video on different plants.learners to sing songs and recite familiarObserve pictures or watch a video on different plants from school surroundings with the assistance of the teacher and bring them to class.familiar rhymesLearners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers).• Learners describe the basic physical features of plants (roots, stem and leaves and flowers)• Teacher asks learners some questions:

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:				Class siz	e:		
Day :				Date :			
Period :				Lesson :			
Strand : AL	L ABOUT US		Sub-strand	d : Nature of	God	\checkmark	
Indicator (c	ode)	B2.1.1.1.1.			$-\infty$		
Content standard (code) B2.1.1.1.							
Performance Indicator Learners can mention the attribution					God that reveal	His nature as Sustainer of	
		life		\sim)		
				nication and	Collaboration Pe	ersonal Development and	
Leadership	Critical Thinkir	ng and Problem Solv	ving.	\mathcal{O}^{\prime}			
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curricul	lum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	ssment)		Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	In groups, learners	s mention t	the attribute	s of God as	What have we learnt	
	learners to	sustainer of life:				today?	
	sing songs	i. Giver of rain and					
	and recite	ii. The One who ma	-	s grow		Ask learners to	
	familiar	iii. The Giver of air				summarize the main	
	rhymes	Learners mention	these attri	butes of God	l in their local	points in the lesson	
		languages					
		Assessment: Let le	earners me	ention the at	tributes 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

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:		
Day :				Date :			
De de d				•			
Period :				Less	on :		
Strand : MOTOR SKILL AND MOVEMENT			NT Sub-strand : LOCOMOTOR SKILLS				
PATTERNS							
	1						
Indicator (co	-	B2.1.1.					
Content sta	ndard (code)	B2.1.1.					
Performanc	e Indicator					and zigzag pathways, using	
		the foll	owing locor	moto	or movements: walking,	running, leaping, jumping,	
		and ski	pping.	-			
Core Competencies: Creativity and Inn				nicat	ion and Collaboration F	Personal Development and	
Leadership (Critical Thinking and Pro	blem So	lving.	\mathcal{N})`		
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculum Page	$\langle \rangle \rangle$					
DAY	Phase 1:	Phase 2	2: Main			Phase 3:	
	Starter	(new le	earning inclu	uding	g assessment)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Friday	Learners jog round a	Learners go through general and specific		What have we learnt			
	demarcated area in	warm ups. Lead them to identify the			today?		
files while singing		pathways such as straight, curved, and		ght, curved, and zigzag.			
and clapping to		Mark these pathways and guide them to			Use answers to		
	warm-up the body		hrough wal	summarise the lesson.			
	for maximal	Allow t	he advance	lear	ners to help others as		
	performance and to	well as	progress in	ito th	e next skill of interest.		
	prevent injuries	End the	e lesson wit	h co	ol down.		

Vetted by :..... Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:		
Day :			Date :				
Period :			Les	son :			
Strand : Goo	l, His Creatior	and Attributes	Sub-strar	nd : (od the Creator		
Indicator (co	ode)	B2.1.1.1.1				\checkmark	
Content star	ndard (code)	B2.1.1.1.			\sim	*	
Performance	e Indicator	Learners can men	tion attrib	utes	of God that reveal His na	ature as Sustainer of life.	
-		-	tivity and Innovation Communication and Collaboration Personal Development and ag and Problem Solving.				
Keywords		JP.					
T. L .R. (s)		Pictures					
Ref:	RME curricu	Ilum Page	R				
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)		ient)	Phase 3: Plenary / Reflections		
	learning)						
Friday	Engage learners to sing songs and recite familiar rhymes	God as the Sustain - the One who ma • Let learners men local languages	ner of life: Ikes plants ntion othe	- Giv s gro er att	cuss the attributes of ver of rain and sunshine, w, - the Giver of air, etc. ributes of God in their	What have we learnt today? Ask learners to summarize the main points in the lesson	
		Assessment: let le reveal His nature			n attributes of God that life.		

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:				Class size:			
Day :				Dat	ate :		
Period :				Les	son :		
Strand : Mv	Country Ghar	าล	Sub-stran	nd : 1	he People Of Ghana		
,				-		~	
Indicator (co	ode)	B2.2.1.1.1					
Content star	ndard (code)	B2.2.1.1.					
Performanc	e Indicator	Learners can iden	ntify the etl	hnic	groups in each region in	Ghana	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	ion and Collaboration P	ersonal Development and	
-		ng and Problem Sol		\mathbb{N}	K.	•	
		1	C)		
Keywords							
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						
	the brain	N.					
	for						
	learning) –						
Tuesday	Engage					What have we learnt	
	learners to	Identify the admi	nistrative r	egio	ns of Ghana.	today?	
	sing songs						
	and recite	Assessment: let le	earners me	ntio	n the administrative	Ask learners to	
	familiar	regions of Ghana				summarize the main	
	rhymes					points in the lesson	
Thursday	Engage			-		What have we learnt	
	learners to	Identify the adm	inistrative	regio	ons of Ghana.	today?	
	sing songs						
		1					

NANA FIIFI AC	QUAH		
	and recite	Assessment: let learners mention the administrative	Ask learners to
	familiar	regions of Ghana	summarize the main
	rhymes		points in the lesson
	mymes		points in the lesson

Vetted by :	Signature:	Date :
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WANAFIELACOUALSCHOOL

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:				Class size:			
Day :		D		Date :			
Period :				esson :			
renou .							
Strand : VIS	UAL ARTS	Sub-strand : Thinking and Exploring Ide			eas		
				\sim			
Indicator (co	ode)	B2 1.1.1.1					
Content sta	ndard (code)	B2 1.1.1.					
Performanc	e Indicator	Learners can explore	own exp	eriences to talk about visua	al artworks that reflect the		
		history and culture of	f people i	n other Ghanaian commur	nities		
-				cation and Collaboration P	ersonal Development and		
Leadership (Critical Thinkin	າg and Problem Solvinູ	g.	Э,			
Keywords							
T. L .R. (s)	1	Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includi	Plenary / Reflections				
	(preparing the brain						
	for						
	learning)						
Monday	Engage	Learners are to:			What have we learnt		
	learners to	🛛 watch documentari	ies on the	history and culture of	today?		
	sing songs	people from other pa	arts of Gh	ana;			
	and recite	I identify the history	and cultu	ire of people from other	Ask learners to		
	familiar	parts of Ghana to ide	entify thei	r cultural activities such	summarize the main		
	rhymes	as their food, taboos,	, religion,	festivals, buildings,	points in the lesson		
		symbols of authority;					
		I interview and inter	act with l	eaders of the community			
		such as ethnic groups	s and asso	ociations (e.g. Ga, Ewe,			

NANA FIIFI ACC	LUAH		
		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	I watch documentaries on the history and culture of	today?
	sing songs	people from other parts of Ghana;	
	and recite	Identify the history and culture of people from other	Ask learners to
	familiar	parts of Ghana to identify their cultural activities such	summarize the main
	rhymes	as their food, taboos, religion, festivals, buildings,	points in the lesson
	7	symbols of authority;	•
		Interview and interact with leaders of the community	
		such as ethnic groups and associations (e.g. Ga, Ewe,	
		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	
	6	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	

Vetted by :..... Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:				Class size:		
Day :				Dat	ate :	
Period :				Les	son :	
Strand : Ora	l Language		Sub-strar	nd : 9	Songs	\checkmark
Indicator (co	ode)	B2.1.1.1.1.	B2.1.1.1.2		B2.1.1.1.3.	
Content star	ndard (code)	B2.1.1.1.	B2.1.1.1.		B2.1.1.1.	
Performance	e Indicator	• Le	arners sho	buld	sing work and play songs	and discuss their
		importanc	ce			
		• Le	arners sho	buld	relate types of play songs	s to everyday activities in
		their environment				
		Learners should relate types of work songs to everyday activities				
		in their en	in their environment			
-		-		inica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.			
Konwordo						
Keywords						
T. L .R. (s)		Manila cards, mar	rkers, reco	rdec	l audios visual	
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Engage		Revise traditional occupations with		with learners.	What have we learnt	
	leaners to	 Lead learners to 	sing a po	pula	r work song.	today?
	sing songs	 Introduce a new 	v work and	l its s	ong. Teach learners the	
	and recite	song.				
	familiar rhymes	song.Let learners sing the song in groups and individually.				

NANATIITACQUAIT		
	 Introduce a new play and its song. Lead learners to discuss how the play is performed and the song associated with the play. Let learners sing a popular play song as a group and individually. Discuss the importance of work and play songs with learners. E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc. Play songs – creates unity, develops one's creativity, provides enjoyment and inspiration. 	Review the lesson with learners
	Assessment: let learners write the importance of work and play songs	What have we learnt
Engage leaners to sing songs and recite familiar rhymes	 Show a picture of a playground to learners. Lead learners to talk about the picture. Discuss the various traditional plays in the community with learners. Pick one traditional play and teach how it is performed. 	What have we learnt today?
	 Teach the song that is sung when playing the game. Let learners sing song again. Put learners into groups to perform the play. E.g. Moonlight play songs etc. Assessment: let learners identify different types of play 	Review the lesson with learners
Engage leaners to sing songs and recite familiar	 songs Let learners sing a familiar traditional song. Show a picture of someone weaving to learners. Discuss the picture with learners. Discuss the various traditional occupations in the community with learners. 	What have we learnt today?
rhymes	 Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation. Let learners sing the song in groups and then individually. 	Review the lesson with learners

	 Lead learners to recognise various works and their 	
	corresponding songs. E.g. Fishing, kente weaving,	
	farming, etc.	
	Assessment: let learners identify different types of work	
	songs	

Vetted by :.... Signature: Date :

TERM ONE BASIC TWO WEEK 2

AMATHINA

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Day : Date : Period : Lesson : Period : Lesson : Strand : Sub-strand : A. Oral Language A. Songs B. Reading A. Songs C. Writing B. Phonics C. Writing Conventions C. Penmanship/ Handwriting D. Using Writing Conventions E. Building The Love and Culture of Reading E. Extensive Reading D. Using Capitalisation E. Extensive Reading B2.1.1.1 B2.1.1.1 B2.2.2.1.1 B2.4.2.1 Indicator (code) B2.1.1.1 B2.4.2.1 B. Learners can interyret familiar songs B. Learners can bled syllables to produce words C. Learners can bled syllables to produce words C. Learners can copy sentences clearly D. Learners can syllables to produce words C. Learners can use capital letter to write names of particular places and days
Strand : Sub-strand : A. Oral Language A. Songs B. Reading A. Songs C. Writing B. Phonics C. Writing Coventions C. Permanship/ Handwriting D. Using Writing Coventions D. Using Capitalisation E. Extensive Reading E. Building The Love and Culture of Reading Indicator (code) B2.1.1.1 B2.2.1.1 B2.4.2.1 B2.5.1.1.1 B2.6.1.1 Performance Indicator A. Learners can interpret familiar songs B2.6.1.1 B2.6.1.1 B. Learners can interpret familiar songs B. Learners can copy sentences clearly Substrains Substrains
Strand : Sub-strad: A. Oral Language A. Songs B. Reading A. Songs C. Writing B. Phonics C. Writing C. Penmanship/ Handwriting D. Using Writing Conventions D. Using Capitalisation E. Extensive Reading E. Building The Love and Culture of Reading Indicator (code) B2.1.1.1 B2.2.1.1 B2.4.2.1 B2.5.1.1.1 Performance Indicator A. Learners can interpret familiar songs B2.6.1.1 B. Learners can blend syllables to produce words C. Learners can copy sentences clearly Substrained sentences clearly
Strand : Sub-strad: A. Oral Language A. Songs B. Reading A. Songs C. Writing B. Phonics C. Writing C. Penmanship/ Handwriting D. Using Writing Conventions D. Using Capitalisation E. Extensive Reading E. Building The Love and Culture of Reading Indicator (code) B2.1.1.1 B2.2.1.1 B2.4.2.1 B2.5.1.1.1 Performance Indicator A. Learners can interpret familiar songs B2.6.1.1 B. Learners can blend syllables to produce words C. Learners can copy sentences clearly Substrained sentences clearly
Strand : Sub-strad: A. Oral Language A. Songs B. Reading A. Songs C. Writing B. Phonics C. Writing C. Penmanship/ Handwriting D. Using Writing Conventions D. Using Capitalisation E. Extensive Reading E. Building The Love and Culture of Reading Indicator (code) B2.1.1.1 B2.2.1.1 B2.4.2.1 B2.5.1.1.1 Performance Indicator A. Learners can interpret familiar songs B2.6.1.1 B. Learners can blend syllables to produce words C. Learners can copy sentences clearly Substrained sentences clearly
Strand : Sub-strad: A. Oral Language A. Songs B. Reading A. Songs C. Writing B. Phonics C. Writing C. Penmanship/ Handwriting D. Using Writing Conventions D. Using Capitalisation E. Extensive Reading E. Building The Love and Culture of Reading Indicator (code) B2.1.1.1 B2.2.1.1 B2.4.2.1 B2.5.1.1.1 Performance Indicator A. Learners can interpret familiar songs B2.6.1.1 B. Learners can blend syllables to produce words C. Learners can copy sentences clearly Substrained sentences clearly
A. Oral LanguageA. SongsB. ReadingB. PhonicsC. WritingC. Penmanship/ HandwritingD. Using Writing ConventionsD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.1.1.1B2.2.2.1B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1.1B2.6.1.1Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
A. Oral LanguageA. SongsB. ReadingB. PhonicsC. WritingC. Penmanship/HandwritingD. Using Writing ConventionsD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.1.1.1B2.2.2.1B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1.1Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
A. Oral LanguageA. SongsB. ReadingB. PhonicsC. WritingC. Penmanship/ HandwritingD. Using Writing ConventionsD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.1.1.1B2.2.2.1B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1.1B2.6.1.1Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
A. Oral LanguageA. SongsB. ReadingB. PhonicsC. WritingC. Penmanship/ HandwritingD. Using Writing ConventionsD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.1.1.1B2.2.2.1B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1.1B2.6.1.1Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
A. Oral LanguageA. SongsB. ReadingB. PhonicsC. WritingC. Penmanship/ HandwritingD. Using Writing ConventionsD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.1.1.1B2.2.2.1B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1.1B2.6.1.1Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
B. Reading B. Phonics C. Writing C. Penmanship/Handwriting D. Using Writing Conventions D. Using Capitalisation E. Extensive Reading E. Building The Love and Culture of Reading Indicator (code) B2.1.1.1. B2.2.2.1.1 B2.4.2.1.1 B2.5.1.1.1 B2.6.1.1.1 Performance Indicator A. Learners can interpret familiar songs B. Learners can blend syllables to produce words C. Learners can copy sentences clearly
C. WritingC. Penmanship/HandwritingD. Using Writing CorrectionsD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.1.1.1B2.2.2.1.1B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1.1B2.6.1.1Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can blend syllables to produce wordsC. Learners can blend syllables to produce words
D. Using Writing Convertions E. Extensive ReadingD. Using CapitalisationE. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.2.2.1.1B2.4.2.1.1B2.5.1.1.1B2.6.1.1.1Content standard (code)B2.1.1.1B2.2.2.1B2.4.2.1B2.5.1.1B2.6.1.1Performance IndicatorA. Learners can interpret familiar songB. Learners can bend syllables to produce words C. Learners converted by the converted syllables to produce wordsE. Earners can bend syllables to produce wordsE. Earners can bend syllables to produce words
E. Extensive ReadingE. Building The Love and Culture of ReadingIndicator (code)B2.1.1.1B2.2.2.1.1B2.4.2.1.1B2.5.1.1.1B2.6.1.1.1Content standard (code)B2.1.1.1B2.2.2.1.B2.4.2.1B2.5.1.1.B2.6.1.1.Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsF. Learners can copy sentences clearly
Indicator (code)B2.1.1.1.1B2.2.2.1.1B2.4.2.1.1B2.5.1.1.1.B2.6.1.1.1Content standard (code)B2.1.1.1.B2.2.2.1.B2.4.2.1B2.5.1.1.B2.6.1.1.Performance IndicatorA. Learners can interpret familiar songs B. Learners can blend syllables to produce words C. Learners can copy sentences clearlyC. Learners can copy sentences clearly
Content standard (code)B2.1.1.1.B2.2.2.1.B2.4.2.1B2.5.1.1.B2.6.1.1.Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
Performance IndicatorA. Learners can interpret familiar songsB. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
B. Learners can blend syllables to produce wordsC. Learners can copy sentences clearly
C. Learners can copy sentences clearly
D. Learners can use capital letter to write names of particular places and days
of the week
E. Learners can read a variety of age and level-appropriate books and texts
from print and non-print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
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

	Dhass 1	Dhace 2. Main	Dhase 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 LANGAUGE	Monday
	learners to	 Identify some familiar songs from learners' locality. 	
	sing songs	 Teach the songs with themes from their locality. 	
	and recite	 Discuss the moral values of the songs. 	
	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
rucsuuy	learners to	• Introduce the lesson with a recital that links the	lacoday
	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	 Use word families as a guide to help build on the 	
		words	
		Assessment: let learners blend syllables to produce	
		words	
Wednesday		C. WRITING	Wednesday
	learners to	• Demonstrate copying (sentences) on the board.	
	sing songs	 Let learners practise writing legibly and correctly on 	
	and recite	the board or into their books.	
	familiar	Have learners copy sentences from a book into their	
	rhymes	books.Draw attention to inter and intra word spacing and	
		alignment of letters, as well as clarity or writing.	
		angliment of letters, as well as clarity of writing.	
		Assessment: let learners copy sentences clearly	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	Thursday
	learners to	• Provide a sample text and have learners identify	/
	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	 Introduce narratives, pop-up and flip-the-page texts 	
		to learners.	
		Introduce e-books to learners, if available.	
		• 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 :	Signature:	Date :
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	PK.	

	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
				LCJ		\sim
					S	
Strand : NUI	MBER		Sub-stranc	d : C	ounting, Representation	, Cardinality & Ordinality
			(N .	
Indicator (co	ode)	B2.1.1.1.1		\mathcal{F}		
Content sta	ndard (code)		N			
Performanc	e Indicator	Learners can use "how many?"	number nar	mes	, counting sequences and	I how to count to find out
				nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Sol	lving.			
Keywords						
Reywords		N.				
T. L .R. (s)	~	Counters				
Ref:	Mathemati	cs curriculum Page	9			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Sing songs			ject	s in a group with a	Review the lesson with
	like:	written numeral t	to 1000			Learners

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

l'm counting	appropriate estimate among all those given and justify the choice	
one, what is one	Assessment: have learners to practice with more examples	

Vetted by :.... Signature: Date :

MMATHINA

SUBJECT: SCIENCE

CLASS: TWO

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	
Strand : LIVI	NG AND NON	I-LIVING THINGS Sub-strar	id : [DIVERSITY OF MATTER	\checkmark
Indicator (co	ode)	B2.1.1.1.1		$\mathcal{O}_{\mathcal{L}}$	
Content sta	ndard (code)	B2.1.1.1.			
Performance	e Indicator	Learners can know the basic	: stru	ucture of plants (roots, st	em, leaves, flowers)
-		l tivity and Innovation Commu ng and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essm	nent)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
Monday	Engage	Learners describe the basi	c ph	vsical features of plants	What have we learnt
,	learners to	(roots, stem and leaves and	•		today?
	sing songs	• Teacher asks learners som	estions: 1) which part		
	and recite	of the plant is hidden in the soil? 2) Which part of the Ask learners			
	familiar	plant was seen above the so	oil?		summarize the
	rhymes				important points of the
		Assessment: let learners de features of plants	scrib	e the basic physical	lesson

Thursday	Engage	 Learners sing songs, rhymes and poems relating to 	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	 Learners draw and label a plant. 	important points of the
	rhymes		lesson
		Assessment: let learners draw and label a plant	

Vetted by :....

Signature: Date :

MARTIN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : ALL	ABOUT US	Sub-s	trand : I	Myself	
Indicator (co	ode)	B2.1.2.1.1.		<u> </u>	
	ndard (code)	B2.1.2.1.			
Performanc	e Indicator	Learners can identify th	ings to a	lo to develop a sense of s	self identity and self-worth
Core Compe	tencies: Crea	tivity and Innovation Con	nmunica	tion and Collaboration P	ersonal Development and
-		ng and Problem Solving.			
			\rightarrow)	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum	Page		
	1				
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)		<u> </u>		
Tuesday	Engage	Learners talk about ther		•	What have we learnt
	learners to	appreciate the way God	today?		
	sing songs	and beautiful, I like the	way Goo	i created me. I have	
	and recite	great qualities".			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: Let learne	rs descri	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 the importance of developing a strong	today?
	sing songs	self-identity	
	and recite	The need to feel special, more worthy and valued, more	Ask learners to
	familiar	confident, more optimistic in order to do well in school	summarize the main
	rhymes	and in life in general.	points in the lesson
		Assessment: Let learners mention the importance of	
		developing a strong self-identity	

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Endir	ng:			Cla	ass size:		
Day :				Date :	Date :		
Period :			Lesson				
Period :				Lesson	i		
Strand : LO	COMOTOR, SKII	LS	Sub-strar	nd : MO	TOR SKILL AND MOV	EMENT PATTERNS	
Indicator (c	ode)	B2.1.1.1.2:			\sim		
	indard (code)	B2.1.1.1.					
Performanc	e Indicator	Learners can forw	vard and b	backwar	d skip without a rope	2.	
Core Comp	etencies: Creati	vity and Innovatio	n Commur	inication	and Collaboration P	ersonal Development and	
Leadership	Critical Thinking	g and Problem Solv	/ing.		\sim		
Keywords				6.			
Reywords							
T. L .R. (s)		cones					
Ref:	PE curriculum	n Page	N				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	sessment)		Plenary / Reflections	
	(preparing						
	the brain	$\mathcal{O}_{\mathbf{k}}$					
Friday	for learning)	Organica the wor	no un octiv	vitionus	ing rate and rabbite	M/hat have we learnt	
Friday	Learners jog round a	-	•		ng rats and rabbits. together, jump at	What have we learnt	
	demarcated	spot with double			0	today?	
	area in files	-			kwise for learners	Use answers to	
		to observe.	life should		kwise for learners	summarise the lesson.	
	while singing and clapping		in on the c	spot usi	ag porconal chaco	summarise the lesson.	
			-	-	ng personal space. Ind give corrective		
	to warm-up the body for	feedback. Let lea			-		
	maximal			-	ging slowly to end		
		the lesson		ni ny jog	Bing slowly to end		
	performance and to						

NANA FIIFI ACQUAH						
	prevent					
	injuries					

Vetted by :....

Signature: Date :

MARTIN

· · · · · · · · · · · · · · · · · · ·	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:			Class size:		
Day :			Dat	Date :		
Period :			ا م	son :		
renou .			Les	5011.		
Strand : Goo	l, His Creatior	and Attributes Sub-	strand :	God the Creator	\checkmark	
Indicator (co	ode)	B2.1.1.1.1				
Content star	ndard (code)	B2.1.1.1.				
Performance	e Indicator	Learners can mention a	attributes	of God that reveal His n	ature as Sustainer of life.	
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.		K.		
Karananda			\sim			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page				
	1					
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
	(preparing					
the brain						
	for learning)					
Friday	Engage				What have we learnt	
	learners to	Let learners explain the	e attribut	butes of God relevant to today?		
	sing songs	their daily life, e.g. Goo	d gives life	es life, rain and air.		
	and recite			Ask learners to		
	familiar	Assessment: let learne	rs explain	ain the attributes of God summarize the main		
	rhymes	relevant to their daily l	ife		points in the lesson	

Vetted by :..... Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:					Class size:	
Day :				Date :		
Period :				Less	on :	
Strand : My		Sub-strand : The People Of Ghana				
Indicator (co	ode)	B2.2.1.1.	1			
Content sta	ndard (code)	B2.2.1.1.				
Performanc	e Indicator	Learners	can Identif	y the	e ethnic groups in each	region in Ghana
Core Competencies: Creativity and Innovation Communication and Collaboration P Leadership Critical Thinking and Problem Solving.					Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: (new lea		ling	assessment)	Phase 3: Plenary / Reflections
TuesdayEngage learners to sing songs and recite familiar rhymesLocate the ethnic g map of Ghana.Yhich ethnic groups are there in your region?Map of Ghana.			ihana. ent: let lear	ners		What have we learnt today? Ask learners to summarize the main points in the lesson

	Thursday	Engage learners to	Locate the ethnic groups in each region on a	What have we learnt
		sing songs and	map of Ghana.	today?
		recite familiar		Ask learners to
	rhymes		Assessment: let learners locate the ethnic	summarize the main
			groups in each region on a map of Ghana	points in the lesson

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WANAFIELACULAHSCHOOL

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:				Class size:			
Day :			1	Date :			
Period :				Lesson :			
Strand : PER	RFORMING AR	TS S	Sub-strand	n d : Thinking and Exploring Ideas			
Indicator (co	ode)	B2 2.1.1.1			$\Theta_{\mathcal{X}}$		
Content sta	ndard (code)	B2 2.1.1.					
Performanc	e Indicator	Learners can explo	ore own e	xperiences	to talk about p	performing artworks that	
		reflect the history a	and culture	e of people	in other commu	nities in Ghana	
-		=		ication and	Collaboration P	ersonal Development and	
Leadership	Critical Thinkin	ng and Problem Solvi	ing.	\mathcal{S}			
Keywords)			
			\sim				
T. L .R. (s)		Pictures	Pictures				
Ref:	Creative Art	s curriculum					
						Ι	
DAY	Phase 1:	Phase 2: Main		_		Phase 3:	
	Starter	(new learning inclu	ding asses	ssment)		Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Monday Engage Learners are to:						What have we learnt	
learners to 🗵 watch documentaries on			aries on th	e history a	nd culture of	today?	
	sing songs people from other parts of			hana;			
	and recite	I identify the histor	ry and cult	ure of peop	ole from other	Ask learners to	
	familiar parts of Ghana by studying			eir cultural	activities such	summarize the main	
	rhymes	as staple foods, dre	essing, fest	ivals, build	ings, chiefs;	points in the lesson	
Isten to stories told by re			old by reso	ource perso	ns or interview		
		leaders of different	oups and as	sociations (e.g.			

ANA FIIFI ACC	207.11	Ga, Ewe, Akan, Dagaare), opinion leaders, traditional	
		rulers;	
		Assessment: let learners describe performing 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	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;	
		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	
etted by :		Signature:	Date ·
Citcu by		Signature	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:				Class size:				
Day :			I	Date :				
Period :				less	son :			
			•	LCJ				
			_		\sim	·		
Strand :			Sub-strand	d :				
Oral Langua	ge		Rhymes					
			-	and S	Story Telling			
Indicator (co	-		B2.1.2.1.2		B2.1.4.1.1			
	ndard (code)		B2.1.2.1.		B2.1.4.1.			
Performance	e Indicator				explore rhymes with corr	•		
					explore rhymes with pro	blematic sounds.		
			earners should retell part of a story.					
-		tivity and Innovation of and Problem So		nicat	cion and Collaboration Pe	ersonal Development and		
Leavership		ig and Froblem So	nving.					
Keywords								
T. L .R. (s)		Manila cards, markers, recorded audios visual						
Ref:	Ghanaian La	nguage curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	cluding asses	ssm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
for								
	learning) Engage	• Ask loarnars to	sing a nonul	lar t	raditional occupational	What have we learnt		
leaners to song.					today?			
sing songs		 Explore a rhyme 	0			coury.		
	and recite			to e	wnlore the rhyme with			
	familiar		Lead learners to learn how to explore the rhyme with correct rhythm					
rhymes correct rhythm.								

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

Vetted by :..... Date :

TERM ONE BASIC TWO WEEK 3

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :	Dat	e :			
Period :	Les	son :	\sim		
		C	$\langle O \rangle$		
)		
		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~			
Strand :	Sub-strand :	$\sim$			
A. Oral Language	A. Rhyme	s			
B. Reading	B. Word	Nord Families-Rhyming Endings and Common Digraph			
C. Writing	C. Writin	Vriting Letters – Small and Capital			
D. Using Writing Conventions	D. Using	sing Capitalisation			
E. Extensive Reading	E. Buildir	g The Love and Cu	Iture of Reading		
	.2.3.1.1. B2.4.3				
	2.3.1. B2.4.3				
	-		twisters in their own words s to decode simple words		
			er case using correct spacing		
	• •		nes of particular places and days		
of the w			····		
E. Learners	s can read a var	ety of age and lev	el-appropriate books and texts		
from pri	int and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development					
Leadership Critical Thinking and Problem S	Solving.				
Keywords					
T. L.R. (s) Word cards, ser	ntence cards, let	er cards, handwrit	ing on a manila card and a class		
library.					

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

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

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	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:					Class size:		
Day :				Date :			
Period :				Less	on :		
i choù :				LCJJ		$\checkmark$	
					. 5		
			_		$\langle \rangle$		
Strand : NUI	MBER		Sub-strand	<b>d</b> : C	ounting, Representatior	n, Cardinality & Ordinality	
				$\mathcal{L}$			
Indicator (co	-	B2.1.1.1.2	$- \wedge$	J			
	ndard (code)						
Performance	e indicator			ers II	n different positions arc	ound a given number in a	
Core Compe	toncios: Croa	number chart. (1-		nicat	ion and Collaboration P	ersonal Development and	
-		ng and Problem So		mcat		ersonal Development and	
			0				
Keywords		$\mathcal{A}$					
T. L .R. (s)		Counters					
Ref:	Mathematio	cs curriculum Page	e				
DAY	Phase 1:	Phase 2: Main		Phase 3:			
Starter (new learning including as			luding asse	essm	ent)	Plenary / Reflections	
(preparing							
	the brain						
	for learning)						
Monday						Review the lesson with	
			r chart with	th numbers between 0 and Learners			
					umbers in different		

NANA FIIFI ACO	<u> </u>				Dutlas	- in	
	l'm		-		. Put learner		
	counting	convenien					
	one, what	and have t					
	is one				ample, choos		
		identify nu	umbers abo	ove, below, t	o the right o	r to the	
		left etc.					
		24	48	75	12		
		16	18	86	40		
		115	259	134	529		
		203	325	719	686	_	
		685	915	982	827		$\sim$
						-0-	
		Assessmer examples	nt: have lea	arners to pra	ctice with m	ore	
Tuesday	Sing songs	Display a r	number cha	art with num	bers betwee	en 0 and	Review the lesson with
,	like:				umbers in dif		Learners
	ince.			-	. Put learner		Learners
	_		-		group a nur		
	ľm			-	in different	-	
	counting				ample, choos	-	
	one, what				the right o		
	is one	left etc.		Jve, below, t	o the right o		
	1 - One is one alone,	24	48	75	12		
	alone it	16	18	86	40		
	shall be.	115	259	134	529		
		203	325	719	686		
		685	915	982	827		
		Assessme	nt: have lea	arners to pra	ictice with m	ore	
		examples					
Wednesday	Sing songs	Display a r	number cha	art with num	bers betwee	en 0 and	Review the lesson with
	like:	100 and h	ave learnei	Learners			
		positions a	around a gi	-			
			it groups ai				
	l'm		them ident				
	counting			-	ample, choos	-	
	one, what				the right o		
	is one			Jve, below, l	o the right 0		
	13 0116	left etc.					

NANA FIIFI AG	1 - One is	24	48	75	12		
	one alone,	16	18	86	40		
	alone it shall be.	115	259	134	529	-	
		203	325	719	686		
		685	915	982	827	-	
		Assessmen examples	t: have learne	ers to practi	ce with mo	re	
Thursday	Sing songs						Review the lesson with
	like:	Display a n	umber chart	with numbe	rs between	0 and	Learners
			ive learners id				
	ľm		round a giver				
	counting		t groups and រួ hem identify			-	
	one, what		hosen numbe				
	is one		mbers above				
	1 - One is	left etc.					
	one alone,	24	48	75	12		
	alone it			$\sim$			
	shall be.	16	18	86	40		
		115	259	134	529		
		203	325	719	686		
		685	915	982	827		
		10					
		Assessmen	t: have learne				
		examples					
Friday	Sing songs			Review the lesson with			
	like:		umber chart	Learners			
			ive learners ic round a giver				
	ľm		found a giver				
	counting		hem identify				
	one, what		hosen numbe		•		
	is one		mbers above				
	1 - One is	left etc.				_	
	one alone,	24	48	75	12		
	alone it	16	18	86	40	-	
	shall be.	10		00			

115	259	134	529
203	325	719	686
685	915	982	827
Assessmexample		arners to pra	ctice with m

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MARTIN

SUBJECT: SCIENCE

CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	<b>d</b> : N	MATERIALS	
					$\sim$	
Indicator (co	ode)	B2.1.2.1.1				
Content sta	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can know	v the comr	mon	properties of materials s	such as soft, hard, rough
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ving.		K.	
Keywords				$\mathbf{F}$		
,,			N			
T. L .R. (s)		Pictures	$\mathbf{N}$			
Ref:	Science curi	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	Learners collect	-			What have we learnt
	learners to	materials from the			•	today?
	sing songs				uch as cotton wool,	
	and recite		•	•	cardboard, wood,	Ask learners to
	familiar		• •		ed and transparent), soil	summarize the
	rhymes	samples, marbles	(rough and	d sm	ooth) chalk, crayon,	important points of the
		pen, straws.				lesson
		• Learners sort and	d group th	ne m	aterials based on	
		texture (hard or so	oft), and si	ze (k	oig or small).	

		<ul> <li>Group materials into those that they can see through (transparent) and those that we cannot see through (opaque) with the teacher's assistance</li> <li>Provide materials that can bend, for learners to observe.</li> <li>Learners feel and draw materials that are hard, soft, smooth, etc.</li> </ul>	
		Assessment: let learners identify the common properties of materials	
Thursday	Engage	• Learners display their drawings in class for discussion.	What have we learnt
	learners to	• Know that the properties of a given material enable it	today?
	sing songs	to be used for making certain products, e.g. clay is used	
	and recite	for making pots because it can be moulded without	Project: Learners use
	familiar	breaking.	different materials to
	rhymes	Raffia palm is used for making basketry because it can	create new items such
		bend easily.	as paper fans, toy cars,
			toy planes, cooking
		Assessment: let learners identify the common	pans, hats and earthen
		properties of materials	ware.

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

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :					son :	
			6 1	-1 0	1	
Strand : ALL			Sub-stran		lyself	
Indicator (co	-	B2.1.2.1.1.				
	ndard (code)					
Performanc	e Indicator	Learners can iden	itify things	to d	o to develop a sense of s	self identity and self-worth
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinki	ng and Problem Solv	ving.			
Keywords				$\overline{}$		
,			$\sim$	)-		
T. L .R. (s)		Pictures	N			
Ref:	Our World (	Our People curricu	ılum Page	j		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners compose	e poems/w	/rite	essays about	What have we learnt
	learners to	themselves and w	hat they c	an d	o to feel more valued	today?
	sing songs	at home, school a	nd the con	nmu	nity	
	and recite					Ask learners to
	familiar	Assessment: Let l	earners id	entif	y things to do to	summarize the main
	rhymes	develop a sense o	f self ident	tity a	nd self-worth	points in the lesson
Thursday	Engage	Learners are assig	ned projec	cts to	dialogue with parents	What have we learnt
	learners to	on how they can b	oe support	ed a	nd encouraged to build	today?
	sing songs	strong sense of ide	entity e.g.	enco	ourage good behaviour	
	and recite	and performance	at home.			
L						

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

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AMATHERACOURTSCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week End	ing:				Class size:	
Day :				Dat	e :	
Period :	Poriod ·				on :	
renou .				LCJ		
Strand : M	OTOR SKILL AND MOV	EMENT	Sub-strand	<b>d :</b> L	OCOMOTOR, SKILLS	
PATTERNS						
Indicator (	code)	B2.1.1.1.3	2			
-	andard (code)	B2.1.1.1.	,			·
	ice Indicator		can Identify	, th	right and left sides of	f the body and movement
renorman		from right	-	, un	. fight and left sides of	The body and movement
Core Com	petencies: Creativity ar	nd Innovati	on Commur	nicat	ion and Collaboration F	Personal Development and
	Critical Thinking and I					
Keywords				$\overline{\cdot}$		
Reywords			$\sim$	)-		
T. L .R. (s)		cones	×.			
Ref:	PE curriculum Pag	e				
						-
DAY	Phase 1:	Phase 2: I	Main			Phase 3:
	Starter	(new lear	ning includi	ng a	issessment)	Plenary / Reflections
	(preparing the					
	brain					
	for learning)					
Friday	Learners jog round		-		t side and the right	What have we learnt
					ey dance signal them	today?
in files while by mentioning				side or right side for		
	singing and them to move tov					Use answers to
	clapping to warm-			sign	al with fun and	summarise the lesson.
	up the body for	enjoymer	nt			
	maximal					
	performance and					
	to prevent injuries					

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

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	ig:			Class size:			
Day :			Da	:e :			
Period :			Les	son :			
Strand : Goo	d, His Creatior	and Attributes Sub-str	and :	The Environment	$\checkmark$		
				$\sim$			
Indicator (co	ode)	B2.1.2.1.1:					
Content sta	ndard (code)	B2.1.2.1.					
Performanc	e Indicator	Learners can explain the i	mport	ance of the environment			
Core Compe	etencies: Crea	tivity and Innovation Comn	nunica	tion and Collaboration Po	ersonal Development and		
-		ng and Problem Solving.		)			
Keywords		C	Ĵ				
			)				
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAV	Dhasa 1.	Dhane 2: Main			Diseas 2		
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including a	ssessr	ient)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Friday	Engage	Take a nature walk of the	schoo	l environment with	What have we learnt		
Thady	learners to	learners to observe: - thin			today?		
	sing songs						
	and recite	things created by human beings: buildings, cars, tables, Ask learners to					
	familiar	chairs, etc	. bunungs, cars, tables,	summarize the main			
	rhymes				points in the lesson		
		Assessment: let learners r	nentic	n things of natural			
		existence and things creat		-			
			cu by				

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SUBJECT: HISTORY

CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : My	Country Ghana		Sub-stran	nd : ⊺	he People Of Ghana	$\checkmark$
Indicator (co	ode)	B2.2.1.1	.1			
	ndard (code)	B2.2.1.1				
Performanc		Learners	s can Ident	ify tl	ne ethnic groups in each	region in Ghana
-	e <b>tencies:</b> Creativity and Critical Thinking and Pro			nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curriculum F	Page				
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lea	arning inclu	uding	g assessment)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Tuesday	Engage learners to				video/TV/internet,	What have we learnt
	sing songs and	-	the region	s an	d ethnic groups in	today?
	recite familiar	Ghana				
	rhymes	Assessm	ent: let le:	arne	rs mention the ethnic	Ask learners to
			n each reg			summarize the main
	Which ethnic groups	<b>.</b>	U			points in the lesson
	are there in your					
Thursday	region? Engage learners to	Mith the	a aid of a d	lido/	video/TV/internet,	What have we learnt
Thursday	sing songs and			-	d ethnic groups in	today?

recite familiar rhymes	Assessment: let learners mention the ethnic groups in each region in Ghana	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Endin	g:			Class size:		
Day :			Da	Date :		
Deried :						
Period :				sson :		
Strand : VIS	UAL ARTS	Sub-	-strand :	Planning, Making and Cor	nposing	
Indicator (co	ode)	B2 1.2.2.1				
Content sta	ndard (code)	B2 1.2.2.				
Performanc	e Indicator	Learners can Generate	e ideas to	make own artworks base	ed on visual artworks that	
		reflect the history and	culture o	of people in other commu	nities in Ghana	
		,		ation and Collaboration P	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solving.	\sim)`		
Keywords			\sim	2		
T. L .R. (s)		Pictures)			
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessi	ment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to			What have we learnt	
	learners to	Description of the second s	artwork	s that are produced or	today?	
	sing songs	found in other parts of	,	,		
	and recite	I share ideas about the	e feature	s of the visual artworks	Ask learners to	
	familiar	produced or found in t	hose cor	nmunities in Ghana (e.g.	summarize the main	
	rhymes	clay pots, straw and ca	ine baske	ets, woven and printed	points in the lesson	
		fabrics, leather produc	ts, wood	carvings, glass and		
		stone beads, jewellery);			
		I make outline drawing	gs to def	ine those visual artworks		

write ideas to make their own artworks that reflect the
artworks that reflect the
ople in other communities in
What have we learnt
hered about visual artworks today?
ommunities to plan own
history and culture of people Ask learners to
n communities. summarize the main
points in the lesson
write ideas to make their own
artworks that reflect the
ople in other communities in

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : Sub-stra			Sub-stran	d :		
Oral Langua	ge		Listening a	and	Story Telling	
			Dramatisa	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.		B2.1.5.1.	
Performance Indicator • Learners should recogni • Learners should dramat • Core Competencies: Creativity and Innovation Communication				natis natis	e part of the story e a story a story and dis	cuss key issues and
Leadership (Critical Thinkir	ng and Problem Sol	lving.			
Keywords						
T. L .R. (s)		Manila cards, mai	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass		essm	ent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite			nora	•	What have we learnt today?

familiar		
rhymes	Assessment: let learners identify the morals/values in a	Review the lesson with
	story	learners
Engage leaners to sing songs and recite familiar		What have we learnt today?
rhymes	Assessment: let learners dramatise part of the story	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Tell or read an interesting story to learners. Lead learners to discuss the story in groups. Call the groups to tell the class their thoughts on the story. Assign roles to learners. Direct learners to dramatise the story. 	What have we learnt today?
	• Lead learners through discussions to recognise key issues and lessons in the story.	Review the lesson with learners
	Assessment: let learners dramatise a story a story and indicate key issues and lessons in the sketch	
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AMAFIIFIACOUAHSCHOOL

·······	LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:			Class size		
Day :			Date :		
Period :		I	Lesson :	\sim	9
				· ~	
			(
			C		
)	
Strand :		Sub-strand			
A. Oral Language		A. Sto	ry Telling		
B. Reading	B. Word Families-Rhyming Endings and Common Digraph				
C. Writing	C. Writing Letters – Small and Capital				
D. Using Writing Con	D. Using Writing Conventions D. Using Punctuation				
E. Extensive Reading		E. Bui	lding The Love	e and Culture of I	Reading
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 o	can identif	y characters i	in a story and r	elate them to real life
	situations				
	B. Learners c	an use com	nmon rhyming	/endings to deco	ode simple words
	C. Learners c	an copy wo	ords in lower a	ind upper case u	sing correct spacing
	D. Learners c	an use full	stops at the e	end of sentences	and question marks at
	the end of	questions			
	E. Learners c	an read a	variety of age	and level-appro	priate books and texts
	from print	and non-pr	rint		
Core Competencies: Crea			ication and Co	ollaboration Pers	onal Development and
Leadership Critical Thinkir	ng and Problem Sol	ving.			
Keywords					
T. L .R. (s)	Word cards, sente	ence cards.	letter cards. h	andwriting on a	manila card and a class
	library.	····)	,		
	,				

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

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summarize the main
summarize the main
points in the lesson
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What have we learnt
y today?
r Ask learners to
summarize the main
points in the lesson

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	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending	g:				Class size:	
Day :			D	Dat	e :	
Period :			L	Less	son :	\checkmark
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					$\langle \rangle$	
Strand : NUN	MBER		Sub-strand	nd : Counting, Representation, Cardinality & Ordinality		
Indicator (co	ode)	B2.1.1.1.3)	
-	, ndard (code)	B2.1.1.1.	\sim	<u> </u>		
Performance	e Indicator	Learners can use	number nan	mes	s and non-standard units	s (marked 10s and 1s) for
		is and volum	nes) to count to find out "ho	w long or how much?" up	
Coro Compo	topology (rog	to 999		icat	tion and Collaboration D	present Dovelopment and
-		ng and Problem Solv		ICal		ersonal Development and
			J			
Keywords		$\langle \rangle$				
T. L .R. (s)		Counters				
Ref:						
		- U -				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Endin	g:				Class size:	
Day :				Date :		
Period :				les	son :	
				200		
Strand : EAF	RTH SCIENCE	:	Sub-stran	d : C	YCLES	\checkmark
Indicator (co	ode)	B2. 2.1.1.1			$\mathcal{O}_{\mathcal{L}}$	
Content sta	ndard (code)	B2. 2.1.1.				
Performanc	e Indicator	Learners can recog	gnise the i	mpc	rtance of some cyclic na	itural phenomena such as
		dry and wet seasor	ns			
-		tivity and Innovation ng and Problem Solv		nicat	tion and Collaboration Po	ersonal Development and
Keywords			0	<u>_</u>		
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	·			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	2				
	for					
Monday	learning)	Learners recall ev	vonte that	0.00	ur and reaccur in a	What have we learnt
Monday	Engage learners to				erry-go-round). (Refer	today?
	sing songs	to Basic 1).		., 1110	eny-go-round). (Refer	
	and recite	Lead learners through poe			rhymes, games and	Ask learners to
	familiar				cyclic event – wet and	summarize the
	rhymes	dry seasons.				important points of the
	,		what they	/ like	and do not like about	lesson
		the dry season.	,			

		 Talk about what they like and dislike about the wet 	
		season.	
		 Assess learners by asking them to draw and make 	
		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

CLASS: TWO

Week Endi	ng:				Class size:	
Day :			Date :			
Period :				Less	on :	
Strand : AL	L ABOUT US	S	Sub-strand	d : №	ly Family and the Comn	nunity
Indicator (c	ode)	B2.1.3.1.1				/
	, andard (code)	B2.1.3.1.				
-	ce Indicator		ify the role	e an	d responsibilities of the	individual members of the
		family	, - ,			
Core Comp	etencies: Crea	-	n Commur	nicat	ion and Collaboration P	Personal Development and
		ng and Problem Solvi				
Keywords			\mathbf{C}			
			\sim			
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculu	um Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclue	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage			ut th	eir roles and roles of	What have we learnt
	learners to their parents in the family:					today?
	sing songs	– Parents: Provision of shel		er, fo	od, security and	
	and recite	education.	و بر مسر م			Ask learners to
	familiar	_	gerrands,	perr	orming house chores,	summarize the main
	rhymes	etc.				points in the lesson
		Assessment: Let lea	arners the	eir ro	oles and roles of their	
		parents in the famil	ly:			

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	

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Endin	ig:			Class size:		
Day :			[Date :		
Period :				.esson :		
Strand : MC	TOR SKILL AND	MOVEMENT Su	ub-strand	I: MANIPULATIVE SKILLS		
PATTERNS						
					\checkmark	
Indicator (co	-	B2.1.2.1.1				
	ndard (code)	B2.1.2.1.				
Performanc	e Indicator	Learners can roll a b	all from s	stationary to a given point a	and back, using hands	
Core Compe	etencies: Creati	vity and Innovation C	Communi	cation and Collaboration Pe	ersonal Development and	
Leadership	Critical Thinking	g and Problem Solving	g.			
Keywords						
		C^{-}				
T. L .R. (s)		cones				
Ref:	PE curriculum	n Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ling asse	ssment)	Plenary / Reflections	
	(preparing	dr.				
	the brain					
	for learning)					
Friday	Learners jog	U	0	e general and specific	What have we learnt	
	round a	• *		rate how to roll a ball	today?	
	demarcated	•	-	by placing a ball in front,		
	area in files	bending the trunk fo			Use answers to	
	while singing			forward whiles moving	summarise the lesson.	
	and clapping			rom walking to jogging		
	to warm-up		ide learne	ers to practice individually		
	the body for	and in groups.				
	maximal		• • • •			
	performance	•		eir own pace and give		
	and to	corrective feedback	tor corre	ct skill mastery. Learners		

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

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:	
Day :			Date :			
Period :				Les	son :	
Strand : Goo	l, His Creatior	and Attributes	Sub-stran	d : ⊺	he Environment	
Indicator (co	ode)	B2.1.2.1.1:			\sim	V
-	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can expl	ain the imp	orta	ance of the environment	
		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords			c	})`	
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page				
DAY	Phase 1:	Phase 2: Main	•			Phase 3:
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)	SK -				
Friday Engage In groups, let lear			ners exami	ne t	hings made by	What have we learnt
learners to humankind and identify			dentify the	mat	erials used in making	today?
	sing songs	the things Guid	he things Guide learners to talk about the			
	and recite importance of the environn			ent.	(survival of God's	Ask learners to
	familiar	creation depends	on the env	/iror	ment): air, food, water,	summarize the main
	rhymes	shelter, etc.				points in the lesson
		Assessment: let le environment	earners exp	lain	the importance of the	

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SUBJECT: HISTORY

CLASS: TWO

Week Endir	ng:			Class size:			
Day :			Da	:e :			
Period :			Les	son :			
Strand : My	Country Ghana	Sub-stra	nd :	The People Of Ghana			
Indicator (c	ode)	B2.2.1.1.1)`		
Content sta	ndard (code)	B2.2.1.1.		$\mathcal{Q}_{\mathcal{L}}$			
Performanc	e Indicator	Learners can identi	fy the	ethnic groups in each	region in Ghana		
Core Compe	etencies: Creativity ar	l nd Innovation Comm	unica	tion and Collaboration	Personal Development and		
Leadership	Critical Thinking and F	Problem Solving.					
Keywords		\sim					
T. L .R. (s)		Pictures					
Ref:	History curriculum						
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	ding	assessment)	Plenary / Reflections		
	(preparing the brain	K					
	for learning)						
Tuesday	Engage learners to	Match the ethnic g	roun	with their region	What have we learnt		
Tuesday	sing songs and		Joup	s with their region.	today?		
	recite familiar	Assessment: let lea	rners	match the ethnic			
	rhymes	groups in each regi	on in	Ghana	Ask learners to		
					summarize the main		
	Which ethnic				points in the lesson		
	groups are there						
	in your region?						
Thursday	Engage learners to	Match the ethnic groups with their region.			What have we learnt		
	sing songs and		•	C C	today?		
		Assessment: let lea	rners	match the ethnic			
		groups in each regi	on in	Ghana			

recite familiar	Ask learners to
rhymes	summarize the main
	points in the lesson

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Endin	g:				Class size:	
Day :			Dat	2:		
Period :					on :	
Period :				Less		
Strand : PER	FORMING AR	TS	Sub-stranc	d : P	lanning, Making and Cor	nposing
					\sim	
Indicator (code) B2 2.2.2.1						
Content sta	t standard (code) B2 2.2.2.					
Performanc	mance Indicator Learners can generate ideas to create own artworks based on performing artwo		d on performing artworks			
			•		re of people in other Gh	
-		•		nicat	ion and Collaboration Pe	ersonal Development and
Leadership	Lritical Ininkir	ng and Problem Solv	ving.	\mathcal{N})`	
Keywords			\sim	\rightarrow		
			<pre>K</pre>			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
/	learners to	recall images of	performing	g art	works that are	today?
	sing songs	produced or perfo				
	and recite	l define own idea	s for impro	visir	ng own music, dance or	Ask learners to
	familiar		•		erforming artworks	summarize the main
	rhymes			-		points in the lesson
		Assessment: let le	arners writ	te id	eas to create own	
		artworks based or	n performin	ng ai	tworks that reflect the	

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		history and culture of people in other Ghanaian communities	
M/o do o o do v	Faces		What have we leave
Wednesday		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	
		HIP ACION	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:			Class size:	
Day :		Da	te :	
		Le	sson :	
			\sim	\checkmark
		_		S
			nd and Connect Sounds)	
-			$\overline{\mathcal{A}}$	
	-			
Indicator			se and create words with	the same sounds - initial
			ation and Collaboration P	ersonal Development and
	ig and Froblem So	iving.		
	Manila cards, ma	rkers, recorde	d audios visual	
Ref: Ghanaian Language curriculu		m		
Phase 1:	Phase 2: Main			Phase 3:
Starter	(new learning inc	luding assess	ment)	Plenary / Reflections
(preparing				
0,				
	•			What have we learnt
				today?
	Call learners to	mention the v	vords individually.	
rhymes				
	de) dard (code) e Indicator tencies: Crea ritical Thinkir Ghanaian La Phase 1: Starter (preparing the brain for learning) Engage leaners to sing songs and recite familiar	de) B2.2.3.1.1 B2. idard (code) B2.2.3.1. B2. e Indicator • Learners sign and final gives e Indicator • Learners sign and Froblem So Manila cards, ma Manila cards, ma Ghanaian Language curriculu Phase 1: Phase 2: Main Starter (new learning incomparing the brain for for Image learning) Engage Engage • learners to • and recite • familiar •	Date Sub-strand : Phonological Phonological Phonics (Bler de) B2.2.3.1.1 B2.2.3.1. B2.2.4.1.1 dard (code) B2.2.3.1. B2.2.3.1. B2.2.4.1.1 dard (code) B2.2.3.1. B2.2.3.1. B2.2.4.1.1 e Indicator • Learners should recogni and final position • Learners should blend s tencies: Creativity and Innovation Communication Communication ritical Thinking and Problem Solving. Manila cards, markers, recorde Ghanaian Language curriculum Phase 1: Phase 2: Main (new learning including assessing (preparing the brain for learning) Engage e Let learners explore a rhyme. • Write some words on the boar • Lead learners to mention the • Call learners to mention the	Date : Lesson : Sub-strand : Phonological and Phonemic Awarenes Phonics (Blend and Connect Sounds) de) B2.2.3.1.1 B2.2.3.1.1 B2.2.4.1.1 dard (code) B2.2.3.1. B2.2.3.1.1 B2.2.4.1.1 dard final position • Learners should recognise and create words with and final position • Learners should blend syllables to produce simple tencies: Creativity and Innovation Communication and Collaboration P ritical Thinking and Problem Solving. Manila cards, markers, recorded audios visual Ghanaian Language curriculum Phase 1: Phase 2: Main (new learning including assessment) (preparing the brain for learning) Engage and recite familiar •

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		 Assist learners through discussion to recognise and 	
		create words with the same sounds in word initial and	Review the lesson with
		final positions.	learners
		Assessment: let learners create words with the same	
	F	sounds - initial and final position	
	Engage	Let learners explore a rhyme.	What have we learnt
	leaners to	• Write some syllables on a manila card and show it to	today?
	sing songs and recite	learners.	
	familiar	 Lead learners to read the syllables. 	
	rhymes	 Lead learners to blend syllables to produce simple 	
	mymes	words.	
			Review the lesson wit
		Assessment: let learners blend syllables to produce	learners
		simple words	
	Engage	• Let learners explore a rhyme.	What have we learnt
	leaners to	• Write some syllables on a manila card and show it to	today?
	sing songs	learners.	
	and recite	 Lead learners to read the syllables. 	
	familiar	 Lead learners to blend syllables to produce simple 	
	rhymes	words.	
			Review the lesson witl
		Assessment: let learners blend syllables to produce	learners
		simple words	
tted by :		Signature:	Date :
	~	ZK.	