

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

NANA FIFI ACQUAH SCHOOL

WHATSAPP 0245350591

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

NANA FIIFI ACQUAH SCHOOL

YEARLY SCHEME OF LEARNING

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 Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of 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 Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraph	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Simple Preposition
	Building The Love and Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraph	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Simple Words and Sentences

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

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	Building The Love and Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of 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 Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of Reading
9	Conversation	Giving and Responding to Commands, Instructions, Directions and Making Requests	Presentation
	Comprehension	Comprehension	Fluency
	Controlled Writing	narrative Writing	Controlled Writing
	Using Action Words	Using Simple and Compound Sentences	Spelling
	Building The Love and Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of 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 Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of Reading

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

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YEARLY SCHEME OF LEARNING

MATHS

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

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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
2	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
3	MATERIALS	MATERIALS	MATERIALS
4	EARTH SCIENCE	EARTH SCIENCE	EARTH SCIENCE
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION
6	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	SOLAR SYSTEM	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
8	SOURCES AND FORMS OF ENERGY	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
9	ELECTRICITY AND ELECTRONICS	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
10	ELECTRICITY AND ELECTRONICS	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
11	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE
12	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE

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YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the Weather	Festivals
2	Myself	The Environment and the Weather	Festivals
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 Weather	Basic Human Rights	Our Neighbouring Countries
7	The Environment and the Weather	Being a Leader	Introduction to Computing
8	The Environment and the Weather	Being a Leader	Sources of Information
9	The Environment and the Weather	Being a Citizen	Technology in 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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YEARLY SCHEME OF LEARNING

RME

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

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YEARLY SCHEME OF LEARNING

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

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

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

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

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

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

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

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TERMLY SCHEME OF LEARNING

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

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

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

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TERMLY SCHEME OF LEARNING

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

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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

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, pictures videos paper,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B1.4.3.2.	B1.4.3.2.1	
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 paper Graphite pencil, battery and LED
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1. 5.1.1.	B1. 5.1.1.2	
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	graphite pencil, battery and LED pictures videos paper
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	
4	DIVERSITY OF MATTER	EARTH SCIENCE	B2. 2.1.1.	B2. 2.1.1.1	

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TERMLY SCHEME OF LEARNING

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

1	Reading	Comprehension	B1.2.7.2	B1.2.7.2.1	Word cards sentence cards, class library
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.1	
	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	
2	Oral Language	Asking and Answering Questions	B1.1.8.1.	B1.1.8.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.2	
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1	
3	Oral Language	Giving and Responding to Commands/ Instructions and Making Requests	B1.1.8.1..	B1.1.8.1.2.	Word cards sentence cards, 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 Conventions	Using Simple Prepositions	B1.5.10.1	B1.5.10.1.1	
4	Oral Language	Giving and Responding to Commands/ Instructions and Making Requests	B1.1.9.1..	B1.1.9.1.1.	Word cards sentence cards, 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 Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1.	
5	Oral Language	Giving and Responding to Commands/ Instructions and Making Requests	B1.1.9.1.	B1.1.9.1.2.	Word cards sentence cards, 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 Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.1.	
6	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.1	Word cards

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	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.6	sentence cards, class library
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3.	
	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 sentence cards, class library
	Reading	Fluency	B1.2.9.1.	B1.2.9.1.1	
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	
	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	
8	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.3	Word cards sentence cards, class library
	Reading	Fluency	B1.2.9.1.	B1.2.9.1.2.	
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	
	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 sentence cards, class library
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	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 sentence cards, class library
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
	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, class library
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
	Oral Language	Story Telling	B2.1.4.1.	B2.1.4.1.1	
4	Reading	Word Families-Rhyming Endings and Common Digraph	B2.2.3.1.	B2.2.3.1.1	Word cards sentence cards, class library
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	

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	Using Writing Conventions	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	
	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	

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TERMLY SCHEME OF LEARNING

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

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

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

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TERMLY SCHEME OF LEARNING

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.	B1.2.2.2.3	-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.	B2.2.2.2.1	-do-

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TERMLY SCHEME OF LEARNING

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

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

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TERMLY SCHEME OF LEARNING

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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TERMLY SCHEME OF LEARNING

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 audios, Manila cards, recorded audio visuals
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.	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

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Comprehension B. Controlled Writing C. Using Simple Prepositions D. Building The Love And Culture Of Reading			
Indicator (code)	B1.2.7.2.1	B1.4.7.1.1	B1.5.10.1.1	B1.6.1.1.1	
Content standard (code)	B1.2.7.2.	B1.4.7.1.	B1.5.10.1.	B1.6.1.1.	
Performance Indicator	A. Learners can demonstrate understanding of the purpose and features of narrative texts B. Learners can find, read and copy sentences from a given substitution tables C. Learners can identify and spell simple words correctly D. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Language curriculum Page				

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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	<p>B.READING</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners explain the purpose and features of narrative texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read and copy sentences from a given substitution tables</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify and spell simple words correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/library time.</p>	<p>What have we learnt today?</p>

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	and recite familiar rhymes	<ul style="list-style-type: none">• 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	Ask learners to summarize the main points in the lesson
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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Patterns and Relationship	
Indicator (code)	B1.2.1.1.1		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can demonstrate an understanding of repeating patterns with 2 to 4 repeating elements		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like: I'm counting	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4... __) with 2 to 4 repeating elements, - shape patterns (e.g. □ □ ★ □ □ ★ □ □ ...) with 2 to 4 repeating elements,	Review the lesson with Learners

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	one, what is one.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one	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. - Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g., - □□□□□□□□□□ - 2 4 6 2 ___ 6) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g., - □□□□□□□□□□ - 2 4 6 2 ___ 6) Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4... ___) with 2 to 4 repeating elements, - shape patterns (e.g. □ □ ★ □ □ ★ □ □ ...) with 2 to 4 repeating elements, Assessment: have learners to practice with more examples	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.		
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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B1.4.3.1.1		
Content standard (code)	B1.4.3.1.		
Performance Indicator	Learners can explain force as a pull or a push on an object		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show pictures of, or ask learners to mention activities in the home and the community that involve a push or a pull, e.g. donkey pulling a cart, people pushing a car, people drawing water from a well, etc. Take learners outside the classroom to participate in several games or activities involving pulling or a pushing force, e.g. kicking and throwing of balls, pushing and pulling of boxes, tables and chairs and tug of war, etc. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> • 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 <p>Assessment: let learners explain force</p>	
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NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions in Ghana	
Indicator (code)	B1. 3.1.1.1:		
Content standard (code)	B1. 3.1.1.1:		
Performance Indicator	Learners can narrate the stories of the birth of religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islamic and ATR Assessment: let learners narrate the stories of the birth of religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1. 1.1.1.3		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can reflect on own experiences and talk about how the visual artworks produced or found in the local community reflect the natural environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ show knowledge about natural things (e.g. stone, wood, feather); ☑ describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment; ☑ take out-of-classroom walk to observe natural objects in the surroundings and collect samples and/or take photographs;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> ☒ organise the sample of natural objects and study their features variety of colours, shapes, size, etc. observed in them; ☒ organise the sample of natural objects collected to create a 'natural learning corner' in the classroom; ☒ share 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). <p>Assessment: let learners talk about how the visual artworks produced or found in the local community reflect the natural environment</p>	
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Authority and Power	
Indicator (code)	B1.4.2.1.2.		
Content standard (code)	B1.4.2.1.		
Performance Indicator	Learners can identify people who have power and authority and respect them, as a responsible citizen		
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 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	Learners talk about the people who have power and authority: i. at Home: father, mother, older siblings ii. in class/school: head teacher, class teacher, school prefects, class prefects Learners give examples of persons occupying such positions.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore which Europeans came to Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History 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 Which Europeans came to Ghana?	Identify the European countries whose citizens came and settled in Ghana — Portugal, Britain, France, Sweden, Germany (Brandenburg), Denmark, Norway, Netherlands. Assessment: let learners identify which Europeans came to Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Identify the European countries whose citizens came and settled in Ghana — Portugal, Britain, France, Sweden,	What have we learnt today?

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : STRENGTH	
Indicator (code)	B1.3.2.3.1		
Content standard (code)	B1.3.2.3.		
Performance Indicator	Learners can perform four continuous push ups (biceps and triceps).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	After warm ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper body weight up and flex the arms to move the body back to the lying position. Guide learners to practice to establish their base line. Encourage them to practice at home for improvement	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/Instructions	
Indicator (code)	B1.1.9.1.3	B1.1.10.1.1.	
Content standard (code)	B1.1.9.1.	B1.1.10.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should recognise how to answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’. The learner should explain what a command is 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.” Ask learners questions to find out if they can recognise when to use question tags. “what?”, “who?”, “where” and “when”. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify how to answer questions on, 'who", "what", "where" and" when".</p>	
	Engage learners to sing songs and recite familiar rhymes	<p>Write some commands on a flashcard.</p> <ul style="list-style-type: none"> • Lead learners to read the commands on the flashcard. • Direct learners to demonstrate the commands they have read. • Assist learners to recognise commands. E.g: Stand up! Sit down! etc. <p>Assessment: let learners explain what a command is</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some commands on a flashcard. • Lead learners to read the commands on the flashcard. • Direct learners to demonstrate the commands they have read. • Assist learners to recognise commands. E.g: Stand up! Sit down! etc. <p>Assessment: let learners explain what a command is</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 2

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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

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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	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use appropriate pronunciation and intonation in asking and answering Yes/No questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <p>Put learners in groups to identify and describe characters and their actions in the stories read</p> <p>Assessment: let learners read and copy sentences from a given substitution tables</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners describe characters and their actions in a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify and spell simple words correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Patterns and Relationship	
Indicator (code)	B1.2.1.1.1		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can demonstrate an understanding of repeating patterns with 2 to 4 repeating elements		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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 ★ □ ★ □)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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 ★ □ ★ □)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B1.4.3.2.1		
Content standard (code)	B1.4.3.2.		
Performance Indicator	Learners can understand what simple machines are and cite common examples		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science 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 style="list-style-type: none"> Engage learners in an activity to identify common machines in their homes and school. Assemble simple machines for learners to explore their uses in the home. Help learners to demonstrate the use of the provided machines for undertaking various tasks.eg opening bottles, picking up granules, etc. Elaborate on the importance of such machines in daily living 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>Precaution: Knives and other sharp objects should not be used in this lesson.</p> <p>Assessment: let learners cite common examples simple machines</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Assemble simple machines for learners to explore their uses in the home.</p> <p>Summarise learners' responses by explaining that machines enable work to be done easier and faster.</p> <ul style="list-style-type: none"> • Engage learners to draw any of the devices of their choice. <p>Precaution: Knives and other sharp objects should not be used in this lesson</p> <p>Assessment: let learners cite common examples simple machines</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: History

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore which Europeans came to Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History 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	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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	Which country came first?		
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Arrange the Europeans in the order in which they came to Ghana (starting with those who came first).</p> <p>Assessment: let learners identify which Europeans came to Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Responsible Use of Resources	
Indicator (code)	B1.4.3.1.1.		
Content standard (code)	B1.4.3.1.		
Performance Indicator	Learners can explore the importance of energy in the home, school and community		
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 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	Through questions and answers, learners mention the types of energy sources available in their homes and communities, e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG) (Whole class /small group discussion). Learners talk about uses of energy, e.g. cooking, smoking and drying of food items	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : ENDURANCE	
Indicator (code)	B1.3.3.4.1		
Content standard (code)	B1.3.3.4.		
Performance Indicator	Learners can perform sit and reach.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Learners sit with legs opened at shoulder width apart. Guide them to the toes of one leg with their hand and flex the trunk to touch the knee with their forehead. Learners flex and end at their limit.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1 2.1.1.3		
Content standard (code)	B1 2.1.1.		
Performance Indicator	Learners can reflect on own experiences and talk about how the performing artworks produced or performed in the local community reflect the natural environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ show knowledge about natural things or objects (e.g. stone, wood, feather); ☑ describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment; ☑ take out-of-classroom walks to observe natural things and objects in the local surroundings and collect	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>samples and/or take photographs or make videos of the natural environment</p> <p>☑ organise samples of natural objects collected to create a 'natural learning corner' in the classroom</p> <p>Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements)</p> <p>☑ 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</p> <p>☑ use ideas gained to improvise own performing artworks that express knowledge of the natural environment.</p> <p>Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions in Ghana	
Indicator (code)	B1. 3.1.1.1:		
Content standard (code)	B1. 3.1.1.		
Performance Indicator	Learners can narrate the stories of the birth of religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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 tell stories about the birth of the religious leaders Assessment: let learners narrate the stories of the birth of religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/Instructions	
Indicator (code)	B1.1.10.1.2	B1.1.11.1.1.	
Content standard (code)	B1.1.10.1.	B1.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should respond to four or five commands • The learner should discuss the times of the day 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Revise the commands with learners. <ul style="list-style-type: none"> • Call learners in pairs and let one issue a command while the other does what the command says. • Ask learners to tell you the reaction of the other learner when the command was issued. • Let learners know why they should obey commands. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners respond to four or five commands	
	Engage learners to sing songs and recite familiar rhymes	<p>Write the different times of the day on a flashcard.</p> <ul style="list-style-type: none"> • Lead learners to read the different times of the day. • Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening. <p>Assessment: let learners the times of the day</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the different times of the day on a flashcard. • Lead learners to read the different times of the day. • Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening. <p>Assessment: let learners identify the times of the day</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 3

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/Instructions and Making Requests B. Comprehension C. Controlled Writing D. Using Simple Prepositions E. Building The Love 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	A. Learners can use appropriate pronunciation and intonation in asking and answering Wh – questions B. Learners can connect, ideas and information in stories to own experiences and knowledge of the world C. Learners can write a simple composition using a substitution table D. Learners can identify and spell simple words correctly E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, 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	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> i. What is this? ii. What is your name? iii. How old are you? iv. How 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. <p>Assessment: let learners ask and answer Wh – questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners write a simple composition using a substitution table</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners write a simple composition using a substitution table	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify and spell simple words correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/library time.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	2D cut out shapes and 3D objects		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or	Review the lesson with Learners

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	<p>I'm counting one, what is one 1 - One is one</p>	<p>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)</p> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like: I'm counting one, what is one</p>	<p>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)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>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</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like: I'm pre-counting one, what is one 1 - One is one alone,</p>	<p>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</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like: I'm counting</p>	<p>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</p>	Review the lesson with Learners

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B1. 5.1.1.1		
Content standard (code)	B1. 5.1.1.		
Performance Indicator	Learners can explain the need for bathing and know how it is done		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> • Enquire from learners the routine activities they engage in before coming to school. (Activities may include sweeping, bathing, brushing of teeth, washing of face, etc. • Lead learners to discuss the reasons for undertaking those activities (such as bathing). • Assist them to talk about the number of times they bath a day and how their parents bath them. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 <p>Assessment: let learners explain the need for bathing</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners draw some items used for bathing and display them for discussion.</p> <p>Assessment: let learners draw some items used for bathing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify countries on the world map using the internet		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History 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	Locate each of these countries on the world map using the internet Assessment: let learners identify countries on the world map using the internet	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B1.4.4.1.1.		
Content standard (code)	B1.4.4.1.		
Performance Indicator	Learners can describe farming activities in the community		
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 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	Learners look around the school or community and talk about different farm activities the people do/watch pictures/ films on different types of farm activities e.g. growing of vegetable, fruits, corn, goats, sheep, pigs, cattle, etc. Assessment: let learners describe farming activities in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B1.3.4.5.1		
Content standard (code)	B1.3.4.5.		
Performance Indicator	Learners can identify human body parts.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Use pictures and videos to help learners identify parts of the body. Mention a body part and ask learners to point at it on the wall chart	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.2.3		
Content standard (code)	B1 1.2.2.		
Performance Indicator	Learners can explore available means of using relevant visual arts making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ recall ideas gathered on the making and use of visual artworks that are produced or found in the local community; ☑ refine own ideas on visual art making tools, materials and methods used by the local artists; ☑ organise and develop own ideas, knowledge an understanding of what makes up the natural and man-made environment;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made environments Assessment: let learners make own artworks that reflect the natural and man-made 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 :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions in Ghana	
Indicator (code)	B1. 3.1.1.1:		
Content standard (code)	B1. 3.1.1.		
Performance Indicator	Learners can narrate the stories of the birth of religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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 dramatise the birth of the religious leaders. Assessment: let learners narrate the stories of the birth of religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B1.1.11.1.2.	B1.1.11.1.3	
Content standard (code)	B1.1.11.1.	B1.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should say the names of the days of the week. • The learner should say the time by the hour 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the names of the days of the week on the board. • Lead learners to read the names of the days of the week. • Assist learners to recognise and mention the names of the days of the week. E.g. Monday, Tuesday, Wednesday, etc. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners say the names of the days of the week.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to tell the time for assembly and for recreation time in the school. • Discuss time with the learners using a model clock. • Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o'clock. The time is 12 o'clock, etc. <p>Assessment: let learners say the time by the hour</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to tell the time for assembly and for recreation time in the school. • Discuss time with the learners using a model clock. • Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o'clock. The time is 12 o'clock, etc. <p>Assessment: let learners say the time by the hour</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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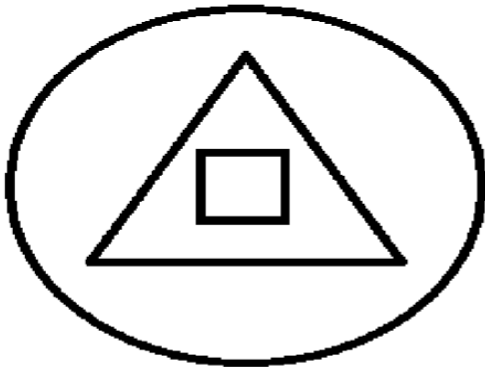
TERM THREE
BASIC ONE
WEEK 4

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/Instructions and Making Requests B. Comprehension C. Controlled Writing D. Using Simple Prepositions E. Building The Love And Culture Of Reading			
Indicator (code)	B1.1.9.1.1.	B1.2.7.2.4	B1.4.7.1.2	B1.5.10.1.1	B1.6.1.1.1
Content standard (code)	B1.1.9.1.	B1.2.7.2.	B1.4.7.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can give and respond to commands and instructions B. Learners can read level-appropriate texts with prompting and support C. Learners can write a simple composition using a substitution table D. Learners can identify and spell simple words correctly E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, 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	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Give commands and instructions to learners. <p>e.g. Command:</p> <ul style="list-style-type: none"> • Keep quiet. • Hands up. • Sit down. • 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: <div style="text-align: center;">  </div> <p>Assessment: let learners give and respond to commands and instructions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read texts with all the prompting and support that can help them in their reading</p> <p>Assessment: let learners read level-appropriate texts with prompting and support</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners write a simple composition using a substitution table</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify and spell simple words correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>


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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Identify 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	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
Wednesday	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)  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, 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	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>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)</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify where each country first settled in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History 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	Find out where each country first settled in Ghana Assessment: let learners identify where each country first settled in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B1.4.4.2.1		
Content standard (code)	B1.4.4.2.		
Performance Indicator	Learners can identify simple agricultural tools		
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 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	Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm. Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used. Assessment: let learners identify simple agricultural tools	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Draw some of the agricultural tools used in Ghana, e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc. Assessment: let learners draw some of the agricultural tools used in Ghana,	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Physical Fitness Concepts, Principles and Strategies		Sub-strand : Fitness Programme	
Indicator (code)	B1.4.1.4.1:		
Content standard (code)	B1.4.1.4.		
Performance Indicator	Learners can participate in enjoyable physical activities for increasing periods of time.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B1. 5.1.1.2		
Content standard (code)	B1. 5.1.1.		
Performance Indicator	Learners can know the need for and how to clean the teeth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> • Begin with a familiar song on cleaning the teeth. • Ask learners to mention the items used in cleaning the teeth, e.g. toothbrush and toothpaste, chewing stick, etc. • Let learners watch videos or pictures that show the right way to clean the teeth. • Demonstrate the right method of brushing the teeth (moving the toothbrush in an upward and downward 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>motion) in front of the class and ask learners to do same.</p> <p>Assessment: let learners explain the need for cleaning the teeth</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Let learners individually draw and colour some items used in brushing the teeth and display their drawings for discussion.</p> <ul style="list-style-type: none"> • Learners talk about what will happen if they do not brush their teeth regularly <p>Assessment: let learners draw and colour some items used in brushing the teeth</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.2.3		
Content standard (code)	B1 2.2.2.		
Performance Indicator	Learners can explore available means of using relevant performing arts instruments, resources and methods to create own artworks that reflect the natural and manmade environments of the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to <input type="checkbox"/> recall ideas gathered on the making and use of the music, dance and drama artworks in the local community <input type="checkbox"/> refine own ideas on the instruments, resources and methods used by local performing artists <input type="checkbox"/> organise and develop own ideas on what makes up the natural and manmade environments	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	
Wednesday	Engage learners to sing songs 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 :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.1:		
Content standard (code)	B1. 4.1.1.1		
Performance Indicator	Learners can identify the role of the individual members of the family.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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	<ul style="list-style-type: none"> Let learners, in groups, talk about their roles and roles of their parents in the family: <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. Assessment: let learners identify the role of the individual members of the family.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B1.2.5.1.4	B1.2.6.1.1.	B1.2.6.1.2
Content standard (code)	B1.2.5.1.	B1.2.6.1.1	B1.2.6.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should group cards bearing the same words together • The learner should answer questions based on pictures. • The learner should answer questions based on simple sentences. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use flash cards with words on them. • Put learners into groups and charge them to group cards bearing the same words together. NB: Teacher supervises the groups. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners group cards bearing the same words together	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners answer questions based on pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read short sentences aloud. • Lead learners to read the short sentences. • Ask questions based on the sentences read for learners to answer <p>Assessment: let learners answer questions based on pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

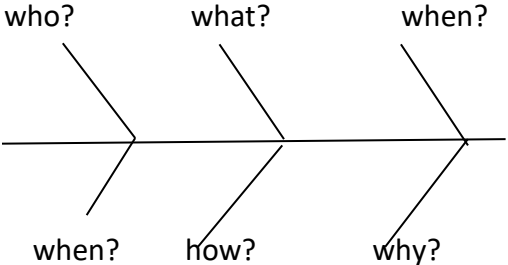
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TERM THREE
BASIC ONE
WEEK 5

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SUBJECT: CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/Instructions and Making Requests B. Comprehension C. Controlled Writing D. Using Simple Prepositions E. Building The Love And Culture Of Reading			
Indicator (code)	B1.1.9.1.2	B1.2.7.2.5	B1.4.7.1.3.	B1.5.10.1.1	B1.6.1.1.1
Content standard (code)	B1.1.9.1.	B1.2.7.2.	B1.4.7.1. .	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests using the word "Please" B. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc C. Learners can match parts of sentences to compose meaning texts D. Learners can identify and spell simple words correctly E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Language curriculum Page				

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	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Demonstrate knowledge of requests and their responses. • Let learners respond to requests using; yes, ok, etc. • 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. <p>Assessment: let learners make and respond to polite requests using the word "Please"</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners. e.g. K of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.). <p>Continue with while reading activities to enhance their understanding of the text. e.g.</p> <p>a) Herring Bone strategy</p> 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>b) W of KWL(What the learners want to know).</p> <p>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</p> <p>Assessment: let learners use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Demonstrate the activity. • Have learners rearrange jumbled parts of sentences to make meaningful texts.</p> <p>• Let learners read their sentences to the class for feedback</p> <p>Assessment: let learners match parts of sentences to compose meaning texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>• Help learners to write two letter words correctly e. g. go, so, in, on.</p> <p>• Using word cards, help learners to write three letter words correctly, e. g. see, low, bow</p> <p>Assessment: let learners identify and spell simple words correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>• Have a variety of age appropriate books for learners to make a choice from</p> <p>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>• Encourage them to read individually and in pairs, and provide support and encouragement</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.2		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify three-dimensional shapes, including spheres ones, cylinders, rectangular prisms (including cubes), and triangular prisms and describe their attributes using formal geometric language		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	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
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: 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

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B1. 5.1.1.3		
Content standard (code)	B1. 5.1.1.		
Performance Indicator	Learners can demonstrate an understanding of the need for and how to wash the hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> • Lead learners through questions to come out with the importance of washing the hands. • Elaborate on their responses to introduce the topic "Hand-Washing". • Learners discuss when to wash their hands. (The hands must be washed after visiting the toilet, before and after eating, after practical activity, after returning home from school or the playground). 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Ask learners to name items used in hand-washing, (soap and running clean water). • Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, emphasizing washing under running/flowing water. • Engage learners in groups to demonstrate washing of hands <p>Assessment: let learners mention importance of washing the hands</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners brainstorm the possible health effects associated with failure to wash the hands properly. • Ask learners to draw illustrations of them washing their hands with water and soap <p>Assessment: let learners explain how to wash the hands</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B1.5.1.1.1.		
Content standard (code)	B1.5.1.1.		
Performance Indicator	Learners can mention Ghana's Neighbours		
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 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	Learners identify their unique country, Ghana and her neighbours Learners demonstrate the positions of Ghana's neighbouring countries by using the body e.g. to my right is Togo, to my left is La Cote d'Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean) Assessment: let learners mention Ghana's Neighbours	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Physical Fitness Concepts, Principles and Strategies		Sub-strand : Healthy Diet	
Indicator (code)	B1.4.2.4.1:		
Content standard (code)	B1.4.2.4.		
Performance Indicator	Learners can recognise the need to drink water during and after physical activity.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Through discussions, learners identify the need to drink water during physical activity to prevent heat stroke, dehydration, and to control body temperature, etc.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History 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 Who was Ghana's	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

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	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

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.3.3		
Content standard (code)	B1 1.2.3.		
Performance Indicator	Learners can create own visual artworks to express own views, knowledge and understanding of topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ make artworks to reflect some topical issues in the local community Assessment: let learners create own visual artworks to express own views, knowledge and understanding of 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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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: ☑ make own drawings and colour them to educate the local community on those topical issues. Assessment: let learners create own visual artworks to express own views, knowledge and understanding of topical issues in the local community</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.1:		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can identify the role of the individual members of the family.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum 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	<ul style="list-style-type: none"> Let learners, in groups, talk about their roles and roles of their parents in the family: <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. Assessment: let learners identify the role of the individual members of the family.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Silent Reading	
Indicator (code)	B1.2.6.1.3	B1.2.7.1.1.	B1.2.7.1.2
Content standard (code)	B1.2.6.1.	B1.2.7.1.	B1.2.7.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should answer questions based on text read by teacher • The learner should do picture reading • The learner should read simple sentences of about four to five words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a short text aloud. • Encourage learners to ask questions based on the text read for their friends to answer. • Ask learners questions based on the text you have read for learners to answer. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners answer questions based on text read by teacher	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners into groups and provide them with a picture book. • Encourage learners to discuss the pictures among themselves while you go around to monitor. • Call leaders of the various groups to read their pictures to the whole class. <p>Assessment: let learners do picture reading</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 by one. <p>Assessment: let learners read simple sentences of about four to five words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 6

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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

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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	<p>A. ORAL LANGUAGE</p> <p>Have learners to do “show and tell” to introduce a friend to their parents at their birthday party.</p> <ul style="list-style-type: none"> • Create more scenarios for learners to introduce their friends. <p>Note: Introduce expressions like “Hello, meet my Dad”, etc.</p> <p>Assessment: let learners identify audience and purpose of presentation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Narrate a suitable story. • Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending <p>Assessment: let learners identify the structure of a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Demonstrate the activity. • Have learners rearrange jumbled parts of sentences to make meaningful texts. • Let learners read their sentences to the class for feedback <p>Assessment: let learners match parts of sentences to compose meaning texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify and spell simple words correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/library time.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

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		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify two-dimensional shapes, including circles, triangles, rectangles and squares as special rectangles, rhombuses and hexagons and describe their attributes using formal geometric language		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one 1 - One is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History 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	Match pictures of Ghana’s presidents with their names (Create an album with the pictures). Assessment: let learners match pictures of Ghana’s presidents with their names	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Match the names of presidents of Ghana with their dates of tenure (Add the names to their pictures).	What have we learnt today?

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Introduction to Computing	
Indicator (code)	B1.5.2.1. 1.		
Content standard (code)	B1.5.2.1.		
Performance Indicator	Learners can identify parts of a computer and how they connect to each other		
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 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	Learners talk about the parts of a computer e.g. mouse. Learners work in small groups to explore how the gadgets connect to each other. Each group is given one item at a time, i.e. a mouse, keyboard, monitor or system unit. Guide learners to connect the gadgets Assessment: let learners identify parts of a computer and how they connect to each other	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Physical Fitness Concepts, Principles and Strategies		Sub-strand : Safety and Injuries	
Indicator (code)	B1.4.3.4.1		
Content standard (code)	B1.4.3.4.		
Performance Indicator	Learners can explain the purpose of warming up before physical activity and cooling down after physical activity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Learners discuss that warm ups when done well, will minimise injuries and cooling down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity. This should be treated during the warm up and cool down phase of practical physical education lessons	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B1.5.1.2.1		
Content standard (code)	B1.5.1.2.		
Performance Indicator	Learners can know the need to keep the environment clean		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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	Go on a nature walk to observe the things in the environment. <ul style="list-style-type: none"> • Learners talk about what they observed during the nature walk. • Show pictures of the natural and human features of the environment. • Engage learners to discuss what will happen to them if the environment is very dusty and unclean. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners explain why it is important to keep the environment clean</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments</p> <p>Assessment: let learners draw pictures to depict clean environments</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.3.3		
Content standard (code)	B1 2.2.3.		
Performance Indicator	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ perform own music, dance and drama that reflect the identified topical issues in the local community Suggested process/steps ☑ select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasps, xylophones, finger pianos, rattles, clappers, castanets, horns, whistles, harps, costumes, props)	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>☑ 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)</p> <p>☑ select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;</p> <p>☑ 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.</p> <p>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.</p> <p>Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community</p>	
<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to make other performing artworks to educate the people on the effects of those local topical issues</p> <p>Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.1:		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can identify the role of the individual members of the family.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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 functions of the various members in the family, e.g. Learners play the role of a father, mother, etc. Assessment: let learners identify the role of the individual members of the family.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B1.2.8.1.1.	B1.2.8.1.2.	
Content standard (code)	B1.2.8.1..	B1.2.8.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should blend syllables to form words. • The learner should read aloud words and simple sentences using correct pronunciation. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Revise syllables with learners. • Write some syllables on the board and lead learners to read them. • Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base 	What have we learnt today?

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	familiar rhymes	/cry/ + /ing/ = crying Assessment: let learners blend syllables to form words.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read aloud a text or simple sentences with correct pronunciation. • Let learners say the simple sentences after you. • Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. Assessment: let learners read aloud words and simple sentences using correct pronunciation	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read aloud a text or simple sentences with correct pronunciation. • Let learners say the simple sentences after you. • Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. Assessment: let learners read aloud words and simple sentences using correct pronunciation.	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 7

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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

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	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners generate and select ideas on a given topic for presentation .g. My father</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Teacher models reading at a reasonable pace. • Have learners read short and simple sentences at a reasonable pace. • Let learners read in small groups. <p>Assessment: let learners read short and simple sentences at good pace</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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 • Assist learners to write out their sentences. <p>Assessment: let learners use words and simple sentences to describe self</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p> <p>Reading</p>	<p>What have we learnt today?</p>

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	familiar rhymes	Assessment: let learners fill in blank spaces in simple words	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/library time.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position /Transformation	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.		
Performance Indicator	Learners can tell the position of objects relative other objects in space using words such above, below, to the right etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the	Review the lesson with Learners

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	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 counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B1.5.2.1.1		
Content standard (code)	B1.5.2.1.		
Performance Indicator	Learners can identify some common diseases that affect the skin and their causes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> Engage learners to watch pictures and videos or tell a story on common skin diseases. Learners in their groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox, etc. In groups learners share their ideas with the whole class. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Reinforce learners' ideas by writing all common skin diseases on the board. • Brainstorm with learners on the causes of common skin diseases <p>Assessment: let learners identify some common diseases that affect the skin and their causes</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios</p> <p>Assessment: let learners mention ways they can prevent skin diseases</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History 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	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	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Put learners in groups to create a gallery station on the following lines:</p> <ol style="list-style-type: none"> Select a picture of one of the presidents. Display the picture of the selected president on a large cardboard. Write the name of the president below the picture. Add the length of tenure of the president <p>Assessment: let learners match the names of presidents of Ghana with their dates of tenure</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Sources of Information	
Indicator (code)	B1.5.3.1.1.		
Content standard (code)	B1.5.3.1.		
Performance Indicator	Learners can collect types of 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 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	Guide learners to collect various items from the environment, count and record them in a book, e.g. count the number of tables, chairs, exercise books, textbooks and record them Assessment: let learners collect types of data	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Guide learners to talk about the various types of data gathered.	What have we learnt today?

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Self-Responsibility	
Indicator (code)	B1.5.1.5.1:		
Content standard (code)	B1.5.1.5.		
Performance Indicator	Learners can participate willingly in physical activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	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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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.4.3		
Content standard (code)	B1 1.3.4.		
Performance Indicator	Learners can plan a display of own visual artworks to share own creative experiences based on ideas that reflect topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ talk about how to display artworks (e.g. by hanging, draping and spreading) Assessment: let learners plan a display of portfolio of own visual artworks to share, educate and inform the public	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan the arrangement of own artworks to share, educate and inform the public on the topical issues of the local community.</p> <p>Assessment: let learners plan a display of portfolio of own visual artworks to share, educate and inform the public</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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, in groups, talk about the role of the community in the upbringing of its members through education, discipline, counselling, etc. Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	
Indicator (code)	B1.3.3.1.3	B1.3.3.1.4	
Content standard (code)	B1.3.3.1.	B1.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Draw strokes on papers and give them to learners. Ask learners to combine the strokes on the papers. Let learners show their work to the class and discuss it with them. Draw the strokes on the board and call learners to combine them to form shapes of the upper-case letters 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners combine strokes to form shapes of the upper-case letters	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with letter cards. • Lead learners to trace the letters on the cards. • Guide learners to write the letters without tracing. NB: Teacher to go round to monitor this activity. Assessment: let learners copy and trace letters and words from a given letter cards on the board	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with letter cards. • Lead learners to trace the letters on the cards. • Guide learners to write the letters without tracing. NB: Teacher to go round to monitor this activity. Assessment: let learners copy and trace letters and words from a given letter cards on the board	What have we learnt today? Review the lesson with learners

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TERM THREE
BASIC ONE
WEEK 8

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Using Simple Prepositions 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 recognise 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 blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
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	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners speak with confidence before different audiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify one hundred and twenty sight words including content words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • Assist learners to write out their sentences. <p>Assessment: let learners use words and simple sentences to describe self</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p> <p>Reading</p> <p>Assessment: let learners fill in blank spaces in simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/library time.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement – Length, Mass and Capacity	
Indicator (code)	B1.3.3.1.1		
Content standard (code)	B1.3.3.1.		
Performance Indicator	Learners can develop an understanding of measuring as a process of comparing pairs of items using words such as smaller, longer, thinner, heavier, bigger etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History 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 talk about each group's presentation. 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

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Thursday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. 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
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B1.5.4.1.1.		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can identify technology tools in communication		
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 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	Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells, mobile vans, and community information centres. Assessment: let learners identify technology tools in communication	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Social Interaction	
Indicator (code)	B1.5.2.5.1:		
Content standard (code)	B1.5.2.5.		
Performance Indicator	Learners can demonstrate the characteristics of sharing and cooperation in physical activity.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Learners share their equipment with others during physical education lessons, Learners cooperate with others when working in groups. Learners understand that sharing items during physical activities brings about cooperation and success.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B1.5.3.1.1		
Content standard (code)	B1.5.3.1.		
Performance Indicator	Learners can identify technologies in the immediate environment and describe the impact of the technology on society		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Science 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 style="list-style-type: none"> Engage learners to watch videos or pictures showing technologies and their impact on the society. • Bring electronic devices such as toys, laptops, smart phones, watches, radio and DVD players to class. Learners in groups discuss other technological equipment they see in their immediate environment and their accompanying functions, e.g. cars, drones, thermometers. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify technologies in the immediate environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners mention some technological devices and how these have impacted their lives.</p> <ul style="list-style-type: none"> • In groups learners work to design and make simple technological devices of their choice using materials such as blu tack, clay, cardboard and paper. <p>Assessment: let learners identify technologies in the immediate environment and describe the impact of the technology on society</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 2.3.4.3		
Content standard (code)	B1 2.3.4.		
Performance Indicator	Learners can plan a display of own performing artworks to share own creative experiences based on ideas that reflect topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ watch a short video that reflects topical issues in the local community; Assessment: let learners plan a performance of own music, dance and drama to educate, inform and entertain the public	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community</p> <p>Assessment: let learners plan a performance of own music, dance and drama to educate, inform and entertain the public</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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 dramatise or role play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	
Indicator (code)	B1.3.3.2.1		
Content standard (code)	B1.3.3.2.		
Performance Indicator	<ul style="list-style-type: none"> The learner should label and mention items in the classroom/environment 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> 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. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners label and mention items in the classroom/ environment	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners label and mention items in the classroom/ environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners label and mention items in the classroom/ environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC TWO
WEEK 1**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Phonics B. Penmanship/ Handwriting C. Using Capitalisation D. Building The Love and Culture of Reading	
Indicator (code)	B2.2.2.1.1	B2.4.2.1.1	B2.5.1.1.1. B2.6.1.1.1
Content standard (code)	B2.2.2.1.	B2.4.2.1.	B2.5.1.1. B2.6.1.1
Performance Indicator	A. Learners can blend syllables to produce words B. Learners can copy sentences clearly C. Learners can use capital letter to write names of particular places and days of the week D. 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.			
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		

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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	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce the lesson with a recital that links the letters of the alphabet. • Have learners work in pairs, groups or individually to blend syllables to form meaningful words. • Use word families as a guide to help build on the words <p>Assessment: let learners blend syllables to produce words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce the lesson with a recital that links the letters of the alphabet. • Have learners work in pairs, groups or individually to blend syllables to form meaningful words. • Use word families as a guide to help build on the words <p>Assessment: let learners blend syllables to produce words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Demonstrate copying (sentences) on the board. • Let learners practise writing legibly and correctly on the board or into their books. • Have learners copy sentences from a book into their books. • Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing. <p>Assessment: let learners copy sentences clearly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide a sample text and have learners identify names of particular places and days of the week. • Have them compare the initial letters of these names and other common names and share their observations 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 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>particular places and days of the week, with capital letters.</p> <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can use number names, counting sequences and how to count to find out "how many?"		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100; Identify and correct	Review the lesson with Learners

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can know the basic structure of plants (roots, stem, leaves, flowers)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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	Observe pictures or watch a video on different plants. <ul style="list-style-type: none"> Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class. Learners 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) 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • 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? <p>Assessment: let learners identify the basic parts of plants</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Observe pictures or watch a video on different plants.</p> <ul style="list-style-type: none"> • Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class. • Learners 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: 1) Which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil? <p>Assessment: let learners identify the basic parts of plants</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B2.1.1.1.1.		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can mention the attributes of God that reveal His nature as Sustainer of life		
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 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	In groups, learners mention the attributes of God as sustainer of life: i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air Learners mention these attributes of God in their local languages Assessment: Let learners mention the attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B2.1.1.1.1:		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Learners go through general and specific warm ups. Lead them to identify the pathways such as straight, curved, and zigzag. Mark these pathways and guide them to move through walking, and running, etc. Allow the advance learners to help others as well as progress into the next skill of interest. End the lesson with cool down.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can mention attributes of God that reveal His nature as Sustainer of life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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	<ul style="list-style-type: none"> In groups, lead learners to discuss the attributes of God as the Sustainer of life: - Giver of rain and sunshine, - the One who makes plants grow, - the Giver of air, etc. Let learners mention other attributes of God in their local languages <p>Assessment: let learners mention attributes of God that reveal His nature as Sustainer of life.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History 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	Identify the administrative regions of Ghana. Assessment: let learners mention the administrative regions of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Identify the administrative regions of Ghana.	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners mention the administrative regions of Ghana	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 1.1.1.1		
Content standard (code)	B2 1.1.1.		
Performance Indicator	Learners can explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ watch documentaries on the history and culture of people from other parts of Ghana; ☑ identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos, religion, festivals, buildings, symbols of authority; ☑ interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Akan, Dagaare), heads of institutions and traditional leaders;</p> <ul style="list-style-type: none"> ☑ visit historical sites, museums, galleries, etc; ☑ 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; ☑ draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks. <p>Assessment: let learners describe visual artworks that reflect the history and culture of people in other Ghanaian communities</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch documentaries on the history and culture of people from other parts of Ghana; ☑ identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos, religion, festivals, buildings, 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; ☑ 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; ☑ draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks. <p>Assessment: let learners describe visual artworks that reflect the history and culture of people in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs	
Indicator (code)	B2.1.1.1.1.	B2.1.1.1.2	B2.1.1.1.3.
Content standard (code)	B2.1.1.1.	B2.1.1.1.	B2.1.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should sing work and play songs and discuss their importance • Learners should relate types of play songs to everyday activities in their environment • Learners should relate types of work songs to everyday activities in their environment 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise traditional occupations with learners. • Lead learners to sing a popular work song. • Introduce a new work and its song. Teach learners the song. • Let learners sing the song in groups and individually. 	What have we learnt today?

		<ul style="list-style-type: none"> • 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. <p>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.</p> <p>Assessment: let learners write the importance of work and play songs</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. • 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. <p>Assessment: let learners identify different types of play songs</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. • 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. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none">• Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc. <p>Assessment: let learners identify different types of work songs</p>	
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**TERM ONE
BASIC TWO
WEEK 2**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Songs B. Phonics C. Penmanship/ Handwriting D. Using Capitalisation E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.1.1.1	B2.2.2.1.1	B2.4.2.1.1	B2.5.1.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.1.1.	B2.2.2.1.	B2.4.2.1	B2.5.1.1.	B2.6.1.1.
Performance Indicator	A. Learners can interpret familiar songs B. Learners can blend syllables to produce words 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.					
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				

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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	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Identify some familiar songs from learners' locality. • Teach the songs with themes from their locality. • Discuss the moral values of the songs. • Let learners sing songs using gestures appropriately. • Have learners interpret the songs in their own words. <p>Assessment: let learners interpret familiar songs</p>	Monday
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Introduce the lesson with a recital that links the letters of the alphabet. • Have learners work in pairs, groups or individually to blend syllables to form meaningful words. • Use word families as a guide to help build on the words <p>Assessment: let learners blend syllables to produce words</p>	Tuesday
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Demonstrate copying (sentences) on the board. • Let learners practise writing legibly and correctly on the board or into their books. • Have learners copy sentences from a book into their books. • Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing. <p>Assessment: let learners copy sentences clearly</p>	Wednesday
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide a sample text and have learners identify names of particular places and days of the week. • Have them compare the initial letters of these names and other common names and share their observations 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 	Thursday

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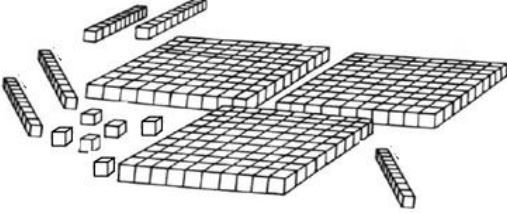
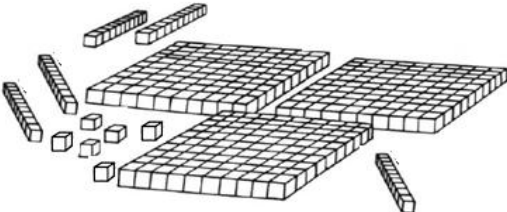
		<p>particular places and days of the week, with capital letters.</p> <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	Friday

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can use number names, counting sequences and how to count to find out "how many?"		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Represent the number of objects in a group with a written numeral to 1000	Review the lesson with Learners

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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : LIVING AND NON-LIVING THINGS		Sub-strand : DIVERSITY OF MATTER	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can know the basic structure of plants (roots, stem, leaves, flowers)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> 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 describe the basic physical features of plants	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners sing songs, rhymes and poems relating to the topic. • Teacher asks learners: what will happen if there are no plants in their community. • Learners draw and label a plant. <p>Assessment: let learners draw and label a plant</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B2.1.2.1.1.		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can identify things to do to develop a sense of self identity and self-worth		
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 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	Learners talk about themselves individually and appreciate the way God created them e.g. "I am black and beautiful, I like the way God created me. I have great qualities". Assessment: Let learners describe their individual qualities	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play scenarios and engage in activities that teach them the importance of developing a strong self-identity The need to feel special, more worthy and valued, more confident, more optimistic in order to do well in school and in life in general. Assessment: Let learners mention the importance of developing a strong self-identity	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : LOCOMOTOR, SKILLS		Sub-strand : MOTOR SKILL AND MOVEMENT PATTERNS	
Indicator (code)	B2.1.1.1.2:		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can forward and backward skip without a rope.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Organise the warm up activities using rats and rabbits. From a standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to observe. Guide them to skip on the spot using personal space. Observe learners as they practice and give corrective feedback. Let learners progress at their own pace. Guide learners to cool down by jogging slowly to end the lesson	What have we learnt today? Use answers to summarise the lesson.

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	prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can mention attributes of God that reveal His nature as Sustainer of life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s)		Pictures	
Ref:	RME curriculum 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 explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air. Assessment: let learners explain the attributes of God relevant to their daily life	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can Identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History 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 Which ethnic groups are there in your region?	Locate the ethnic groups in each region on a map of Ghana. Assessment: let learners locate the ethnic groups in each region on a map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 2.1.1.1		
Content standard (code)	B2 2.1.1.		
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: <ul style="list-style-type: none"> ☑ watch documentaries on the history and culture of people from other parts of Ghana; ☑ identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs; ☑ listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers;</p> <p>Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ visit historical sites such as centres for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Where possible, record the visits by taking photographs, 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; ☑ draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied <p>Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Rhymes Listening and Story Telling	
Indicator (code)	B2.1.2.1.1.	B2.1.2.1.2..	B2.1.4.1.1
Content standard (code)	B2.1.2.1.	B2.1.2.1.	B2.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should explore rhymes with correct rhythm. Learners should explore rhymes with problematic sounds. Learners should retell part of a story. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask learners to sing a popular traditional occupational song. Explore a rhyme. Lead learners to learn how to explore the rhyme with correct rhythm. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Lead learners to explore the rhyme with gestures. • Call learners individually to explore the rhyme with correct rhythm. <p>Assessment: let learners describe rhymes with correct rhythm</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 with gestures. • Let learners explore the rhyme individually with gestures. • NB: Please take note of the sounds and correct learners where necessary. <p>Assessment: let learners describe rhymes with correct rhythm</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Tell or show a clip of an interesting story of not more than ten minutes long to learners. • Discuss the clip with learners. • Ask learners to retell it. <p>Assessment: let learners retell part of a story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC TWO
WEEK 3**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Rhymes B. Word Families-Rhyming Endings and Common Digraph C. Writing Letters – Small and Capital D. Using Capitalisation E. Building The Love and Culture of Reading		
Indicator (code)	B2.1.2.1.1.	B2.2.3.1.1.	B2.4.3.1.1	B2.5.1.1.1. B2.6.1.1.1
Content standard (code)	B2.1.2.1.	B2.2.3.1.	B2.4.3.1.	B2.5.1.1. B2.6.1.1.
Performance Indicator	A. Learners can interpret rhymes and tongue-twisters in their own words B. Learners can use common rhyming/endings to decode simple words C. Learners can copy words in lower and upper case using correct spacing 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.				
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		
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	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Select a rhyme from learners. • As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times). • Recite lines of the rhyme as learners join in and repeat lines after you. • Teach the accompanying actions through demonstration. • Let learners repeat lines of the rhyme on their own accompanied with appropriate actions. • Through questions, have learners interpret the rhymes in their own words <p>Assessment: let learners interpret the rhymes in their own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use common rhyming/endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Let learners write letters, both in upper and lower cases. • Copy words from learners' reading book on the board as learners observe. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners copy words in lower and upper case using correct spacing</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide a sample text and have learners identify names of particular places and days of the week. • Have them compare the initial letters of these names and other common names and share their observations 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. <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.2		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can identify numbers in different positions around a given number in a number chart. (1-1000)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Display a number chart with numbers between 0 and 100 and have learners identify numbers in different	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 365 1068 726"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	
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16	18	86	40																				
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203	325	719	686																				
685	915	982	827																				
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 1157 1058 1482"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>Review the lesson with Learners</p>
24	48	75	12																				
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	<p>1 - One is one alone, alone it shall be.</p>	<table border="1" data-bbox="456 132 1078 443"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	
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685	915	982	827																				
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 953 1094 1304"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>Review the lesson with Learners</p>
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<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 1770 1070 1900"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> </table>	24	48	75	12	16	18	86	40	<p>Review the lesson with Learners</p>												
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		115	259	134	529		
		203	325	719	686		
		685	915	982	827		
		Assessment: have learners to practice with more examples					

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NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can know the common properties of materials such as soft, hard, rough		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> Learners collect and bring a variety of everyday materials from the home, school and community. Materials should include items such as cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen, straws. Learners sort and group the materials based on texture (hard or soft), and size (big or small). 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Group materials into those that they can see through (transparent) and those that we cannot see through (opaque) with the teacher’s assistance • Provide materials that can bend, for learners to observe. • Learners feel and draw materials that are hard, soft, smooth, etc. <p>Assessment: let learners identify the common properties of materials</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners display their drawings in class for discussion. • Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking. <p>Raffia palm is used for making basketry because it can bend easily.</p> <p>Assessment: let learners identify the common properties of materials</p>	<p>What have we learnt today?</p> <p>Project: Learners use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthen ware.</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B2.1.2.1.1.		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can identify things to do to develop a sense of self identity and self-worth		
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 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	Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community Assessment: Let learners identify things to do to develop a sense of self identity and self-worth	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behaviour and performance at home.	What have we learnt today?

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

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR, SKILLS	
Indicator (code)	B2.1.1.1.3		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can Identify the right and left sides of the body and movement from right to left.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2.1.2.1.1:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can explain the importance of the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum 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	Take a nature walk of the school environment with learners to observe: - things of natural existence (objects God created): trees, stones, animals, etc., - things created by human beings: buildings, cars, tables, chairs, etc Assessment: let learners mention things of natural existence and things created by human beings	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can Identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History 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 Which ethnic groups are there in your region?	With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana Assessment: let learners mention the ethnic groups in each region in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana	What have we learnt today?

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	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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NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.2.1		
Content standard (code)	B2 1.2.2.		
Performance Indicator	Learners can Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to ☑ brainstorm on visual artworks that are produced or found in other parts of Ghana; ☑ share ideas about the features of the visual artworks produced or found in those communities in Ghana (e.g. clay pots, straw and cane baskets, woven and printed fabrics, leather products, wood carvings, glass and stone beads, jewellery); ☑ make outline drawings to define those visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening and Story Telling Dramatisation and Role Play	
Indicator (code)	B2.1.4.1.2	B2.1.4.1.3.	B2.1.5.1.1
Content standard (code)	B2.1.4.1.	B2.1.4.1.	B2.1.5.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should recognise the morals/values in a story. • Learners should dramatise part of the story • Learners should dramatise a story a story and discuss key issues and lessons in the sketch 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Tell an interesting story. • Show video of an interesting story. • Discuss with learners the morals/values in the story they have heard or watched 	What have we learnt today?

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	familiar rhymes	Assessment: let learners identify the morals/values in a story	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners watch the video again. • Assign roles to them and let them dramatise the first three scenes. • Direct learners to dramatise the story Assessment: let learners dramatise part of the story	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. • Lead learners through discussions to recognise key issues and lessons in the story. Assessment: let learners dramatise a story a story and indicate key issues and lessons in the sketch	What have we learnt today? Review the lesson with learners

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**TERM ONE
BASIC TWO
WEEK 4**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Word Families-Rhyming Endings and Common Digraph C. Writing Letters – Small and Capital D. Using Punctuation E. Building The Love and Culture of 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 can identify characters in a story and relate them to real life situations B. Learners can use common rhyming/endings to decode simple words C. Learners can copy words in lower and upper case using correct spacing D. Learners can use full stops at the end of sentences and question marks at the end of questions 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.					
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		
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	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Choose a story from learners’ background. • Tell the story with appropriate actions, gestures, facial expressions, etc. • 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. <p>Assessment: let learners identify characters in a story and relate them to real life situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use common rhyming/endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Let learners copy the words. Let them check correct spelling, formation of letters and spacing. <p>Assessment: let learners copy words in lower and upper case using correct spacing</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;">D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners look at sentences in their class readers to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly. <p>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;">E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.3		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out “how long or how much?” up to 999		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : EARTH SCIENCE		Sub-strand : CYCLES	
Indicator (code)	B2. 2.1.1.1		
Content standard (code)	B2. 2.1.1.		
Performance Indicator	Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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 style="list-style-type: none"> Learners recall events that occur and reoccur in a cyclic manner (day and night, merry-go-round). (Refer to Basic 1). Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons. Learners discuss what they like and do not like about the dry season. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners mention the importance of some cyclic natural phenomena such as dry and wet seasons</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to think critically to identify problems related to wet or dry seasons and how such problems can be solved, e.g. <p>How do people get water during dry season? How do people dry their clothes during wet season? What can be done to solve the problem of school compounds getting muddy during the wet season?</p> <p>Assist learners to understand the concept of seasons.</p> <p>Assessment: let learners identify problems related to wet or dry seasons and how such problems can be solved</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can identify the role and responsibilities of the individual members of the family		
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 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	Learners, in groups, talk about their roles and roles of their parents in the family: – Parents: Provision of shelter, food, security and education. – Children: running errands, performing house chores, etc. Assessment: Let learners their roles and roles of their parents in the family:	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can roll a ball from stationary to a given point and back, using hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	After learners go through the general and specific warm ups, learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward while moving from one point to another (from walking to jogging and to running.) Guide learners to practice individually and in groups. Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners	What have we learnt today? Use answers to summarise the lesson.

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	prevent injuries	can further use bats or sticks to roll the ball to 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 Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2.1.2.1.1:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can explain the importance of the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum 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	In groups, let learners examine things made by humankind and identify the materials used in making the things. - Guide learners to talk about the importance of the environment. (survival of God’s creation depends on the environment): air, food, water, shelter, etc. Assessment: let learners explain the importance of the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History 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 Which ethnic groups are there in your region?	Match the ethnic groups with their region. Assessment: let learners match the ethnic groups in each region in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Match the ethnic groups with their region. Assessment: let learners match the ethnic groups in each region in Ghana	What have we learnt today?

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	recite familiar rhymes		Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.2.1		
Content standard (code)	B2 2.2.2.		
Performance Indicator	Learners can generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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	Learners are to: ☑ recall images of performing artworks that are produced or performed in other parts of Ghana; ☑ define own ideas for improvising own music, dance or drama based on the identified performing artworks Assessment: let learners write ideas to create own artworks based on performing artworks that reflect the	What have we learnt today? Ask learners to summarize the main points in the lesson

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		history and culture of people in other Ghanaian communities	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ use ideas formed about the performing artworks to plan own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.3.1.1	B2.2.4.1.1	
Content standard (code)	B2.2.3.1.	B2.2.4.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise and create words with the same sounds - initial and final position Learners should blend syllables to produce simple words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners explore a rhyme. Write some words on the board. Lead learners to mention the words. Call learners to mention the words individually. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Assist learners through discussion to recognise and create words with the same sounds in word initial and final positions. <p>Assessment: let learners create words with the same sounds - initial and final position</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a rhyme. • Write some syllables on a manila card and show it to learners. • Lead learners to read the syllables. • Lead learners to blend syllables to produce simple words. <p>Assessment: let learners blend syllables to produce simple words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a rhyme. • Write some syllables on a manila card and show it to learners. • Lead learners to read the syllables. • Lead learners to blend syllables to produce simple words. <p>Assessment: let learners blend syllables to produce simple words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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