THE GODFATHER TERM ONE SAMPLE BASIC ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

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

GENERAL INFORMATION

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District	
Nanagement Unit	
lame of Class Teacher	
Table of class redefici	
Class Teachers Reg. No	
Class	
Boys	
Girls	
verage age of pupils	

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and
			Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	uilding the Love and Culture of
	of Reading	Reading	Reading
2	Songs	Story Telling	Conversation
	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and
			Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	uilding the Love and Culture of
	of Reading	Reading	Reading
3	Rhymes	Conversation	Conversation
	Pre-Reading Activities	Phonics	Phonics
	Penmanship	Writing Letters – Small and	Writing Letters – Small and
		Capital	Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
4	Story Telling	Conversation	Listening Comprehension
	Phonics	Phonics	Phonics
	Penmanship	Writing Letters – Small and	Writing Simple Words and
		Capital	Sentences
	Using Action Words	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading

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5	Story Telling	Listening Comprehension	Listening Comprehension
	Phonics	Vocabulary	Vocabulary
	Writing Letters – Small and	Writing Simple Words and	Writing Simple Words and
	Capital	Sentences	Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
6	Dramatisation and Role-Play	Listening Comprehension	Asking and Answering
			Questions
	Word Families, Rhyming	Vocabulary	Vocabulary
	Endings and Common		
	Digraphs)
-	Writing Letters – Small and	Writing Simple Words and	Writing Simple Words and
	Capital	Sentences	Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
7	Dramatisation and Role-Play	Asking and Answering Questions	Asking and Answering
			Questions
	Word Families, Rhyming	Comprehension	Comprehension
	Endings and Common		
	Digraphs		
	Labelling Items	Controlled Writing	Controlled Writing
	Using Qualifying Words –	Using Action Words	Using Action Words
	Adjectives		
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
8	Conversation	Asking and Answering Questions	Giving and Responding to
			Commands/Instructions
	Vocabulary	Comprehension	Comprehension
	Labelling Items	Controlled Writing	Controlled Writing

NAINAF	Using Qualifying Words –	Using Action Words	Using Action Words
	Adjectives		
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
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9	Conversation	Giving and Responding to	Giving and Responding to
		Commands/Instructions and	Commands/Instructions
		Making Requests	
	Vocabulary	Comprehension	Comprehension
	Writing Simple Words and	Controlled Writing	Controlled Writing
	Sentences		
	Using Qualifying Words –	Using Simple Prepositions	Using Simple Prepositions
	Adjectives)
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
10	Listening Comprehension	Giving and Responding to	Presentation
		Commands/Instructions and	
		Making Requests	
	Comprehension	Comprehension	Comprehension
	Writing Simple Words and	Controlled Writing	Descriptive Writing
	Sentences		
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing Simple Words and	Controlled Writing	Descriptive Writing
	Sentences		
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
12	Listening Comprehension	Presentation	Presentation

Comprehension	Fluency	Fluency
Writing Simple Words and	Controlled Writing	Descriptive Writing
Sentences		
Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
of Reading	Reading	Reading

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YEARLY SCHEME OF LEARNING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Number: Counting,	Number Operations (Addition,	Patterns and Relationship
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
2	Number: Counting,	Number Operations (Addition,	Patterns and Relationship
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
3	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
4	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
5	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
6	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
7	Number: Counting,	Number Operations (Addition,	Position /Transformation
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
8	Number: Counting,	Number Operations (Addition,	Measurement – Length, Mass
	Representation, Cardinality &	Subtraction, Multiplication	and Capacity
	Ordinality	and Division)	
9	Number: Counting,	Fractions	Data Collection, Organisation,
	Representation, Cardinality &		Interpretation, Presentation and
	Ordinality		Analysis
10	Number Operations (Addition,	Fractions	Data Collection, Organisation,
	Subtraction, Multiplication and		Interpretation, Presentation and
	Division)		Analysis

11	Number Operations (Addition,	Fractions	Data Collection, Organisation,
	Subtraction, Multiplication and		Interpretation, Presentation and
	Division)		Analysis
12	Number Operations (Addition,	Money	Data Collection, Organisation,
	Subtraction, Multiplication and		Interpretation, Presentation and
	Division)		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	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING
	THINGS		THINGS
2	LIVING AND NON-LIVING	MATERIALS	MATERIALS
	THINGS		
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	MATERIALS	EARTH SCIENCE	FORCES AND MOVEMENT
5	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND
			SANITATION
6	EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
		ENERGY	SANITATION
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
8	THE HUMAN BODY SYSTEMS	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
9	ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
		SANITATION	
10	SOURCES AND FORMS OF	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ENERGY	SANITATION	
11	ELECTRICITY AND	DISEASES	CLIMATE CHANGE
	ELECTRONICS		
12	ELECTRICITY AND	DISEASES	CLIMATE CHANGE
	ELECTRONICS		
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YEARLY SCHEME OF LEARNING

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the	Authority and Power
		Weather	
2	Myself	The Environment and the	Authority and Power
		Weather	
3	My Family and the Community	Plants and Animals	Responsible Use of
			Resources
4	Home and School	Worship	Farming in Ghana
5	The Environment and the	Festivals	Farming in Ghana
	Weather		\bigcirc
6	Plants and Animals	Basic Human Rights	Our Neighbouring Countries
7	Map Making and Land Marks	Being a Leader	Introduction to Computing
8	Population and Settlement	Being a Leader	Sources of Information
9	Worship	Being a Citizen	Technology in
			Communication
10	Worship	Being a Citizen	Technology in
			Communication
11	Worship	Authority and Power	Technology in
			Communication
12	Worship	Authority and Power	Technology in
			Communication

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TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
STRANDS)		
God the Creator	Religious Worship, Prayer and other Birth of the Leaders of the three M	
	Religious Practices	Religions in Ghana
God the Creator	Religious Worship, Prayer and other	Birth of the Leaders of the three Major
	Religious Practices	Religions in Ghana
God the Creator	Religious Worship, Prayer and other	Birth of the Leaders of the three Major
	Religious Practices	Religions in Ghana
God the Creator	Religious Worship, Prayer and other	Roles and Relationships
	Religious Practices	
God the Creator	Religious Worship, Prayer and other	Roles and Relationships
	Religious Practices	
God the Creator	Religious Worship, Prayer and other	Roles and Relationships
	Religious Practices	
God the Creator	Religious Worship, Prayer and other	Roles and Relationships
	Religious Practices	
God the Creator	Religious Worship, Prayer and other	Roles and Relationships
	Religious Practices	
God the Creator	Religious Festivals in the Three Major	Roles and Relationships
	Religions in Ghana	
God the Creator	Religious Festivals in the Three Major	Roles and Relationships
	Religions in Ghana	
God the Creator	Religious Festivals in the Three Major	Roles and Relationships
	Religions in Ghana	
God the Creator	Religious Festivals in the Three Major	Roles and Relationships
	Religions in Ghana	
	God the Creator God the Creator	God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Worship, Prayer and other Religious Practices God the Creator Religious Festivals in the Three Major Religions in Ghana God the Creator Religious Festivals in the Three Major Religions in Ghana God the Creator Religious Festivals in the Three Major Religions in Ghana God the Creator Religious Festivals in the Three Major Religions in Ghana God the Creator Religious Festivals in the Three Major Religions in Ghana God the Creator Religious Festivals in the Three Major Religions in Ghana God the Creator Religious Festivals in the Three Major Religions in Ghana

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
2	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
3	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
4	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
5	Why and How We Study History	How Ghana Got Its Name	The Republics
6	Why and How We Study History	How Ghana Got Its Name	The Republics
7	Community History	How Ghana Got Its Name	The Republics
8	Community History	Some Selected Individuals	The Republics
9	Community History	Some Selected Individuals	The Republics
10	Community History	Some Selected Individuals	The Republics
11	Community History	Some Selected Individuals	The Republics
12	Community History	Some Selected Individuals	The Republics

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CREATIVE ARTS

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

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

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GHANAIAN LANGUAGE

		TERM 3 (SUB STRANDS)
Songs	Conversation/	Giving and Following
	Talking about Oneself,	Commands/Instructions
Rhymes	Family, People and Places	
Listening and Story Telling	Talking about Oneself,	Giving and Following Commands
	Family, People and Places	/Instructions
Dramatisation and Role Play	Listening Comprehension/	Presentation
	Asking and Answering	
Conversation	Questions	
Pre-Reading Activities	Phonics: Letter and Sound	Comprehension
	Knowledge	
	~(///) .	
Print Concept	Phonics: Letter and Sound	Silent Reading
	Knowledge	
Phonological and Phonemic		
Awareness		
Phonics: Letter and Sound	Vocabulary (Sight and	Fluency
Knowledge	Content Vocabulary)	
Penmanship/Handwriting		Writing Simple Words/Names of
		People and Places (Proper Nouns)
		Labelling Items in the
		Environment/Classroom
Penmanship/Handwriting	Writing Letters-Small and	Writing Simple Words/Names of
	Capital	People and Places (Proper Nouns)
		Labelling Items in the
		Environment/Classroom
	Rhymes Listening and Story Telling Dramatisation and Role Play Conversation Pre-Reading Activities Print Concept Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge Penmanship/Handwriting	Talking about Oneself, Family, People and Places Listening and Story Telling Talking about Oneself, Family, People and Places Dramatisation and Role Play Listening Comprehension/ Asking and Answering Questions Pre-Reading Activities Phonics: Letter and Sound Knowledge Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge Phonics: Letter and Sound Knowledge Phonics: Letter and Sound Content Vocabulary) Penmanship/Handwriting Penmanship/Handwriting Writing Letters-Small and

9	Writing Letters-Small and	Writing Simple	Copying/Writing Simple Sentences
	Capital	Words/Names of People	with Correct Spacing
		and Places (Proper Nouns)	
		Labelling Items in the	
		Environment/	
		Classroom	
10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Use of Postpositions)
	(Capitalization)	Qualifying Words)	
11	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language (Use of	Written Language (Use of	Language (Spelling)
	Action Words)	Qualifying Words/	
		Postpositions)	
12	Building the Love and Culture	Read Aloud With Children	Read Aloud With Children
	of Reading		

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PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS	5) TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills.	STRENGTH
2	LOCOMOTOR SKILLS	Manipulative skills.	ENDURANCE
3	LOCOMOTOR SKILLS	Rhythmic skills.	FLEXIBILITY
4	MANIPULATIVE SKILI	S Rhythmic skills.	Fitness Programme,
5	MANIPULATIVE SKILI	S Rhythmic skills.	Healthy Diet,
6	MANIPULATIVE SKILI	S Space Awareness,	Safety and Injuries,
7	MANIPULATIVE SKILI	S Dynamics,	Self-Responsibility
8	MANIPULATIVE SKILI	S Relations,	Social Interaction
9	MANIPULATIVE SKILI	S Body Management	Group Dynamics
10	MANIPULATIVE SKILI	S Strategies	Critical Thinking
11	MANIPULATIVE SKILI	S Strategies	Critical Thinking
12	MANIPULATIVE SKILI	S Aerobic capacity	Critical Thinking

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(SOL) for B1 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Pre-Reading Activities	B1.2.1.1.	B1.2.1.1.1	Word cards
1	Writing	Pre-Writing	B1. 4.1.1.	B1. 4.1.1.1	sentence cards,
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	class library
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
2	Oral Language	Songs	B1.1.1.1	B1.1.1.1.1.	Word cards
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	sentence cards,
	Writing	Pre-Writing	B1. 4.1.1	B1. 4.1.1.1	class library
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
3	Oral Language	Rhymes	B1.1.2.1.	B1.1.2.1.1	Word cards
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	sentence cards,
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	class library
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
4	Oral Language	Story Telling	B1.1.3.1	B1.1.3.1.1.	Word cards
	Reading	Phonics	B1.2.2.1	B1.2.2.1.1.	sentence cards,
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	class library
	Using Writing	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
5	Oral Language	Story Telling	B1.1.3.1	B1.1.3.1.1.	Word cards
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.2	sentence cards,
	Writing	Writing Letters – Small and	B1.4.3.1.	B1.4.3.1.1	class library
		Capital			,
	Using Writing	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
6	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards
	Reading	Word Families, Rhyming	B1.2.3.1.	B1.2.3.1.1	sentence cards,
		Endings and Common			class library
		Digraphs			

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	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
7	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards
,	Reading	Word Families, Rhyming Endings and Common Digraphs	B1.2.3.1.	B1.2.3.1.1	sentence cards, class library
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
8	Oral Language	Conversation	B1.1. 6.1	B1.1. 6.1.1.	Word cards
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	sentence cards,
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	class library
	Using Writing	Using Qualifying Words –	B1.5. 5.1.	B1.5. 5.1.1	
	Conventions	Adjectives			
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
9	Oral Language	Conversation	B1.1. 6.1.	B1.1. 6.1.2	Word cards
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	sentence cards,
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	class library
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1.	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
10	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.1	Word cards
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.1.	sentence cards,
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
11	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.2	sentence cards,
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	

12	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards
	Reading	Comprehension	B1.2. 7.1	B1.2. 7.1.3	sentence cards,
	Writing	Writing Simple Words and	B1.4.5.1.	B1.4.5.1.1	class library
		Sentences			
	Using Writing	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			

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(SOL) for B1 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES	
1	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B1 1.1.1.	B1 1.1.1.1	Plants and animals in the environment, plastics, stones,	
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B1.1.1.2	B1.1.1.2.1.	pictures videos paper,	
3	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper	
4	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.2	pictures videos paper	
5	CYCLES	EARTH SCIENCE	B1.2.1.1.	B1.2.1.1.1		
6	CYCLES	EARTH SCIENCE	B1.2.1.2.	B1.2.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper	
7	CYCLES	LIFE CYCLES OF ORGANISMS	B1.2. 2.1	B1.2. 2.1.1	pictures videos paper	
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B1.3.1.1.	B1.3.1.1.1		
9	SYSTEMS	ECOSYSTEM	B1.3.2.1.	B1.3.2.1.1		
10	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B1.4.1.1.	B1.4.1.1.1		
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B1.4.2.1.	B1.4.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos	
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B1.4.2.1.	B1.4.2.1.1	paper	

Vetted by :	Signature:	Date :

(SOL) for B1 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB	CONTENT	INDICATORS	RESOURCES
		STRAND	STANDARD		
1	God, His Creation	God the	B2.1.1.1.	B2.1.1.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
2	God, His Creation	God the	B2.1.1.1.:	B2.1.1.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
3	God, His Creation	God the	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
4	God, His Creation	God the	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
5	God, His Creation	God the	B2. 1.2.1:	B2. 1.2.1.2:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
6	God, His Creation	God the	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
7	God, His Creation	God the	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
8	God, His Creation	God the	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
9	God, His Creation	God the	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
10	God, His Creation	God the	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
11	God, His Creation	God the	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc
12	God, His Creation	God the	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words,
	and Attributes	Creator			posters, video clip, etc

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(SOL) for B1 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1.	B1 1.1.1.1	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 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.5.	B1 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.5.	B1 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing (Visual Arts & Performing Arts)	B1 1.4.6. B1 2.4.6.	B1 1.3.4.2 B1 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising (Performing Arts)	B1 1.4.7. B1 2.4.7.	B1 1.3.5.1 B1 2.4.7.2	-do-

11	Performing Arts	Appreciating and Appraising (Visual and Performing Arts))	B1 2.3.4.	B1 1.4.6.2 B1 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B1.1.4.7. B1.2.4.7.	B1 1.4.6.2 B1 2.4.6.2	-do-

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(SOL) for B1 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	
3	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
8	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1	B1.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
9	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
10	NUMBER	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.1.	B1.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

	NUMBER	Number Operations (Addition,	B1.1.2.2.	B1.1.2.2.1	Counters, bundle and loose
11		Subtraction, Multiplication and			straws, Paper strips, Cut out
		Division)			cards
	NUMBER	Number Operations (Addition,	B1.1.2.2.	B1.1.2.2.1	Counters, bundle and loose
12		Subtraction, Multiplication and			straws, Paper strips, Cut out
12		Division)			cards

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(SOL) for B1 Term 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
5	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
6	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
7	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
8	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
9	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
10	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary

11	History as a	Community History	B1.1.4.2.	B1.1.4.2.1	Posters,
	Subject				documentary
12	History as a	Community History	B1.1.4.2.	B1.1.4.2.1	Posters,
	Subject				documentary

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(SOL) for B1 Term 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALL ABOUT US	Nature of God	B1.1.1.1.	B1.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Myself	B1.1.2.1.I	B1.1.2.1. I	Pictures, Charts, Video Clip
3	ALL ABOUT US	My Family and the	B1.1.3.1	B1.1.3.1.1.	Pictures, Charts, Video Clip
		Community			
4	ALL ABOUT US	Home and School	B1.1.4.1	B1.1.4.1. 1.	Pictures, Charts, Video Clip
5	ALL AROUND US	The Environment	B1.2.1.1	B1.2.1.1.1.	Pictures, Charts, Video Clip
		and the Weather			
6	ALL AROUND US	Plants and Animals	B1.2.2.1	B1.2.2.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Map Making and	B1.2.3.1	B1.2.3.1. 1.	Pictures, Charts, Video Clip
		Land Marks			
8	ALL AROUND US	Population and	B1.2.4.1	B1.2.4.1.1.	Pictures, Charts, Video Clip
		Settlement			
9	OUR BELIEFS AND	Worship	B1.3.1.1	B1.3.1.1.1.	Pictures, Charts, Video Clip
	VALUES				
10	OUR BELIEFS AND	Worship	B1.3.1.1	B1.3.1.1.1.	Pictures, Charts, Video Clip
	VALUES				
11	OUR BELIEFS AND	Worship	B1.3.1.1	B1.3.1.1.1.	Pictures, Charts, Video Clip
	VALUES				
12	OUR BELIEFS AND	Worship	B1.3.1.1	B1.3.1.1.1.	Pictures, Charts, Video Clip
	VALUES				

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(SOL) for B1 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	MOTOR SKILLS AND	LOCOMOTOR	B1.1.1.1.	B1.1.1.1.1:	Balls, Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
2	MOTOR SKILLS AND	LOCOMOTOR	B1.1.1. 1.:	B1.1.1. 1.2:	Drums, Speakers
	MOVEMENT PATTERNS	SKILLS			
3	MOTOR SKILLS AND	LOCOMOTOR	B1 .1.1.1.	B1 .1.1.1.3	Balls, Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
4	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.1	Drums, Speakers
	MOVEMENT PATTERNS	SKILLS			
5	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.:	B1.1.2.1.2:	Balls, Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
6	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.3	Drums, Speakers
	MOVEMENT PATTERNS	SKILLS			
7	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.4	Balls, Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
8	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.5	Drums, Speakers
	MOVEMENT PATTERNS	SKILLS			
9	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.6	Balls, Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
					Drums, Speakers
10	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.7	Balls, Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
					Drums, Speakers
11	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.8	Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
					Drums
12	MOTOR SKILLS AND	MANIPULATIVE	B1.1.2.1.	B1.1.2.1.8	Videos and
	MOVEMENT PATTERNS	SKILLS			Picture,
					Drums

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Scheme of Learning for GHANAIAN LANGUAGE P1 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral	Songs	B1.1.1.1.	B1.1.1.1.1.	Drums, drum
	Language	_,	B1.1.2.1.	B1.1.2.1.1	sticks, recorded audios,
		Rhymes			Manila cards,
2.	Oral	Listening and Story Telling	B1.1.4.1.	B1.1.4.1. 1	recorded audio
	Language		B1.1.4.1.	B1.1.4.1.2	visuals
			B1.1.4.1.	B1.1.4.1.3	v.bud.s
3.	Oral	Dramatisation and Role Play	B1.1.5.1.	B1.1.5.1.1	Pictures of
	Language				animals, Manila
		Conversation	B1.1.6.1.	B1.1.6.1.1	cards, markers,
					recorded
					audiovisual
4.	Reading	Pre-Reading Activities	B1.2.1.1.	B1.2.1.1.1.	Manila cards,
			B1.2.1.1.	B1.2.1.1.2	markers, recorded
			B1.2.1.1.	B1.2.1.1.3	audio-
					visual
5.	Reading	Print Concept	B1.2.2.1.	B1.2.2.1.1	Manila cards,
		Dhanalasiasland Dhanasia			markers, recorded
		Phonological and Phonemic Awareness	B1.2.3.1.	B1.2.3.1.1	audio- visual
			B1.2.3.1.	B1.2.3.1.2	
6.	Reading	Phonics: Letter and Sound	B1.2.4.1.	B1.2.4.1.1	Manila Cards,
		Knowledge	B1.2.4.1.	B1.2.4.1.2	Class reader
			B1.2.4.1.	B1.2.4.1.3	
7.	Writing	Penmanship/Handwriting	B1.3.1.1.	B1.3.1.1.1	Manila Cards,
			B1.3.1.1.	B1.3.1.1.2	Markers
8.	Writing	Penmanship/Handwriting	B1.3.1.1.	B1.3.1.1.3	Word cards, Manila
			B1.3.1.1.	B1.3.1.1.4	card
					Markers Word
	1.				cards Manila card
					Markers
9.	Writing	Writing Letters-Small and	B1.3.2.1.	B1.3.2.1.1	Word cards, Manila
		Capital			card
					Markers Word
					Cards, Manila card,

10.	Writing	Integrating Grammar in	B1.5.1.1.	B1.5.1.1.1	Word cards, Manila
	Convention	Written Language	B1.5.1.1.	B1.5.1.1.2	card
	s/ Usage	(Capitalization)	B1.5.1.1.	B1.5.1.1.3	Markers Word
					Cards, Manila
					card,
11.	Writing	Integrating Grammar in	B1.5.3.1	B1.5.3.1.1.	Reading materials
	Convention	Written Language (Use of	B1.5.3.1.	B1.5.3.1.2	
	s/ Usage	Action Words)			
12.	Extensive	Building the Love and Culture	B1.6.1.1.	B1.6.1.1.1	Manila Cards,
	Reading/	of Reading			Markers
	Children			-	
	Library			30	

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TERM ONE BASIC ONE WEEK 1



SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	:			С	lass size:		
Day:				Date :			
Period :				Lesso	n:		
Strand :		9	Sub-stran	ıd :			
A. Readir	ng	A. Pre-Reading Activities					
B. Writin	B. Writing B. Pre-Writing						
C. Using	Writing Con	ventions	C. Us	sing Ca	pitalisation	1	
D. Extens	D. Extensive Reading D. Building the Love and Culture of Reading					f Reading	
Indicator (cod	de)	B1.2.1.1.1 B1. 4.	.1.1.1.	B1.5	.1.1.1	B1.6.1.1.1	
Content stand	ntent standard (code) B1.2.1.1. B1. 4.1.1. B1.5.1.1.1 B1.6.1.1.						
Performance Indicator A. Learners can handle books appropriately							
B. Learners can make given patterns, trace and draw various objects						v various objects	
	C. Learners can write capital letters correctly						
		D. Learners ca	n read a v	variety	y of age – ap	ppropriate b	ooks and texts from print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and							
Leadership Cr	itical Thinkir	ng and Problem Solv	ing.				
1/2							
Keywords		M/lll		1.11		J - 202	
T. L .R. (s)			nce cards,	, letter	cards, nan	awriting on	a manila card and a class
5.6	- 1:1:1	library.					
Ref:	English Lang	guage curriculum Pa	age				
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	iding asse	essmer	nt)		Plenary / Reflections
	(preparing the brain						

	for		
	learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Have learners think-pair-share the reasons for keeping books neat and handling them well. Lead learners to make some rules to guide the handling of books. Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc. Discuss the information on the cover and title pages with learners, e. g. What can you find on the cover? - The title, - Author, - Illustrations and illustrators, etc. Call learners in turns to demonstrate how to handle books, e.g. opening a book, holding a book, etc. Let learners, in groups, role-play how to handle books, e.g. keeping them neat. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners demonstrate how to handle books	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Demonstrate vertical, horizontal and oblique strokes/patterns. e.g. /// \\\ =	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners make given patterns, trace and draw various objects	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Through pick and write activity, revise writing of capital letters with learners Assessment: let learners write capital letters correctly	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite	E.EXTENSIVE READINGUsing book tease or book talk, introduce the reading/library time.	What have we learnt today?

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

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat		
Period :			Les	son:	
Strand: NUMBER			b-strand : Ndinality	Number: Counting, Repre	sentation, Cardinality &
Indicator (co	ode)	B1.1.1.1.1			
Content star	ndard (code)	B1.1.1.1.			
Performance	e Indicator	Learners can use num "how many?"	nber names	, counting sequences and	d how to count to find out
-		tivity and Innovation C ng and Problem Solving		tion and Collaboration Pe	ersonal Development and
Keywords		Counters			
T. L .R. (s)					
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter	Phase 2: Main	ng access	ant)	Phase 3: Plenary / Reflections
	(preparing the brain for learning)	(new learning includi	ng assessir	ient)	Pienary / Reflections
Tuesday	Sing songs like:	Count by 1s (forward given numbers between Identify and correct extends skip counting sequents)	een 0 and 1 errors or on	•	Review the lesson with Learners

INANATIITAC	1		
	I'm counting one, what is one.	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm counting one, what is one	Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Count to answer "how many?" questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Count to answer "how many?" questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: Science CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	e :	
Period :			les	son:	
i cilou .			Les		
Strand : DIV	ERSITY OF MA	ATTER Sul	Sub-strand: LIVING AND NON-LIVING THINGS		
Indicator (co	ode)	B1 1.1.1.1			
Content star	ndard (code)	B1 1.1.1.			
Performance	e Indicator	Learners can observe	and descri	oe different kinds of	things in the environment
Core Compe	tencies: Crea	 tivity and Innovation (`ommunicat	ion and Collaboratio	n Personal Development and
=		ng and Problem Solving			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
	_				
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assessm	ent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Thursday	Engage	Go on a nature's wa	alk to obser	ve things in the	What have we learnt
mursuay	learners to	environment (e.g. Pla		_	
	sing songs	The things should cor		•	Ask learners to
	and recite	school environment.	ne nom til	classiooni or the	summarize the
	familiar	Learners work in group	ouns to des	cribe the different	important points of the
	rhymes	kinds of things observ	•	cribe the different	lesson
	illyilles	Killus of tillings observ	vcu		1033011
		• Elaborate on the lea	arners' idea	s to find out why the	y
		need to know about t		•	
		things in their enviror	nment.		

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	Sort things into living and non-livings based on	
	common characteristics.	
	 Watch videos/pictures of different kinds of living and 	
	non-living things in the environment.	
	Assessment: let learners describe different kinds of	
	things in the environment	

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SUBJECT: Our World Our People CLASS: ONE

Week Endin	g:		Class size:		
Day:			Date :		
Period :			Lesson:		
Strand : Nat	ure of God	Sub-str	and : ALL ABOUT US		
Indicator (co	ode)	B1.1.1.1.1			
Content star	ndard (code)	B1.1.1.1.			
Performance	e Indicator	Learners can examine ou	r relationship with the Creator		
Leadership (tivity and Innovation Comnng and Problem Solving.	nunication and Collaboration P	ersonal Development and	
Keywords		. (\			
T. L .R. (s)		Pictures			
Ref:	Our World	Our People curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main		Phase 3:	
	Starter	(new learning including a	ssessment)	Plenary / Reflections	
	(preparing				
	the brain				
	for				
Tuesday	learning)	Lagrana talli aharit CadVa	anastian value vietomas and	NA/leat leave voe leavet	
Tuesday	Engage		creation using pictures and	What have we learnt	
	learners to	charts and real things fror	n the environment.	today?	
	sing songs and recite	Loarnors liston to croation	stories/watch videos from	Ask learners to	
	familiar	the internet about creation		summarize the main	
	rhymes	the internet about creation	/II.	points in the lesson	
	Tilyines	Learners role play to retel	l the creation story.	points in the lesson	
		Assessment: Let learners story	role play to retell the creation		

Thursday	Engage	Learners draw, colour, make models, recite rhymes,	What have we learnt
,	learners to	sing songs about God's creation: human beings,	today?
			today:
	sing songs	animals, trees, rivers, moon, stars, sea and mountains.	
	and recite		Ask learners to
	familiar	Learners discuss and role play the attributes of God.	summarize the main
	rhymes		points in the lesson
		Learners research the creation story. Use the internet	
		or any available resources e.g. books. If using internet,	
		guide learners to explore parts of the computer	
		(mouse, Central Processing Unit–CPU) etc	
		Assessment: Let learners role play the attributes of God	
		Let learners identify parts of the computer	

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SUBJECT: HISTORY CLASS: ONE

Week Endin	g:		Class size:		
Day:			Date :		
Period :			Lesson:		
Strand: HIST	ΓORY	Sub-strane	d: Why and Ho	ow We Study H	History
Indicator (co	ode)	B1.1.1.1.1			
Content star	ndard (code)	B1.1.1.1.			
Performance	e Indicator	Learners can explain that his	tory deals with	n past human a	activities
=		tivity and Innovation Commur	nication and Co	ollaboration Pe	ersonal Development and
Keywords			///		
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asse	ssment)		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite	 Mention the activity they at school. Identify any activity perform not been performed again. Assessment: let learners exp past human activities Mention the activity they at school. Identify any activity perform not been performed again. 	med in the pass lain that histor witnessed on t	st which has by deals with their first day	What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt today?

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familiar	Assessment: let learners explain that history deals with	Ask learners to
rhymes	past human activities	summarize the main
		points in the lesson

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	LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	ite :	
Period :			Le	sson:	
Strand :	Visual Arts	Sub-s	trand :	Thinking and Exploring Ide	eas
Indicator (co		B1 1.1.1.1			
Content star	ndard (code)	B1 1.1.1.			
Performance	e Indicator	Learners can think abou	t the p	eople who live in the local	community and describe
		what they know about t	heir his	tory and their culture or v	vay of life
			nmunic	ation and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solving.			
Vouvorde				<u> </u>	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	.s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
DAT	Starter	(new learning including	20000	mant)	Plenary / Reflections
	(preparing	(new learning including	assess	inent)	rienary / Nenections
	the brain				
	for				
	learning)				
Wednesday		Learners are to:			What have we learnt
	learners to	• think about the differe	nt gro	ups of people who live in	today?
	sing songs	the local community (yo	ur villa	ge, town, city or district);	
	and recite	• share ideas they have	about t	the history of the people	Ask learners to
	familiar	(including where they ca	me fro	m, the leaders who	summarize the main
	rhymes	brought them, how the			points in the lesson
	-	 share stories that desc 	_	••	
		(including their language	e, the f	ood they eat, their	
		dressing, type of buildin	gs, farr	ning tools, way of	

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cooking, body marks, songs, dances, artworks) of people in the community;

• listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community;

② take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community.

Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos of artworks on the internet;

② use ideas gained to plan to create own visual artworks that describe the people and how they live describe who the people are and how they live.

Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in their local community

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:			Class size:		
Day:			Dat	e:	
Period:			Les	son:	
Strand : God, His Creation and Attributes Sub-stra			nd : (God the Creator	
Indicator (co	ode)	B1. 1.1.1.1			
Content star	ndard (code)	B1. 1.1.1.			
Performance	e Indicator	Learners can explore God's	Crea	tion	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords	Keywords Learners can explore God's Creation				
T. L .R. (s) Pictures					
Ref:	RME curricu	ılum Page	lum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary			Plenary / Reflections
Friday	Engage	In groups, learners discuss v	who	the creator is He is	What have we learnt
	learners to sing songs	God, the originator of all things He provides all our today?			
	and recite familiar				Ask learners to summarize the main
	rhymes	Assessment: let learners ex	plain	who the creator is	points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:			Class size:	
Day:			Da	te :	
Period :			Les	son :	
Strand : LOC	OMOTOR SK	ILLS S	ub-strand :	MOTOR SKILLS AND MOV	/EMENT PATTERNS
Indicator (co	ode)	B1.1.1.1.1:			
Content star	ndard (code)	B1.1.1.1.			
Performance	e Indicator	Learners can Trave using locomotor ski	•		hind, and through objects
-		tivity and Innovation ng and Problem Solvi		tion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
E data	learning)	* B			NATIONAL INC. AND ADDRESS OF THE COLUMN
Friday	Learners			to move over objects	What have we learnt
	jog round a	•		eir own pace. Learners	today?
	demarcate d area in	who master the skil	ii should mo	e on to the next	Use answers to
	files while	activity.	w to move iii	nder objects and allow	summarise the lesson.
	singing and	learners to practice		•	summarise the lesson.
	clapping to	iii. Learners in pairs		•	
	warm-up	•	•	s give the instruction.	
	the body	iv. Learners walk, jo	•	_	
	for	individuals and as a	_		
			• •		

maximal	v. Travel over, rearrange, objects (e.g. skittles, cones,	
performan	etc.) and guide learners to make other movements such	
ce and to	as under, in front of, behind, and through objects.	
prevent	vi. Observe learners during practice as individuals and	
injuries	provide them with feedback for correct mastery of the	
	skill. Allow them to progress at their own pace toward	
	mastery.	
	Take them through cool down/warm down activities to	
	end the lesson	

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE Week Ending: Class size: Day: Date: Period: Lesson: Strand: Sub-strand: Oral Language (Listening and Speaking) Songs Songs Indicator (code) B1.1.1.1.1 B1.1.2.1.1 B1.1.2.1. Content standard (code) B1.1.1.1. Performance Indicator Learners should sing familiar songs of more than six lines and recognise place names heard in the song. • Learners should explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** Manila cards, markers, recorded audios visual T. L.R. (s) Ghanaian Language curriculum Ref: DAY Phase 1: Phase 2: Main Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Engage • Use a recorder to play some popular songs in the What have we learnt leaners to today? community. sing songs • Ask learners to sing some of the popular songs in the and recite community and dance to it with the gestures they can familiar rhymes • Let learners sing and dance to the song.

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	Learners should listen to a song which has names of	Review the lesson with
	animals, things and places.	learners
	Let learners sing and enjoy the song.	
	• Let learners mention names of people and animals in	
	the song they have heard.	
Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners sing familiar songs of more than six lines and identify place names heard in the song • Using actions and gestures, teacher explores rhymes for pupils to imitate.	What have we learnt today? Review the lesson with learners
	Discuss some of the words with the learners Assessment: let learners mention names of places and people heard in the rhyme	
Engage leaners to sing songs and recite familiar rhymes	 Learners explore rhymes accompanied by tapping, clapping and other sound making actions. Ask learner to explore some rhymes they know. Teacher explores rhymes to learners and help them to 	What have we learnt today?
	mention names of things and places heard in the rhymes etc. • Write the names of things mentioned on the board and say them aloud • Discuss some of the words with the learners Assessment: let learners mention names of places and	Review the lesson with learners
	people heard in the rhyme	

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SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	; :				Class size:		
Day : Period :				Dat Les	son :		
						12	
Strand:			Sub-stra	nd :			
A. Oral L	.anguage		A. So				
B. Readi	ng		B. P	re-Re	eading Activ	vities	
C. Writir	ng		C. P	re-W	riting		
D. Using	Writing Conv	ventions	D. U	Ising Capitalisation			
E. Exten	sive Reading		E. B	uildir	ng the Love	and Culture of	Reading
Indicator (co	de)	B1.1.1.1.1	B1.2.1.2.1.	B1.	4.1.1.1	B1.5.1.1.1	B1.6.1.1.1
Content stan	dard (code)	B1.1.1.1.	B1.2.1.2	B1.	4.1.1.	B1.5.1.1.	B1.6.1.1.
Performance	Indicator	exp B. Lea C. Lea D. Lea	ressions rners can or rners can ma rners can wr rners can re	ally b ake g ite c	olend two o iven patter apital letter	r three sounds ns, trace and d rs correctly	vith appropriate together to make one raw various objects te books and texts from
		tivity and Innov ng and Problem		ınica	tion and Co	ollaboration Per	rsonal Development and
Keywords							
T. L.R. (s) Word cards, sentence library.		entence cards	, lett	er cards, h	andwriting on a	a manila card and a class	
Ref:	English Lang	guage curriculur	n Page				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		_
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Let learners identify some familiar songs.	today?
	sing songs	Let learners sing familiar songs and clap, tap and or	
	and recite	dance to the rhythm.	Ask learners to
	familiar	Let learners answer a variety of questions on the	summarize the main
	rhymes	songs.	points in the lesson
	,	 Discuss the moral lesson in the songs with learners. 	points in the lesson
		Discuss the moral resson in the songs with learners.	
		Assessment: let learners listen to and sing familiar	
- ,	_	songs with appropriate expressions	
Tuesday	Engage	B.READING	What have we learnt
	learners to	Make individual sounds and have learners blend them together to make one cylichle words a g (a sh – ash	today?
	sing songs and recite	together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot).	Ask learners to
	familiar	D-1-11 - D111, d-t - d1, d-111 - d111, 1-11 - 111, C-0-t - COt).	summarize the main
	rhymes		points in the lesson
	inymes	Assessment: let learners orally blend two or three	points in the lesson
		sounds together to make one	
Wednesday	Engage	C. WRITING	What have we learnt
·	learners to	Demonstrate vertical, horizontal and oblique	today?
	sing songs	strokes/patterns. e.g.	
	and recite	/// \\\	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Let learners write these strokes/patterns in the air.	
		Have learners write them in their books	
		Accomments lot learners make given netterns trace and	
		Assessment: let learners make given patterns, trace and	
		draw various objects	

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to		today?
	sing songs	Through pick and write activity, revise writing of	
	and recite	capital letters with learners	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: let learners write capital letters correctly	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Di	ate:	
Period:			Le	esson :	
			Sub-strand : Ordinality	: Number: Counting, Repre	sentation, Cardinality &
Indicator (co	ode)	B1.1.1.1.1	Oramoney		
	ndard (code)				
Performance				es, counting sequences and	d how to count to find
Core Competencies: Creat Leadership Critical Thinkin		· ·		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page	2		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding assess	sment)	Plenary / Reflections
Monday	Sing songs like:	100) and describe an appropriate es	the estimati timate amon	cts in a small group (up to on strategy used; Select g all those given for a I justify the choice	Review the lesson with Learners

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	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Estimate the number of objects in a small group (up to	Review the lesson with
	like:	100) and describe the estimation strategy used; Select	Learners
		an appropriate estimate among all those given for a	
	ľm	group of up to 100 objects and justify the choice	\wedge
	counting		
	one, what	Assessment: have learners to practice with more	
	is one,	examples	
Wednesda	Sing songs	Represent the number of objects in a group with a	Review the lesson with
У	like:	written numeral 0 to 100. Use ordinal numbers to	Learners
1		describe the position of objects up to 10th place	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Thursday	Sing songs		Review the lesson with
Titursuay	like:	Represent the number of objects in a group with a	
	like:	written numeral 0 to 100. Use ordinal numbers to	Learners
	17	describe the position of objects up to 10th place	
	l'm	account the position of objects up to 10th place	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Friday	Sing songs	X / '	Review the lesson with
	like:	Represent the number of objects in a group with a	Learners
		written numeral 0 to 100. Use ordinal numbers to	
1	ľm	describe the position of objects up to 10th place	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one	Champies	
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SUBJECT: SCIENCE CLASS: ONE

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson :			
	ERSITY OF MA		Sub-stran	d: LIVING AND NON-LIVING	THINGS		
Indicator (co		B1.1.1.2.1					
Content star	ndard (code)						
Performance	e Indicator	Learners can iden	tify and na	me animals and plants in the	ir locality		
Core Compe	tencies: Crea	tivity and Innovation	on Commur	nication and Collaboration Pe	ersonal Development and		
•	Critical Thinkin	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Scionco curi	riculum Page					
Kei.	Science curi	iculum Page					
DAY	Phase 1:	Phase 2: Main	X		Phase 3:		
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	 Watch pictures 	or videos o	n animals and plants.	What have we learnt		
	learners to	With guidance,	learners ide	entify the local names of	today?		
	sing songs	plants and animal	ls seen in th	ne videos and pictures.			
	and recite	• Learners come of	out with the	e local names of other	Ask learners to		
	familiar	plants and animal	ls not seen	in the video/pictures using	summarize the		
	rhymes	the "think-pair-sh	nare".		important points of the		
					lesson		
		Assessment: let le	earners ider	ntify and name animals and			
		plants in their loca	ality				
Thursday	Engage	• Learners Draw a	and colour a	any local plant or animal.	What have we learnt		
	learners to	Compare their of	drawings ar	nd identify the type of	today?		
	sing songs	animal or plant dr	rawn throu	gh a peer activity.			

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and	d recite		Ask learners to
fam	niliar	Assessment: let learners identify and name animals and	summarize the
rhyı	/mes	plants in their locality	important points of the
			lesson

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Date	e :	
Period:				Less	on:	
Strand : ALL	ABOUT US	S	ub-strand	d : №	1yself	
Indicator (co	ode)	B1.1.2.1. I				
Content star	ndard (code)	B1.1.2.1.				
Performance	e Indicator	Learners can recogn	nise indiv	/idua	al characteristics as the b	pasis of one's uniqueness
-		tivity and Innovation ng and Problem Solvii		nicat	ion and Collaboration Pe	ersonal Development and
Keywords		. (
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculu	ım Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Tuesday	Engage	Learners in groups i	dentify a	nd t	alk about their	What have we learnt
racoday	learners to	individual character	•			today?
	sing songs				differences. I am kind.	,
	and recite	I am honest. I like p				Ask learners to
	familiar					
	rhymes	Assessment: Let lea	arners ide	entif	y individual	points in the lesson
		characteristics as th	ie basis o	f on	e's uniqueness	
Thursday	Engage	Learners brainstorm	n on the i	mpc	ortance of knowing and	What have we learnt
	learners to	appreciating onesel	f.			today?
	sing songs					

1 1		
and recite	Learners say things about themselves with confidence	Ask learners to
familiar	and positive self-esteem:	summarize the main
rhymes	e.g.	points in the lesson
	I am tall and beautiful.	
	I am short and strong	
	I am black and proud	
	Assessment: Let learners mention importance of	
	knowing and appreciating oneself.	

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SUBJECT: HISTORY CLASS: ONE

Week Ending:				Class size:		
Day:			C	Pate :	-()	
Period :			L	esson :		
Strand : Hist	ory as a Subje	ect Sub-	strand	: Why and How We Study I	History	
Indicator (co	ode)	B1.1.1.1.1				
Content star	ndard (code)	B1.1.1.1.				
Performance	e Indicator	Learners can explain th	nat hist	ory deals with past human	activities	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s) P		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	gasses	sment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Tuesday	Engage learners to sing songs and recite familiar rhymes	the past, they qualify to	se activ o be ca	ities were performed in	What have we learnt today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and recite	List any past events the Explain that since thos the past, they qualify to	e activ	ities were performed in	What have we learnt today?	

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familiar	Assessment: let learners explain that history deals with	Ask learners to				
rhymes	past human activities	summarize the main				
		points in the lesson				

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·	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:				Class size:	
Day:			1	Date	e:	
Period :			l	Less	son :	
Strand : PER	FORMING AR	TS S	ub-strand	: T	hinking and Exploring Id	eas
Indicator (co	ode)	B1 2.1.1.1				
Content sta	ndard (code)	B1 2.1.1.				
Performanc	e Indicator	Learners can think a	about the	pec	ople who live in the loca	community and describe
		what you know abo	out their h	isto	ry and their culture or w	ay of life
_		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration Po	ersonal Development and
Keywords				>		
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to		_		os of people who live in	today?
	sing songs			_	e, town, city or district)	
	and recite	,			e history of the people	Ask learners to
	familiar	(including where th				summarize the main
	rhymes	brought them, how	•		•	points in the lesson
					culture or way of life	
		(including their lang			•	
		dressing, type of bu	ıildings, fa	ırmi	ng tools, way of	

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		cooking, body marks, songs, dances, artworks) of	
		people in the community	
		Isten to and ask questions on stories told by	
		community elders or resource persons that explain the	
		history and culture of the people in the community	
		Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in the local community	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	☑ take a walk in the community to visit famous buildings	today?
	sing songs	(such as the post office, chief's palace, old buildings),	
	and recite	important places and old sites of the community.	Ask learners to
	familiar	Where possible, view photographs or use ICT devices	summarize the main
	rhymes	(such as computer) to view pictures or watch videos on the internet	points in the lesson
		② use ideas gained to plan to create own performing	
		artworks that describe the people and how they live.	
		Assessment: let learners describe what they know	
		about the history and the culture or way of life about	
		the people who live in the local community	

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:				Cla	ass size:		
Day:			D	Date :			
Period :			L	-esson	:		
Strand : God	l, His Creatior	and Attributes S	ub-strand	l : God	the Creator	-/	
Indicator (co	ode)	B1. 1.1.1.1					
Content star	ndard (code)	B1. 1.1.1.					
Performance	e Indicator	Learners can Explor	e God's Cr	reation	1	J	
		tivity and Innovation ng and Problem Solvi		icatior	and Collabora	ntion Pe	ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections	
Friday	Engage	In groups, learners	discuss wh	no the	creator is He	is	What have we learnt
	learners to	God, the originator	of all thing	gs H	e provides all o	ur	today?
	sing songs	needs: air, food, wa	iter, life, et	tc			
	and recite						Ask learners to
	familiar						summarize the main
	rhymes	Assessment: let lear	rners expla	ain wh	o the creator is	S	points in the lesson

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending:				Class size:		
Day :			Da	te:		
Period :			Les	sson :		
Strand : MO PATTERNS	ND MOVEMENT Sub-	-strand :	LOCOMOTOR SKILLS			
Indicator (co	de)	B1.1.1. 1.2:		, \		
Content star	ndard (code)	B1.1.1. 1.				
Performance	e Indicator	Learners can Jump ind	ividually	taking off on one foot and	on both feet.	
=		tivity and Innovation Cong and Problem Solving.		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	llum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing	(new learning including	g assessi	ment)	Plenary / Reflections	
	the brain for learning)					
Friday	Learners	Learners go through ge	eneral an	d specific warm ups.	What have we learnt	
	jog round a			o jump taking off on one	today?	
	demarcate	foot and on both feet ((show vic	leo or pictures of the		
	d area in	activities). Guide learn			Use answers to	
	files while	individuals and in a gro	oup at the	eir own pace based on	summarise the lesson.	
	singing and	individual differences f	-	•		
	clapping to					
	warm-up					
	the body					

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for	Organise mini long jump and high jump activities by	
maximal	arranging obstacles for learners to jump over for height	
performan	or distance taking off on one foot or on two feet.	
ce and to	Take them through cool down/warm down activities to	
prevent	end your lesson.	
injuries		

Vetted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:	Day :			Date :	
Period :				Lesson:	
Strand : Ora	l Language (Li	stening and	Sub-stran	d: Listening and Story Telling	g
Speaking)					
Indicator (co	ode)	B1.1.4.1.1 B1	.1.4.1.2	B1.1.4.1.3	
Content star	ndard (code)	B1.1.4.1. B1	.1.4.1.	B1.1.4.1.	
Performance	e Indicator	• Le	earners sho	ould discuss the characters of	f the story
		• Le	earners should discuss the events in the story		
		• Le	earners should role play the story.		
		tivity and Innovating and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	cluding asso	essment)	Plenary / Reflections
	Engage	• Show a clip or t	ell a storv t	to learners.	What have we learnt
	leaners to	•	•	nes of characters in stories	today?
	sing songs and recite	watched or told i			Review the lesson with
	familiar rhymes	Assessment: let lo	earners des	scribe the characters of the	learners
		3.01 y			

Engage	Show a movie/play to learners.	What have we learnt
leaners to	• Tell or read an interesting story to learners.	today?
sing songs	Discuss the story with the learners by talking about	
and recite	key issues.	
familiar	• Encourage learners to retell the actions in the story.	
rhymes		Review the lesson with
	Assessment: let learners describe the events in the story	learners
Engage	 Let learners watch the clip again. 	What have we learnt
leaners to	• Read the story line to the learners and direct them to	today?
sing songs	role play the story	
and recite		
familiar	Assessment: let learners role play the story	Review the lesson with
rhymes		learners

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TERM ONE BASIC ONE WEEK 3



SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	<u>;</u> :				Class size:		
Day :				Dat	te:	7112	
Period :		· · · · · · · · · · · · · · · · · · ·			son :	7	
Strand :			Sub-strai	nd :			
A. Oral L	.anguage		A. R				
B. Readi	_				eading Activities		
C. Writir	ng				anship		
D. Using Writing Conventions D. Using Capitalisati							
	sive Reading				ng the Love and		
Indicator (co	de)		2.1.2.1.	В	1.4.2.1.1.	B1.5.1.1.1	B1.6.1.1.1
Content stan	dard (code)	B1.1.2.1. B1	.2.1.2.	В	1.4.2.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator A. Learners can listen to a accompanying actions B. Learners can orally ble syllable word, e.g. (a-sh C. Learners can copy lett D. Learners can write cap E. Learners can read a van print			ns blenda-sh = lette capit varid	d two or three s = ash, b-i-n = bir rs of the alphabe al letters correc ety of age – app	ounds togethe i) et clearly tly ropriate books	er to make one s and texts from	
		•		unica	tion and Collabo	oration Person	al Development and
Leadership C	ritical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		-	ence cards	s, lett	ter cards, handw	riting on a ma	inila card and a class
D-f	Finalish La	library.	2				
Ref:	English Lang	guage curriculum F	age				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Have learners recite familiar rhymes.	today?
	sing songs	Introduce new rhymes by performing them.	
	and recite	Lead learners to echo-read the rhymes.	Ask learners to
	familiar	Let learners recite the lines in groups/pairs and as	summarize the main
	rhymes	individuals, as they tap or clap to the rhythm.	points in the lesson
		Guide learners to identify rhyming words and teach	
		the accompanying actions.	
		Assessment: let learners recite rhymes and tongue-	
		twisters with accompanying actions	
Tuesday	Engage	B.READING	What have we learnt
	learners to	Make individual sounds and have learners blend them	today?
	sing songs	together to make one-syllable words,	
	and recite	e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in,	Ask learners to
	familiar rhymes	c-o-t = cot).	summarize the main points in the lesson
	Titytiics	Assessment: let learners orally blend two or three	points in the lesson
		sounds together to make one syllable word, e.g. (a-sh =	
		ash, b-i-n = bin)	
Wednesday	Engage	C. WRITING	What have we learnt
	learners to	• Introduce learners to the lines and spaces they will be	today?
	sing songs	expected to write in.	A ale la a ma a ma la
	and recite familiar	Demonstrate the letter on the board and in the air several times.	Ask learners to summarize the main
	rhymes	Give ample practice. Let learners practise writing in	points in the lesson
	Hilyines	the air, on sheets of paper or in jotters.	points in the lesson
		Let learners execute the writing task.	
		Give feedback after assessing learners' work	
		Assessment: let learners copy letters of the alphabet	
		clearly	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Through pick and write activity, revise writing of	today?
	sing songs	capital letters with learners	
	and recite	Accordments lot learners write capital letters correctly	
		Assessment: let learners write capital letters correctly	

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

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson:		
				d : Number: Counting, Repre	sentation, Cardinality &	
Indicator (code) B1.1.1.1.2			Ordinality			
	ndard (code)					
Performance Indicator		Learners can identify numbers in different positions around a given number (0 – 100)				
		tivity and Innovation ng and Problem Solvi		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections		
Monday	Sing songs like:	4 between 0 and 10 numbers in differer	00 and hant positio	h numbers multiples of say ave learners identify ns around a given number. roups and give each group a	Review the lesson with Learners	

IVAIVA I III I AV	I'm counting one, what	_	nd have them ide ions around a ch	•	in		
	is one	4	8	1			
		16	18	11			
		28	44	69			
		67	76	96		O(I)	
		examples	ave learners to p				
Tuesday	Sing songs		nber chart with n	•		Review the lesson with	
	like:		nd 100 and have ferent positions		1	Learners	
	l'm		convenient grou	9			
	counting	number grid a	nd have them ide	entify numbers	in		
	one, what	different posit	ions around a ch	osen number.			
	is one				1		
	1 - One is	4	8	1			
	one alone, alone it	16	18	11			
	shall be.	28	44	69			
		67	76	96			
		Assessment: h	ave learners to p	ractice with m	ore		
Wednesda	Sing songs	, ,	nber chart with n	•	•	Review the lesson with	
У	like:		nd 100 and have		•	Learners	
	1/	numbers in different positions around a given number. Put learners in convenient groups and give each group a					
	I'm		convenient ground have them ide				
	counting one, what	_	ions around a ch				
	is one	different posit		oscii ilailibei.			
	1 - One is	4	8	1]		
	one alone, alone it	16	18	11	-		
	shall be.	28	44	69	-		
		67	76	96	1		

Sing songs like: I'm counting one, what	examples Display a nur 4 between 0 a numbers in di	mber chart with	numbers m		Review the lesson with
like: I'm counting	4 between 0 a numbers in di	and 100 and hav		ultiples of say	Review the lesson with
I'm counting	numbers in di				
counting	numbers in di		e learners id	dentify	Learners
counting		merent positions	s around a g	iven number.	
_		n convenient gro	_		
_		and have them id	_	= -	
	_	tions around a c	•		
is one	p				
1 - One is	4	8	1		
one alone,	16	18	11	~ (Y	
shall be.	28	44	69		
	67	76	96		
	examples				
Sing songs	•	mber chart with	numbers m	ultiples of sav	Review the lesson with
like:	-			•	Learners
		•			
l'm					
counting		_	_		
•					
is one					
1 - One is	4	8	1		
alone it	16	18	11		
shall be.	28	44	69		
	67	76	96		
	one alone, alone it shall be. Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	one alone, alone it shall be. 16 28 67 Assessment: hexamples Sing songs like: 4 between 0 anumbers in directly like in the shall be. 16 28 67 Assessment: hexamples Display a numbers in directly like in the shall be. 4 between 0 anumber grid and different positions one alone, alone it shall be. 28 67 Assessment: hexamples 4 between 0 anumber grid and different positions one alone, alone it shall be.	one alone, alone it shall be. 16 18 28 44 67 76 Assessment: have learners to examples Sing songs like: Display a number chart with 4 between 0 and 100 and hav numbers in different positions. Put learners in convenient grounting one, what is one 1 - One is one alone, alone it shall be. 4 8 16 18 28 44 67 76 Assessment: have learners to examples Display a number chart with 4 between 0 and 100 and hav numbers in different positions around a convenient ground and have them is different positions around a convenient ground and have the ground and hav	one alone, alone it shall be. 16 18 11 28 44 69 67 76 96 Assessment: have learners to practice wite examples Sing songs like: 4 between 0 and 100 and have learners in numbers in different positions around a group in number grid and have them identify num different positions around a chosen number one, what is one 1 - One is one alone, alone it shall be. 28 44 69 Assessment: have learners to practice wite examples Display a number chart with numbers me different positions around a group and give number grid and have them identify num different positions around a chosen number one alone, alone it shall be. 28 44 69 Assessment: have learners to practice wite examples 4 between 0 and 100 and have learners in number grid and have them identify num different positions around a chosen number one alone, alone it shall be.	one alone, alone it shall be. 16 18 11 28 44 69 67 76 96 Assessment: have learners to practice with more examples Sing songs like: Display a number chart with numbers multiples of say 4 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. 1 - One is one 1 - One is one alone, alone it shall be. 28 44 69 11 12 13 14 15 16 18 11 16 18 11 16 18 11 16 18 11

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SUBJECT: SCIENCE CLASS: ONE

Week Endir	ıg:				Class size:		
Day:				Date:			
Period :				Lesson:			
Strand : DIV	ERSITY OF MA	ATTER	TTER Sub-strand : MATERIALS				
Indicator (c	ode)	B1.1.2.1.1					
Content sta	ndard (code)	B1.1.2.1.					
Performano	e Indicator	Learners can ident	tify and nai	me a	a variety of everyday ma	terials in their immediate	
_		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essm	ent)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	stone they see arc outside the schoo nature's walk and in their environme	stics, soil, gound the plaid in	glass laygr es le nd co	textiles, water and cound and other places arners to go on a ollect materials present and name a variety of	What have we learnt today? Ask learners to summarize the important points of the lesson	

	T _		
Thursday	Engage	• In groups, learners observe, sort, identify and name	What have we learnt
	learners to	materials collected such as wood, plastic, soil, metals	today?
	sing songs	glass, textile, water and stone; and explain the basis of	Ask learners to
	and recite	their classification.	summarize the
	familiar	Reflect on what they have learnt and relate the lesson	important points of the
	rhymes	to everyday uses of the materials.	lesson
		Teacher should build a stock of materials into a Science corner to annul any shortages.	
		Assessment: let learners identify and name a variety of	
		everyday materials in their immediate	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending:				Class size:		
Day:			Dat	e:		
Period:			Less	son :		
Strand : ALL ABOUT US Sub-str			Sub-strand : N	1y Family and the Co	mmunity	
Indicator (code)	B1.1.3.1.1.				
Content st	andard (code)	B1.1.3.1.				
Performar	ce Indicator	Learners can idea	ntify persons c	osely related us and	the need to relate well with	
		tivity and Innovationg and Problem Sol		ion and Collaboratio	n Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Tuesday	Engage	Learners mention	the names of t	hose who are closely	What have we learnt	
	learners to sing songs	related to them, e and teachers.	related to them, e.g. parents, brothers, sisters, friends			
	and recite	Learners in group	s, talk about th	e importance of inte	r- Ask learners to	
	familiar	personal relations	ships and the n	eed to accept	summarize the main	
	rhymes	everyone, irrespendent from.	ctive of where	the person comes	points in the lesson	
		Assessment: Let I related us and the				

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Thursday	Engage	Learners role play healthy relationship with family and	What have we learnt
	learners to	friends.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners role play healthy relationship	summarize the main
	rhymes	with family and friends.	points in the lesson

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SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:			
Day:				Date :			
Period :				Lesson:	\wedge		
Strand : Hist	ory as a Subje	ect	Sub-strand: Why and How We Study History				
Indicator (co		B1.1.1.1.1					
	ndard (code)	B1.1.1.1.					
Performance	e Indicator	Learners can expl	ain that hi	story deals with past human	activities		
Core Compe	tencies: Crea	I tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and		
		ng and Problem Sol			·		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners sing a so	ong, recite	a rhyme or watch a	What have we learnt		
	learners to	documentary of a	iny past ac	tivity	today?		
	sing songs						
	and recite	Assessment: let learners explain that history deals with			Ask learners to		
	familiar	past human activi	summarize the main				
	rhymes				points in the lesson		
Thursday	Engage	Learners sing a so	ong, recite	a rhyme or watch a	What have we learnt		
	learners to	documentary of a	iny past ac	tivity	today?		
	sing songs						
	and recite						

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familiar	Assessment: let learners explain that history deals with	Ask learners to
rhymes	past human activities	summarize the main
		points in the lesson

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:				Class size:		
Day:			Da	Date:		
Period :			Les	sson :		
Strand : VISI	JAL ARTS	Sub-st	rand :	Planning, Making and Co	mposing	
Indicator (co	ode)	B1 1.2.2.1				
Content sta	ndard (code)	B1 1.2.2.				
Performanc	e Indicator	the local community to p	Learners can reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the people			
=		tivity and Innovation Com	munica	tion and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s 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: ? refresh their memory of produced or found in the produced all kinds of visual history and culture of the people; ? make decisions on how poster, clay,	e local d artwo	community; rks that reflect the	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		modelling) they plan to make will reflect the history and	
		culture or way of	
		life of people in the local community	
		Assessment: let learners write a plan for making own	
		artworks from imagination to reflect the history and	
		culture or way of life of the people	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	2 refresh their memory on visual artworks that are	today?
	sing songs	produced or found in the local community;	
	and recite	Precall all kinds of visual artworks that reflect the	Ask learners to
	familiar	history and culture	summarize the main
	rhymes	of the people;	points in the lesson
		🛮 make decisions on how the artworks (e.g. drawing,	
		poster, clay,	
		modelling) they plan to make will reflect the history and	
		culture or way of	
		life of people in the local community	
		Assessment: let learners write a plan for making own	
		artworks from imagination to reflect the history and	
		culture or way of life of the people	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son :	
Strand : God	l, His Creatior	and Attributes Sub-stran	id : (God the Creator	
Indicator (co	ode)	B2.1.2.1.1:			
Content star	ndard (code)	B2.1.2.1.			
Performance	e Indicator	Learners can mentio	n th	e names of some of the t	hings God created.
-		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page	lum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	Engage learners with picture			What have we learnt
	learners to songs showing some of the things God			-	today?
	sing songs	humankind, animals, trees,	s, the sea and		
	and recite	mountains			Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
		Assessment: let learners me	ntio	n the names of some of	
		the things God created.			

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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:			Class size:		
Day:			Date:			
Period :			Les	son :		
Strand : MO	TOR SKILLS AI	ND MOVEMENT Sub-strar	Sub-strand : LOCOMOTOR SKILLS			
Indicator (co	ode)	B1 .1.1.1.3				
Content star	ndard (code)	B1 .1.1.1.				
Performance	e Indicator	Learners can Walkin	g wit	th the arms or hands stre	tched by sides	
=		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners jog within demarca	ated	area with their hands	What have we learnt	
	jog round a	stretched sideways to imita	te a	flying bird to warm	today?	
	demarcate	their body up. Demonstrate	to le	earners how to walk		
	d area in	with arms stretched sidewa	ys fr	om one point to the	Use answers to	
	files while	other. Guide learners to wa	lk wi	th their hands	summarise the lesson.	
	singing and	stretched sideways as indivi	dual	s and in a group but let		
	clapping to	them progress at their own	расе	e. Observe them		
	warm-up	practice and give them feed	back	for motivation and		
	the body	correct mastery of skill.				

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for	Mark lines on the ground and let learners walk on them	
maximal	make the activity challenging and to prevent boredom.	
performan	Guide learners to cool down to end the lesson	
ce and to		
prevent		
injuries		

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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:				Class size:	
Day:			[Date	e:	
Period :			L	Less	on:	
Strand:			Sub-strand	1:		
Oral Languag	ge (Listening a	and Speaking)	Dramatisat	tion	and Role Play	
			Conversation	on		
Indicator (co	de)	B1.1.5.1.1.	B1.1.6.1.1			
Content star	ndard (code)	B1.1.5.1	B1.1.6.1.			
Performance	Indicator	• Le	earners shou	ıld r	ole play a character in a	story.
		 Learners should recognise the various categories of people to greet. 				
		tivity and Innovations and Problem So		icat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
	Engage	Ask a learner to	tell a story.	,		What have we learnt
	leaners to	• Let learners disc	cuss issues ir	n th	e story told.	today?
	sing songs and recite	• Direct learners	to role play t	the	story.	
	familiar rhymes	Assessment: let le	earners role	pla	y a character in a story	Review the lesson with learners

NANA TIII TACQUATI	- Device the leasen or sucrtices	M/h at have well a such
Engage	Revise the lesson on greetings.	What have we learnt
leaners to	, isk rearriers to merition the people they greet	today?
sing songs	Discuss the categories of people in the community	
and recite	and how they are greeted.	
familiar	Demonstrate greetings of people of various categories	
rhymes	in class.	
	Assist learners to recognise the various categories of	Review the lesson with
	people to greet. E.g. Friends, parents, elders, etc.	learners
	Assessment: let learners mention various categories of	$\lambda \cup$
	people to greet.	
Engage	Revise the lesson on greetings.	What have we learnt
leaners to	Ask learners to mention the people they greet.	today?
sing songs	Discuss the categories of people in the community	
and recite	and how they are greeted.	
familiar	Demonstrate greetings of people of various categories	
rhymes	in class.	
	Assist learners to recognise the various categories of	Review the lesson with
	people to greet. E.g. Friends, parents, elders, etc.	learners
	Assessment: let learners mention various categories of	
	people to greet.	

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TERM ONE BASIC ONE WEEK 4



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:	
Day:		Date:	
Period :		Lesson:	
Strand :	Sub-stra		
A. Oral Language		ry Telling	
B. Reading		onics	
C. Writing		manship	
D. Using Writing Con		ng Action Words	
E. Extensive Reading	E. B	ding the Love and Culture of Reading	
Indicator (code)	B1.1.3.1.1. B1.2.2.1.1	B1.4.2.1.1. B1.5.4.1.1. B1.6.1.1.3	1
Content standard (code)	B1.1.3.1 B1.2.2.1.	B1.4.2.1. B1.5.4.1 B1.6.1.1.	
Core Competencies: Crea Leadership Critical Thinkin Keywords	their roles B. Learners can identification C. Learners can use actions E. Learners can reprint tivity and Innovation Communication	tify the alphabet in order y letters of the alphabet clearly the present tense of verbs to describe h a variety of age – appropriate books ar ication and Collaboration Personal Deve	abitual nd texts from
T. L .R. (s)	Word cards sentence card	etter cards, handwriting on a manila ca	rd and a class
1. E.M. (3)	library.	etter caras, nanawriting on a mailia ta	i a aiia a ciass

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Mount appropriate story pictures. Guide learners to tell the story logically, using the pictures at each stage. Pause and show pictures for learners to ask questions or answer questions to predict the next stage. Let learners retell the story in a chain, using the pictures, if necessary. Tell learners your personal response and guide them to do same. e.g. Why do you like the story? Ilke the story because Which part do you like best? Ilke where Assessment: let learners listen to stories and be able to identify characters with their roles 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Introduce the lesson with alphabet songs paying attention to the letters as they sing. • Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ). • Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards, e.g. Sound Ball Game, Find My Partner, etc. Assessment: let learners identify the alphabet in order	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Introduce learners to the lines and spaces they will be expected to write in. • Demonstrate the letter on the board and in the air several times. • Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Let learners execute the writing task.Give feedback after assessing learners' work	
		Assessment: let learners copy letters of the alphabet clearly	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING CONVENTIONS AND GRAMMAR USAGE Introduce the activity and tell learners two things you do daily. Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. Write the two things you do in two simple sentences and read it out to learners. Have each learner write two of the habitual things they do. You may assist them with spelling. Invite each of them to present their work to the class for the class to react to the presentations. Assessment: let learners use the present tense of verbs	What have we learnt today? Ask learners to summarize the main points in the lesson
		to describe habitual actions	
Friday	Engage learners to sing songs	E.EXTENSIVE READINGUsing book tease or book talk, introduce the reading/ library time.	What have we learnt today?
	and recite familiar rhymes	 Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age – appropriate books and texts from print	

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:		
Day:				sson :		
Strand: NUI	MBER		Sub-strand : Number: Counting, Representation, Cardinality &			
Indicator (co	ode)	B1.1.1.1.3	Ordinality			
Content standard (code)		B1.1.1.1.				
Performance Indicator		Learners can use number names and non-standard units for measuring (lengths and volumes) to count to find out "how long or how much?"up to 100				
		tivity and Innovationg and Problem Solv		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding assess	ment)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	materials to find h	ow long a tal	nand-span and referent ble, window and door e number of times their	Review the lesson with Learners	

NAINA FIIFI AC	I'm	feet, hand-span and referent materials are able to do	
		this	
	counting	triis	
	one, what	Accordments have learners to practice with more	
	is one	Assessment: have learners to practice with more	
	6:	examples	
Tuesday	Sing songs	Have learners use their feet, hand-span and referent	Review the lesson with
	like:	materials to find how long a table, window and door	Learners
	_	frames are etc., by counting the number of times their	
	l'm	feet, hand-span and referent materials are able to do	
	counting	this	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Have learners use empty containers such as bottles,	Review the lesson with
У	like:	cups etc. to determine the capacity of other bigger	Learners
		containers by counting to find how much (the number	
	ľm	of times) the bottles, cups etc. are able to do this	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs	Have learners use empty containers such as bottles,	Review the lesson with
•	like:	cups etc. to determine the capacity of other bigger	Learners
		containers by counting to find how much (the number	
	l'm	of times) the bottles, cups etc. are able to do this	
	counting	, , , , , , , , , , , , , , , , , , , ,	S
	one, what	Assessment: have learners to practice with more	
	is one	examples	
	13 OHC		
Friday	Sing songs	Have learners use empty containers such as bottles,	Review the lesson with
Tituay		cups etc. to determine the capacity of other bigger	Learners
	like:	. , , ,	Learners
	V.	containers by counting to find how much (the number	
	l'm	of times) the bottles, cups etc. are able to do this	
	counting	Accordments have learners to practice with mare	
	one, what	Assessment: have learners to practice with more examples	
	is one	Champies	
	•		

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	LESSON PLAN
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SUBJECT: SCIENCE CLASS: ONE

Week Ending:				Class size:		
Day:			Da	te :		
Period :			Les	Lesson:		
Strand : DIV	ERSITY OF MA	ATTER Sub-	-strand :	MATERIALS		
Indicator (co	ode)	B1.1.2.1.2				
Content sta	ndard (code)	B1.1.2.1.		, \		
Performanc	e Indicator	Learners can describe a texture, mass)	Learners can describe and group materials by their appearance (shape, size, colour,			
		tivity and Innovation Cong and Problem Solving.		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Monday	Engage	• Learners describe the	e appear	ance of the materials (in	What have we learnt	
	learners to	terms of colour, size, fo	eel, lengt	h, etc.).	today?	
	sing songs	Group materials base	ed on the	ir observable properties		
	and recite	such as shape, size (big	g/small),	colour, texture ('rough',	Ask learners to	
	familiar	'smooth', 'sticky' and '	grainy'),	mass (heavy / light).	summarize the	
	rhymes				important points of the	
		Assessment: let learne	rs descril	pe and group materials	lesson	
		by their appearance (s	hape, size	e, colour, texture, mass)		

Thursday	Engage	Draw and colour several objects/ materials based on	What have we learnt
	learners to	their appearance such as colour and shape.	today?
	sing songs	Display their drawings for class observation and talk	Ask learners to
	and recite	about them.	summarize the
	familiar	Relate the lesson with everyday experiences	important points of the
	rhymes	(appearance and properties of common items).	lesson
		Assessment: let learners draw and colour several objects/ materials based on their appearance such as colour and shape.	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL	ABOUT US	Su	Sub-strand: Home and School		
Indicator (co	ode)	B1.1.4.1. 1.			
Content star	ndard (code)	B1.1.4.1.			
Performance	e Indicator	Learners can describ	be and s	how direction to their home	
Leadership C		tivity and Innovation (ng and Problem Solvin		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricului	m Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ling asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Tuesday	learning)	Loornors taka turns t	to talle a	hout their home or my	What have we learnt
Tuesday	Engage learners to	home is in a good an		bout their home e.g. my	What have we learnt today?
	sing songs	_		n to their home on paper.	today:
	and recite	Learners sketch the	unection	i to their nome on paper.	Ask learners to
	familiar	Assessment: Let lea	rners sk	etch the direction to their	summarize the main
	rhymes	home on paper.	111C13 3K	eten the direction to their	points in the lesson
Thursday	Engage		what the	ey want to add to their	What have we learnt
• •	learners to	home.		,	today?
	sing songs	Learners draw their	home		,
	and recite				

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	familiar	Assessment: Let learners draw their home	Ask learners to			
	rhymes		summarize the main			
			points in the lesson			

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SUBJECT: HISTORY CLASS: ONE

Week Ending	g:			Class size:	
Day:			Date :		
Davied :				Lacase .	
Period :				Lesson:	
Strand : Hist	ory as a Subje	ect	Sub-stran	nd: Why and How We Study	History
	, ,			()	
Indicator (co	ode)	B1.1.1.1.2)
Content star	ndard (code)	B1.1.1.1.			
Performance	e Indicator	Learners can des	cribe how	sources of historical eviden	ce help us find out about
		past human activ	ities		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	lving.		
Keywords					
keywords		\ \			
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
	,				
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage		•	nes related to celebrations	What have we learnt
	learners to	·	, festivals a	and weddings as part of	today?
	sing songs	history.	video of a	soona danisting a hirthday	
and recite		2. Sketch/show a video of a scene depicting a funeral, wedding and festival celebration			Ask learners to
	familiar	Turieral, weduling	and restive	ar celebration	summarize the main
	rhymes				points in the lesson
		Assessment: let le	earners ske	etch a scene depicting a	
	Where do	birthday, funeral,	wedding a	and festival celebration	
	we get				
	informatio				

	n about		
	our past?		
Thursday	Engage	1. Sing songs or recite rhymes related to celebrations	What have we learnt
	learners to	such as birthdays, festivals and weddings as part of	today?
	sing songs	history.	
	and recite	2. Sketch/show a video of a scene depicting a birthday,	Ask learners to
	familiar	funeral, wedding and festival celebration	summarize the main
	rhymes	Assessment: let learners sketch a scene depicting a birthday, funeral, wedding and festival celebration	points in the lesson
	Where do	birthday, fulleral, wedding and festival telebration	
	we get		
	informatio		
	n about		
	our past?		

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:			Class size:				
Day:				Dat	e:	- ()	
Period :				Lesson:			
Strand : PER	FORMING AR	TS	Sub-stran	d : P	lanning, Making and Cor	nposing	
Indicator (co	ode)	B1 2.2.2.1					
Content star	ndard (code)	B1 2.2.2.					
Performance	e Indicator	produced or perfo	Learners can reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local community				
		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s 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	are produced or fo	ound in the f music, da	e loc	c, dance and drama that al community; , drama that reflect the	What have we learnt today? Ask learners to summarize the main points in the lesson	

		🛽 make decisions on how the performing artworks they	
		plan to make or perform will reflect the history and	
		culture or way of life of the people.	
		Assessment: let learners write a plan for creating own	
		artworks that will reflect the history and culture or way	
		of life of people in the local community	
Wednesday	Engage	Learners are to	What have we learnt
	learners to	2 refresh their memory on music, dance and drama that	today?
	sing songs	are produced or found in the local community;	
	and recite	2 recall all kinds of music, dance, drama that reflect the	Ask learners to
	familiar	history and	summarize the main
	rhymes	culture of the people;	points in the lesson
		1 make decisions on how the performing artworks they	
		plan to make or perform will reflect the history and	
		culture or way of life of the people.	
		Assessment: let learners plan for creating own	
		artworks that will reflect the history and culture or way	
		of life of people in the local community	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:			Class size:			
Day:			Dat	e:	- ()	
Period :			Lesson:			
Strand : God	l, His Creatior	and Attributes Sub-stran	Attributes Sub-strand : God the Creator			
Indicator (co	ode)	B1. 1.1.1.2:				
Content star	ndard (code)	B1. 1.1.1.				
Performance	e Indicator	Learners can mention the na	ame	s of some of the things G	od created.	
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		RME curriculum Page				
Ref:	Pictures	./\/				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for	(new learning including assessment)			Plenary / Reflections	
	learning)					
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw, colour and God created. Assessment: let learners draw of the things God created.			What have we learnt today? Ask learners to summarize the main points in the lesson	
		L				

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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son :	
Strand: MO	TOR SKILLS AI	ND MOVEMENT Su	b-strand: N	MANIPULATIVE SKILLS	5
PATTERNS					
Indicator (co	ode)	B1.1.2.1.1			
Content star	ndard (code)	B1.1.2.1.			
Performance	e Indicator	Learners can roll a ba	all from stat	ionary position using har	nds
Core Compe	tencies: Crea	tivity and Innovation (Communica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving	g.) '	
Keywords					
-					
T. L .R. (s)		Cones balls			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includi	ing assessm	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners	_	_	e general and specific	What have we learnt
	jog round a	warm ups, demonstr			today?
	demarcate		_	ands by placing a ball in	
	d area in	_		d and placing the palm	Use answers to
	files while	behind the ball. Roll t		_	summarise the lesson.
	singing and	•	-	walking to jogging and	
	clapping to	_	rners to pr	actice individually and	
	warm-up	in groups.			
	the hody				

for	Observe them practice at their own pace and give	
maximal	corrective feedback for correct skill mastery. Learners	
performan	can further use bats or sticks to roll the ball to challenge	
ce and to	the fast learners.	
prevent	Organise mini games for learners for fun and enjoyment	
injuries	to prevent boredom.Take learners through cool down	
	activities to end the lesson.	

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	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son :	
Strand : Reading Sub-stran			nd : F	Pre-Reading Activities	
Indicator (co	ode)	B1.2.1.1.1. B1.1.1.1.2		B1.1.1.1.3	
Content star	ndard (code)	B1.2.1.1. B1.1.1.1.		B1.1.1.1.	
Performance Indicator Learners should Learners should Learners should			ogni nons	names of items in the hose and discuss the items strate the uses of the iter	in the home and school.
=		ng and Problem Solving.		2/	
Keywords					
T. L .R. (s)		Manila cards, markers, reco	rdec	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essm	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	rearriers to membrane man	nes. item the i	s in the home and tems on the manila	What have we learnt today? Review the lesson with learners

Engage	Draw some items in the home and school on a manila	What have we learnt
leaners to	card.	today?
sing songs	• Show some concrete items that can be found in home	
and recite	and school.	
familiar	Lead learners to recognise the items by mentioning	
rhymes	the names of the items and group them under the	
	following: "School Items" and "Home Items".	Review the lesson with
	• Lead learners to apply their knowledge on colours,	learners
	shapes and sizes to discuss the items. For example:	
	School: chairs tables, arm board, pencils, chalk, books,	
	cupboards, chalkboard, etc.	
	Home: cups, plates, bed, mat, shoes, dress, television,	
	radio, spoons etc.	
	Assessment: let learners mention the items in the home	
	and school.	
Engage	• Learners should mention names of items in the home	What have we learnt
leaners to	and school.	today?
sing songs	• Display some of the items in the class and call learners	
and recite	one by one to demonstrate how the item is used for.	
familiar	Lead learners through questions and answers to tell	
rhymes	what each of the items are used for.	
		Review the lesson with
	Assessment: let learners mention names of items in the	learners
	home and school and what each of the items are used	
	for.	

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TERM ONE BASIC ONE WEEK 5



NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Date : Period : Lesson : Strand : A. Story Telling A. Story Telling B. Reading A. Story Telling C. Writing Letters – Small and Capital D. Using Writing Conventions E. Building the Love and Culture of Reading Indicator (code) B1,1,3,1,1 B1,2,2,1,2 B1,4,3,1,1 B1,5,4,1,1 B1,6,1,1,1 Content standard (code) B1,1,3,1,1 B1,2,2,1,2 B1,4,3,1,1 B1,5,4,1,1 B1,6,1,1,1 Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can match lower and upper case letters D. Learners can match lower and upper case letters D. Learners can match lower and upper case letters D. Learners can match lower and upper case letters D. Learners can match lower and upper case letters D. Learners can read a variety of age – appropriate books and texts from print Core Competencies: Creativity and Innovation Communication a	Week Ending	g:			Class size:		
Strand: A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading B1.1.3.1.1 B1.2.2.1.2 B1.4.3.1.1 B1.5.4.1.1 B1.6.1.1.1 Content standard (code) B1.1.3.1 B1.2.2.1 B1.4.3.1.1 B1.5.4.1.1 B1.6.1.1.1 Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can use the present tense of verbs to describe habitual actions 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.				Da	te :		
A. Story Telling B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading D. Using Writing Conventions E. Extensive Reading D. Using Action Words E. Building the Love and Culture of Reading Indicator (code) B1.1.3.1. B1.2.2.1. B1.4.3.1. B1.5.4.1. B1.5.4.1. B1.6.1.1. Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can use the present tense of verbs to describe habitual actions 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.	Period :			Les	son :		
B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading D. Using Action Words E. Building the Love and Culture of Reading Indicator (code) B1.1.3.1.1 B1.2.2.1.2 B1.4.3.1.1 B1.5.4.1.1 B1.6.1.1.1 Content standard (code) B1.1.3.1 B1.2.2.1 B1.4.3.1 B1.5.4.1.1 B1.6.1.1.1 Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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.	Strand:		Sub-st	trand:			
C. Writing D. Using Writing Conventions E. Extensive Reading B1.1.3.1.1 B1.2.2.1.2 B1.4.3.1.1 B1.5.4.1.1 B1.5.4.1.1 B1.6.1.1.1 Content standard (code) B1.1.3.1 A. Learners can listen to stories and be able to identify characters with their roles B. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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. Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	A. Oral L	anguage			_		
D. Using Writing Conventions E. Extensive Reading D. Using Action Words E. Building the Love and Culture of Reading Indicator (code) B1.1.3.1.1. B1.2.2.1.2 B1.4.3.1.1 B1.5.4.1.1. B1.6.1.1.1 Content standard (code) B1.1.3.1. B1.2.2.1. B1.4.3.1. B1.5.4.1. B1.6.1.1. Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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.	B. Readi	ing	B.	Phoni	CS		
E. Building the Love and Culture of Reading Indicator (code) B1.1.3.1.1 B1.2.2.1.2 B1.4.3.1.1 B1.5.4.1.1 B1.6.1.1.1 Content standard (code) B1.1.3.1. B1.2.2.1 B1.4.3.1. B1.5.4.1. B1.5.4.1. B1.6.1.1. Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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.	C. Writii	ng	C.	Writin	g Letters – Sma	all and Capital	
Indicator (code) B1.1.3.1.1. B1.2.2.1.2 B1.4.3.1.1 B1.5.4.1.1. B1.6.1.1.1 Content standard (code) B1.1.3.1. B1.2.2.1. B1.4.3.1. B1.5.4.1. B1.6.1.1. Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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 Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	D. Using	Writing Con	ventions D.	Using	Action Words		
Content standard (code) B1.1.3.1. B1.2.2.1. B1.4.3.1. B1.5.4.1. B1.6.1.1. A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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.	E. Exten	sive Reading	E,	Buildi	ng the Love and	d Culture of Re	eading
Performance Indicator A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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.	Indicator (co	de)	B1.1.3.1.1. B1.2.2.1	1.2	B1.4.3.1.1	B1.5.4.1.1.	B1.6.1.1.1
roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions 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.	Content stan	dard (code)	B1.1.3.1. B1.2.2.	1.	B1.4.3.1.	B1.5.4.1.	B1.6.1.1.
Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	Performance	Indicator	roles B. Learners can rec C. Learners can ma D. Learners can use	ognise a tch low the pro	and produce le er and upper ca esent tense of v	tter names and ase letters verbs to descri	d sounds randomly be habitual actions
Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			•	munica	tion and Collab	ooration Perso	nal Development and
T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	Leadership C	ritical Thinkir	ng and Problem Solving.				
library.	Keywords						
	T. L .R. (s)		•	rds, let	ter cards, hand	writing on a m	anila card and a class
	Ref:	English Lang					

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Mount appropriate story pictures.	today?
	sing songs	Guide learners to tell the story logically, using the	
	and recite	pictures at each stage.	Ask learners to
	familiar	Pause and show pictures for learners to ask questions	summarize the main
	rhymes	or answer questions to predict the next stage.	points in the lesson
		Let learners retell the story in a chain, using the	
		pictures, if necessary.	
		Tell learners your personal response and guide them	
		to do same. e.g. i. Why do you like the story? ii. I like	
		the story because iii. Which part do you like best? iv. I	
		like where	
		Assessment: let learners listen to stories and be able to	
		identify characters with their roles	
Tuesday	Engage	B.READING	What have we learnt
,	learners to	Have learners play alphabet games to practice	today?
	sing songs	recognition of letter names at random. e.g. Lucky Dip	
	and recite	game, Treasure Hunt.	Ask learners to
	familiar	• Let learners use letter cards to order the letters of the	summarize the main
	rhymes	alphabet.	points in the lesson
		 Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in 	
		groups, in pairs and individually.	
		Select letters whose sound you intend to teach, e.g.	
	1371	two letters at a time.	
		Say each sound first in context and then in isolation,	
		e.g. ants-a	
		Have learners repeat it after you.	
		Give examples of words that contain each sound at the initial medial and final positions, e.g. bag, table	
· ·		the initial, medial and final positions, e.g. bag, table, bulb	
		Have learners work in pairs to provide examples of	
	I	The state of the s	i

.QUAN		
	Assessment: let learners recognise and produce letter names and sounds randomly	
Engage learners to sing songs and recite familiar rhymes	 C. WRITING Show a chart of letters (small and capital). e.g. A B C D E a b c d e Place letter cards (small and capital letters) on the teacher's table. Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars. Let learners write the letters in their books. 	What have we learnt today? Ask learners to summarize the main points in the lesson
	letters	What have we leavet
learners to sing songs and recite familiar rhymes	 D.WRITING CONVENTIONS AND GRAMMAR USAGE Introduce the activity and tell learners two things you do daily. Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. Write the two things you do in two simple sentences and read it out to learners. Have each learner write two of the habitual things they do. You may assist them with spelling. Invite each of them to present their work to the class for the class to react to the presentations. Assessment: let learners use the present tense of verbs to describe habitual actions	What have we learnt today? Ask learners to summarize the main points in the lesson
Engage	E.EXTENSIVE READING	What have we learnt
learners to sing songs	Using book tease or book talk, introduce the reading/ library time.	today?
and recite familiar rhymes	 Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. 	Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes	Engage learners to sing songs and recite familiar rhymes Engage learners to sing song samiliar rhymes Engage learners to sing song

	Assessment: let learners		
	appropriate books and to	exts from print	
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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
			Sub-stran Ordinality	nd : Number: Counting, Repre	sentation, Cardinality &
Indicator (co	ode)	B1.1.1.1.4	Oramanty		
Content star	ndard (code)	B1.1.1.1.			
Performance	e Indicator			tive language to describe t 00 using place value and the i	•
Core Competencies: Creativity and Innovation Co Leadership Critical Thinking and Problem Solving.			nication and Collaboration Pe	ersonal Development and	
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding ass	essment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	problems that invo	olve comp	or matching to solve paring 2 sets having between how he/she solved the	Review the lesson with Learners

NANA FIIFI AC	ZQUAII		
	ľm	problem (finding which set has more or less, which	
	counting	groups have the same as)	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs like: I'm counting one, what is one	Use 1-to-1 correspondence or matching to solve problems that involve comparing 2 sets having between 1 to 100 objects and explain how he/she solved the problem (finding which set has more or less, which groups have the same as) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda	Sing songs	Use the terms "more than", "less than" or "the same	Review the lesson with
У	like:	as" when comparing two groups having between1 to 100 objects	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs		Review the lesson with
	like:	Use the terms "more than", "less than" or "the same as" when comparing two groups having between1 to	Learners
	l'm	100 objects	
	counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs		Review the lesson with
	like: I'm	Use the terms "more than", "less than" or "the same as" when comparing two groups having between1 to 100 objects	Learners
	counting one, what is on	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	te :	-0
Period :			Les	son:	
Strand : CYC	LES	Sub	o-strand : [EARTH SCIENCE	
Indicator (co	ode)	B1.2.1.1.1)
Content star	ndard (code)	B1.2.1.1.			
Performanc	e Indicator	Learners can explain t	that some	natural phenomena, suc	h as day and night, occur
		tivity and Innovation Co		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includin	ng assessn	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	could be used). • Relate this activity to	e second he and circulo the occulo ppearance attern.	and of an analogue lar cards, musical chairs rrence of day and night of the Sun, Moon and that some natural	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage	Let learners suggest other events in their	What have we learnt
	learners to	environment that happen over and over again in a	today?
	sing songs	cycle. For example, dry and wet seasons.	Ask learners to
	and recite	Learners make sketches displaying events that take	summarize the
	familiar	place in the day and those that take place in the night.	important points of the
	rhymes		lesson
		Assessment: let learners make sketches displaying events that take place in the day and those that take place in the night.	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand · All	AROUND US		Suh-stran	nd : The Environment and the	Weather
Straina . ALL	71100142 03		ab strain	id. The Environment and the	Wedther
Indicator (co	ode)	B1.2.1.1.1.			
Content star	ndard (code)	B1.2.1.1.			
Performanc	e Indicator	Learners can explo	re the us	ses of things in the environme	ent
=		tivity and Innovation ng and Problem Solvi		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculu	um Page	2	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			walk to observe, identify,	What have we learnt
	learners to		_	in the environment and	today?
	sing songs	_		airs, tables, cupboards,	
	and recite		•	and sort them into living,	Ask learners to
	familiar	non-living, manmad	ge and na	atural	summarize the main
	rhymes				points in the lesson
		Assessment: Let lea	arners m	ention the uses of things in	

Thursday	Engage	Learners browse the internet, draw or look at pictures	What have we learnt
	learners to	or posters of things in the environment and talk about	today?
	sing songs	caring for them in environment as responsible citizens	
	and recite		Ask learners to
	familiar	As learners use the internet to browse pictures of	summarize the main
	rhymes	things in the environment, teacher helps learners learn	points in the lesson
		about the use of parts of the computer e.g. the mouse,	
		keyboard, monitor or system unit and how they are	
		connected	
		Assessment: Let learners mention the uses of the parts	
		of the computer	

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 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:				Class size:		
Day :				Date :		
Daviad .				Losson .		
Period :				Lesson:		
Strand : History	as a Subje	ect	Sub-stran	d: Why and How We	Study F	listory
				()		
Indicator (code)		B1.1.1.1.2				
Content standar	d (code)	B1.1.1.1.				
Performance Inc	dicator	Learners can des	cribe how	sources of historical e	evidenc	e help us find out about
		past human activ	ities			
				nication and Collabora	ation Pe	ersonal Development and
Leadership Critic	al Thinkir	ng and Problem So	lving.			
Keywords				$\overline{}$		
,						
T. L .R. (s)		Pictures				
Ref: His	story curr	iculum Page				
DAY Pha	ase 1:	Phase 2: Main				Phase 3:
Sta	rter	(new learning inc	luding ass	essment)		Plenary / Reflections
	eparing					
	e brain					
for						
	rning)					
	gage		•	/register to make hist	-	What have we learnt
	rners to			ners write their date of card and this should b		today?
	g songs			e end of every history		
	d recite	=		to these records for a		Ask learners to
	niliar	upcoming birthda				summarize the main
rhy	mes	, 5:	•			points in the lesson
\\\\	ny do we					
	ebrate					
	thdays					

	and festivals?	Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones	
		Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones	
Thursday	Engage learners to sing songs and recite familiar rhymes	Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hung in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones	

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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending	g:			Class size:			
Day:				Date :	-()		
Period:				Lesson:			
Strand : VISU	JAL ARTS		Sub-strar	nd: Planning, Making and Co	mposing		
Indicator (co	ode)	B1 1.2.3.1					
Content star	ndard (code)	B1 1.2.3.					
Performance	e Indicator	Learners can create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people					
-		-	on Commu	nication and Collaboration P	• •		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	methods of produsuch as drawing, oreflect the history create useful ar	uction to m doodling, p and cultu tworks tha	vailable tools, materials and nake own visual artworks patterns and modelling that are of the people at reflects the history and nity, such as stools and	What have we learnt today? Ask learners to summarize the main points in the lesson		

		Assessment: let learners create own artworks from	
		imagination using available tools, materials and	
		methods to represent visual artworks produced or	
		found in the local community that reflect the history	
		and culture or way of life of the people	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	2 carefully select and use available tools, materials and	today?
	sing songs	methods of production to make own visual artworks	
	and recite	such as drawing, doodling, patterns and modelling that	Ask learners to
	familiar	reflect the history and culture of the people	summarize the main
	rhymes	2 create useful artworks that reflects the history and	points in the lesson
		culture of the local community, such as stools and	
		symbols.	
		Assessment: let learners create own artworks from	
		imagination using available tools, materials and	
		methods to represent visual artworks produced or	
		found in the local community that reflect the history	
		and culture or way of life of the people	

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	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:				Class size:	
Day:			Dat	e:	
Period			Less	son:	
Strand : God	l, His Creatior	and Attributes Sub-strance	d : G	od the Creator	
Indicator (co	ode)	B1. 1.1.1.2:			
Content star	ndard (code)	B1. 1.1.1.			$\lambda \cup$
Performance	e Indicator	Learners can Mention the na	mes	s of some of the things G	od created.
•		tivity and Innovation Commur	nicat	ion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page		7,	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essm	ent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Engage	Help learners to role play, re	cite	rhymes and sing songs	What have we learnt
	learners to	about some of the things Go	d cr	eated	today?
	sing songs				
	and recite	Assessment: let learners role	•	•	Ask learners to
	familiar	sing songs about some of the	summarize the main		
	rhymes				points in the lesson
Friday	Engage	Help learners to role play, re	What have we learnt		
	learners to	about some of the things Go	d cr	eated	today?
	sing songs				
	and recite	Assessment: let learners role	•	•	Ask learners to
	familiar	sing songs about some of the	e thi	ngs God created	summarize the main
	rhymes				points in the lesson

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 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day :			D	Pate	: :	
Period :			Le	.ess	on :	
Strand: MO	TOR SKILLS AI	ND MOVEMENT	Sub-strand	: N	IANIPULATIVE SKILI	.S
PATTERNS						
Indicator (co	de)	B1.1.2.1.2:				
Content star	ndard (code)	B1.1.2.1.				
Performance	e Indicator	Learners can strike	e a light ball	up	ward continuously, usii	ng arms, hands, and feet
		tivity and Innovationg and Problem Sol		icat	ion and Collaboration F	Personal Development and
Keywords			-()		7,	
T. L .R. (s)		Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding assess	sm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	After general and	specific war	m ı	ups, demonstrate to	What have we learnt
	jog round a	learners how to st	rike a ball co	ont	inuously with their	today?
	demarcate	hands and feet:				
	d area in	1. Hang light balls	on a crossba	ar		Use answers to
	files while	2. Stand in front a	nd strike the	e ba	all upwards	summarise the lesson.
	singing and	continuously as it	moves back	wi	thin your reach with	
	clapping to	your hands and la	ter with you	ır fe	eet.	
	warm-up	3. Guide learners	to practice a	as ir	ndividuals and in	
	the body	groups at their ow	n pace.			
	for					
	maximal					

performan	4. Let the quick learners toss balls after mastering the	
ce and to	skill with the hang balls and strike them with their	
prevent	hands and later with their feet continuously.	
injuries	5. Organise mini football or volleyball matches for	
	learners to apply the skills for fun and enjoyment.	
	End the lesson with cool down activities.	

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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Lesson:		
Strand :			Sub-stranc	: t		
Reading			Print Conc	ept		
			Phonologic	cala	and Phonemic Awarenes	S
Indicator (co	de)	B1.2.2.1.2 B1.	.2.3.1.1.	B1.	2.3.1.2.	
Content star	ndard (code)	B1.2.2.1.N B1	.2.3.1	В1.	2.3.1.	
Performance Indicator		 Learners should move fingers across tables and books from left to right (do picture walk) and top to bottom (Handle a book appropriately). Learners should recognise the location of individual sounds in one and two-syllable words (beginning or end). Learner's should recognise and create rhyming words. 				
•		tivity and Innovation ng and Problem Sol		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding asse	ssm	ent)	Plenary / Reflections
Engage • Demonstrate ho appropriately for I		learners to			What have we learnt today?	

familiar		
rhymes	Assessment: let learners move fingers across the	Review the lesson with
	books from left to right and top to bottom	learners
Engage leaners to sing songs and recite familiar rhymes	 Write the letters of the alphabet on the board. Teach learners the corresponding sounds. Assist learners to recognise the individual sounds in one-syllable and two syllable words. E.g. Go, come, eat, etc. E.g. Paddle, cradle, parrot, carrot, bucket, corner etc. Assessment: let learners mention individual sounds in one and two-syllable words (beginning or end). 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	two syllable words. • Let learners write the rhyming words on the board. • Put learners in groups and do creating rhyming words game among the groups.	What have we learnt today? Review the lesson with learners
	Assessment: let learners mention rhyming words	

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TERM ONE BASIC ONE WEEK 6



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:			Class size:		
Day:		Dat	te :		
Period :		Les	son :		
Strand:	Sub-stra	nd :			
A. Oral Language			atisation and Role	•	
B. Reading				_	Common Digraphs
C. Writing			g Letters – Small	and Capital	
D. Using Writing Cor			Action Words		
E. Extensive Reading			ng the Love and C	Culture of Read	
Indicator (code)	B1.1.5.1.1 B1.2.3.1.1.	•	B1.4.3.1.1	B1.5.4.1.1.	B1.6.1.1.1
Content standard (code)			B1.4.3.1.	B1.5.4.1	B1.6.1.1.
Performance Indicator	A. Learners can drama B. Learners can use co C. Learners can match D. Learners can use th E. Learners can read a	ommo low le pre	on rhyming endir er and upper caso esent tense of ve	e letters rbs to describe	habitual actions
Core Competencies: Crea	ativity and Innovation Commu	unica	tion and Collabo	ration Personal	Development and
Leadership Critical Thinki	ng and Problem Solving.				·
W///					
Keywords	Word cards, sentence cards library.	s, lett	ter cards, handwi	iting on a man	ila card and a class
T. L .R. (s)					
Ref: English Lan	guage curriculum Page				

NANA FIIFI AC		Phase 2: Main	Dhasa 2.
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Begin the lesson with the narration of a familiar story.	today?
	sing songs	Have learners identify the characters in the story and	\wedge
	and recite	their roles.	Ask learners to
	familiar	Have learners role-play some specific characters in	summarize the main
	rhymes	groups.	points in the lesson
	-	Let learners talk about theirs and others' roles	
		Assessment: let learners dramatise stories heard	
Tuesday	Engage	B.READING	What have we learnt
racsaay	learners to	BINEROING	today?
	sing songs	Introduce learners to simple word formation using the	
	and recite	phonic slide to change the sound at the initial, medial	Ask learners to
	familiar	and final positions of words, e.g. pat, mat, fat.	summarize the main
	rhymes	Have learners build on these rhyming endings.	points in the lesson
		• In groups, let learners read out their words.	
		Have learners form sentences with these rhyming	
		words.	
		Assessment: let learners use common rhyming endings	
Mada ada.	Гасаса	to decode simple words	M/hat have we leavet
Wednesday	Engage learners to	C. WRITING Show a chart of letters (small and capital).	What have we learnt today?
	sing songs	e.g. A B C D E a b c d e	today:
	and recite	Place letter cards (small and capital letters) on the	Ask learners to
	familiar	teacher's table.	summarize the main
	rhymes	Put learners into groups and ask representatives of	points in the lesson
		the groups to take turns to pick and match the letter	•
		cards to the letters on the chart. Those who are able to	
		match them correctly win points for their groups and	
		receive stars.	
		Let learners write the letters in their books.	
		Assessment: let learners match lower and upper case	
		letters	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to		today?
	sing songs		
		I .	l .

NANA FIIFI A	and recite	Introduce the activity and tell learners two things you	Ask learners to
	familiar	do daily.	summarize the main
	rhymes	 Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. Write the two things you do in two simple sentences and read it out to learners. Have each learner write two of the habitual things they do. You may assist them with spelling. Invite each of them to present their work to the class for the class to react to the presentations. Assessment: let learners use the present tense of verbs to describe habitual actions	points in the lesson
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip- the-page texts to learners.	points in the lesson
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son:	
Strand: NUI	MBER		Sub-strand Ordinality		lumber: Counting, Repre	sentation, Cardinality &
Indicator (co	ode)	B1.1.1.1.4	Ordinality			
	ndard (code)	B1.1.1.1.		1		
Performance Indicator Learners can use compara quantities/numbers up to 10						•
		tivity and Innovationg and Problem Solv		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asses	ssm	ient)	Plenary / Reflections
Monday	Sing songs like:	• ,	and justify h	his/	ects in increasing or her answer or explain ver	Review the lesson with Learners

INANA I III I AC			
	l'm	A	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs		Review the lesson with
	like	Put groups between 1 to 50 objects in increasing or	Learners
	ľm	decreasing order and justify his/her answer or explain	
	counting	what he/she did to find the answer	\cap
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Put groups between 1 to 50 objects in increasing or	Review the lesson with
У	like:	decreasing order and justify his/her answer or explain what he/she did to find the answer	Learners
		what he/she did to find the answer	
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what	examples	
	is one		
Thursday	Sing songs		Review the lesson with
,	like:	Identify numbers and groups of objects that are that	Learners
		are 1 more or less than a number (for numbers 1 to 100	
	l'm		
		Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Friday	Sing songs	Identify numbers and groups of objects that are that	Review the lesson with
	like:	are 1 more or less than a number (for numbers 1 to 100	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
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SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:		
Day :			Date	e :		
Period :			Less	on:		
Strand : CYC	LES	Sub-stran	id : E	ARTH SCIENCE		
Indicator (co	ode)	B1.2.1.2.1				
Content star	ndard (code)	B1.2.1.2.				
Performance	e Indicator	Learners can know that the	the sun is the main source of light to the Earth			
=		tivity and Innovation Commu	nicat	ion and Collaboration Pe	ersonal Development and	
Keywords		. (\				
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including asse	essm	ent)	Plenary / Reflections	
Monday	Engage	Engage learners with a nur	mbei	of questions to enable	What have we learnt	
monday	learners to	them explore where we get			today?	
	sing songs	sun look like? Where is the s	_	=		
	and recite	clearly or otherwise when th		•	Ask learners to	
	familiar	Display various sources of			summarize the	
	rhymes	matchstick, and lantern.	ייטיינ	Jack as toron, canales,	important points of the	
	THYTHES	Brainstorm with learners t	.U CO	me out with one thing	lesson	
		which is common to all the i		_	1033011	

		Engage learners to mention sources of light in their	
		environment (i.e. sun, moon, other stars, torch, lantern,	
		electric bulbs and others).	
		Assessment: let learners mention sources of light in	
		their environment	
Thursday	Engage	Learners brainstorm the main sources of light by	What have we learnt
	learners to	considering the biggest source of light which makes	today?
	sing songs	them see clearly in the day time.	Ask learners to
	and recite	Learners use paper to design the sun as a source of	summarize the
	familiar	light to the earth	important points of the
	rhymes		lesson
		Assessment: let learners draw the sun as a source of	
		light to the earth	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Les	ison :		
Strand : ALL	AROUND US	Sub-	-strand :	Plants and Animals		
Indicator (co	ode)	B1.2.2.1.1.				
Content star	ndard (code)	B1.2.2.1.				
Performance	e Indicator	Learners can Identify of	different	plants in the environmen	ts and their uses	
=		tivity and Innovation Cong and Problem Solving.		tion and Collaboration Pe	ersonal Development and	
Keywords		. ()				
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum	Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
- -	learning)				NAME OF THE PARTY	
Tuesday	Engage	_		observe and talk about	What have we learnt	
	learners to	different plants in the			today?	
	sing songs	Learner watch films/pi		•	A ale la a via a va ta	
	and recite	environment to show f			Ask learners to	
	familiar	cocoa, shea butter tree			summarize the main	
	rhymes	learners understand the different environments		ent plants live in	points in the lesson	
		Assessment: Let learne environments	ers identi	fy different plants in the		

Thurs	day	Engage	Learners talk about uses of plants and share the	What have we learnt
		learners to	information with the whole class. The uses of plants	today?
		sing songs	include food, clothing, shelter, medicine, decoration	
		and recite	and shades.	Ask learners to
		familiar		summarize the main
		rhymes	Assessment: Let learners identify different plants in the	points in the lesson
			environments and their uses	

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SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	sson :	
Strand : Hist	ory as a Subje	ect Sub-s	Sub-strand: Why and How We Study History		
Indicator (co	ode)	B1.1.1.1.2			
Content star	ndard (code)	B1.1.1.1.			
Performance		Learners can describe how sources of historical evidence help us find out about past human activities			
		tivity and Innovation Comng and Problem Solving.	munica	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page	culum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessr	nent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Build an album of them starting with earlier pict ones Assessment: let learners and family members, staphotographs to recent of	ures an build a rting w	d photographs to recent	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage	Build an album of themselves and family members,	What have we learnt
	learners to	starting with earlier pictures and photographs to recent	today?
sing songs		ones	
and recit			Visiting historical sites
	familiar	Assessment: let learners build an album of themselves	in town e.g. an old
	rhymes	and family members, starting with earlier pictures and photographs to recent ones	chapel, a post office, a
		priotographs to recent ones	chief's palace, groves,
			forests, wetlands etc. as
			the next lesson

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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : PER	FORMING AR	TS	Sub-strand	d: Planning, Making and Cor	mposing
Indicator (co	ode)	B1 2.2.3.1			
Content star	ndard (code)	B1 2.2.3.			
Performance	e Indicator	Learners can create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people			
=		tivity and Innovationg and Problem Sol		nication and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	ssment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	patterns based on community I select and use su and resources suc	dances pe uitable and h as drums	rformed in the local and appropriate instruments , shakers, rattles and c, dance and drama.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	2 plan and perform basic dance movements and	today?
	sing songs	patterns based on dances performed in the local and	
	and recite	community	Ask learners to
	familiar	2 select and use suitable and appropriate instruments	summarize the main
	rhymes	and resources such as drums, shakers, rattles and	points in the lesson
		whistles to create own music, dance and drama.	
		Assessment: let learners create own artworks based on	
		performing artworks produced or performed in the	
		local community that reflect the history and culture or	
		way of life of the people	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day:				Date :		
Period : Lesson :			on:			
Strand : God, His Creation and Attributes Sub-strand : God the Creation Sub-strand : God the C			od the Creator			
Indicator (code) B1. 1.1.1.3:						
Content star	ndard (code)	B1. 1.1.1.				
Performance	e Indicator	Learners can Exam	ine some	attri	outes of God	
=		tivity and Innovation		nicat	ion and Collaboration Po	ersonal Development and
Keywords						
T. L.R. (s) Pictures						
Ref:	RME curricu	ılum 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	God. 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: ONE

Week Ending	g:			Class size:		
Day:				Date :		
Period:				Lesson:		
	TOR SKILLS A	ND MOVEMENT	Sub-stran	d : MANIPULATIVE	SKILLS	
PATTERNS					- \	
Indicator (co	nde)	B1.1.2.1.3				
<u>-</u>	ndard (code)					
Performance			ko a light h	all unward continuou	ıcly ucii	ng a large, short-handled
renomiance	e illuicatoi	paddle.	ke a ligiti b	ali upwaru continuou	isiy, usii	ing a large, short-handled
Core Compe	tancias: Craz	<u>'</u>	on Commu	nication and Collabor	ation De	ersonal Development and
		ng and Problem So		ilication and collabora		risoriai Developinent and
		.8				
Keywords						
T. L .R. (s)		Cones balls				
Ref:	PE curriculu	um Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	•	-	arm ups, demonstrate		What have we learnt
	jog round a			upward continuously	using	today?
	demarcate	a large, short-har	•			
	d area in			ight holding a ball and		Use answers to
	files while	•		a ball up and strike it		summarise the lesson.
	singing and	•	•	lrops within your reac	h with	
	clapping to	a short-handled p				
	warm-up		-	as individuals and in		
	the body	groups at their ov	•			
	for			ers in pairs to serve ar	nd play	
	maximal	a rally for fun and	d enjoymen	t		

NANA FIIFI AC	CQUAH		
	performan	End the lesson with cool down.	
	ce and to		
	prevent		
	injuries		

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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:		Class size:		
Day:			Date :		
Period :			Lesson:		
Strand:		Sub-strane	d:		
Reading		Phonics: L	etter and Sound Knowledge		
Indicator (co	ode)	B1.2.4.1.1. B1.2.4.1.2	B1.2.4.1.3		
Content star	ndard (code)	B1.2.4.1 B1.2.4.1.	B1.2.4.1.		
Performance	 Learners should blend sounds to produce syllables Learners should blend syllables to produce simple words. Learners should segment syllables and words into sounds and words. 			words.	
=		tivity and Innovation Commurng and Problem Solving.	nication and Collaboration Pe	ersonal Development and	
Keywords					
T. L .R. (s)		Manila cards, markers, recor	ded audios visual		
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asse	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite	,	arners.	What have we learnt today?	

INAINA FIIFI AC	αυλιι		
	familiar	• Lead learners to use the sounds of the letters on the	
	rhymes	board to produce syllables. Eg: $\frac{b}{+}$ a = ba; $\frac{t}{+}$ o =	Review the lesson with
		to etc	learners
		Assessment: let learners blend sounds to produce	
		syllables	
	Engage	Write letters on the board and create some syllables	What have we learnt
	leaners to	from them.	today?
	sing songs	Write the syllables on the board.	
	and recite	 Lead learners to use the syllables on the board to 	
	familiar	produce simple words.	
	rhymes	Say the simple words aloud to learners. E.g: /ba/ +	
		/se/ = base /cry/ + /ing/ = crying.	Review the lesson with
			learners
		Assessment: let learners blend syllables to produce	
		simple words	
	Engage	Revise sounds and syllables with learners.	What have we learnt
	leaners to	Write some words on the board and lead learners to	today?
	sing songs	segment the words into syllables and sounds.	
	and recite	Ask learners to write a word and divide it into	
	familiar	syllables and then into the sounds. E.g. Pencil = /pen/ +	
	rhymes	/sil/, Pen = $/p/ + /e/ + /n/$, cil = $/s/ + /i/ + /l/$	
			Review the lesson with
			learners
		Assessment: let learners segment syllables and words	
		into sounds and words.	

TERM ONE BASIC ONE WEEK 7



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:			Class size:		
Day:		Date	e :		
Period :		Less	son :	771	
Strand:	Sub-stran	id :			
A. Oral Language			tisation and Ro	•	
B. Reading				ing Endings and	Common Digraphs
C. Writing			ng Items		
D. Using Writing Conventions D. Using Qualifying Words – Adjectives					
E. Extensive Reading	E. Bu	uildin	g the Love and	Culture of Read	ing
Indicator (code)	B1.1.5.1.1. B1.2.3.1.1.		B1.4.4.1.1	B1.5. 5.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.5.1. B1.2.3.1.		B1.4.4.1.	B1.5. 5.1	B1.6.1.1.
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin	A. Learners can dramate B. Learners can use conc. C. Learners can draw invented spelling to the concentration of their people E. Learners can read a stivity and Innovation Communication Communication Problem Solving.	mmo simp write tify a varie	on rhyming end ole pictures of about oneself adjectives and ety of age – app	peers or variou use them to de	us objects and use scribe oneself and and texts from print
Leavership Chucai Hillikii	ig and Frobicin Solving.				
Keywords					
T. L .R. (s)	Word cards, sentence cards,	, lette	er cards, handv	vriting on a man	ila card and a class
	library.				

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Begin the lesson with the narration of a familiar story. Have learners identify the characters in the story and their roles. Have learners role-play some specific characters in groups. Let learners talk about theirs and others' roles. Assessment: let learners dramatise stories heard 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat. Have learners build on these rhyming endings. In groups, let learners read out their words. Have learners form sentences with these rhyming words. Assessment: let learners use common rhyming endings to decode simple words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom. • Have learners go round to observe the pictures. • In groups, let learners share their observations. • Ask learners to draw and label three objects of their choice.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners draw simple pictures of peers or various objects and use invented spelling to write about oneself	

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
,	learners to	Have learners read level-appropriate texts describing	today?
	sing songs	people.	,
	and recite	Put learners in groups to discuss the texts read.	Ask learners to
	familiar	Provide questions to help them identify the descriptive	summarize the main
	rhymes	words.	points in the lesson
		Assessment: let learners identify adjectives and use	
		them to describe oneself and other people	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

Vetted by :	Signature:	Date:

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
			nd : Number: Counting, Repre ,	sentation, Cardinality &	
Indicator (co	ode)	B1.1.1.1.5	Ordinality		
` '		B1.1.1.1.			
Performance Indicator Learners ca		Learners can repr	esent the o	comparison of two number up	o to 100 using the symbols
=		tivity and Innovations and Problem Sol		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page	<u> </u>		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding ass	essment)	Plenary / Reflections
Monday	Sing songs like:			"less than" or "the same umbers between1 to 50.	Monday

	.,	Comparing Numbers!	
	l'm counting	14 7 16 16	
	one, what		
	is one		
		17 20 13 10	
		> > = = < <	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs		Tuesday
	like:	Use the terms "more than", "less than" or "the same	$\lambda \cup$
		as" when comparing two numbers between1 to 50.	
	l'm	Comparing Numbers!	
	counting	14 7 16 16	
	one, what		
	is one	II 19 8 8	
	1 - One is	17 20 13 10	
	one alone, alone it	17 20 13 10	
	shall be.	> > = < <	
	Silali bc.	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	onan-pro-	Wednesday
у	like:	Use the terms "more than", "less than" or "the same	,
,		as" when comparing two numbers between1 to 50.	
	l'm		
	counting	Comparing Numbers	
	one, what	14 7 16 16	
	is one	11 19 8 8	
	1 - One is	17 20 I3 10	
	one alone,		
	alone it	> > = = < <	
	shall be.		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs		Thursday
	like:	Use the terms "more than", "less than" or "the same	
		as" when comparing two numbers between1 to 50.	
	l'm		
	counting		

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	one, what	Comparing Numbers!
	is one	14 7 16 16
	1 - One is	
	one alone,	17 20 13 10
	alone it	17 20 13 10
	shall be.	> > = = < <
	Silali be.	
		Assessment: have learners to practice with more
		examples
Friday	Sing songs	Friday
,	like:	Use the terms "more than", "less than" or "the same
		as" when comparing two numbers between1 to 50.
	l'm	
	counting	Comparing Numbers!
	one, what	14 7 16 16
	is one	II I9 8 8
	1 - One is	17 20 13 10
	one alone,	
	alone it	> > = = < <
	shall be.	
		Assessment: have learners to practice with more
		examples

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : CYC	LES	S	Sub-stran	d: LIFE CYCLES OF ORGANISM	VIS
Indicator (co		B1.2. 2.1.1			
	ndard (code)				
Performance	e Indicator	Learners can examin	ine the st	ructure of plants	
Core Compe	tencies: Crea	tivity and Innovation	Commu	nication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solvii	ing.		
Keywords				(
ne, ne. de					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage			oung plants from the school	What have we learnt
	learners to	environment and br	•		today?
	sing songs			rnal parts of the plants	
	and recite	(using hand lens if a	•	,	Ask learners to
	familiar	 Draw the external 	l parts an	d display drawings for	summarize the
	rhymes	discussion			important points of the
					lesson
		Assessment: let lear	rners dra	w the external parts of	
		young plants			

Thursday	Engage	Assist learners to uproot young plants from the school	What have we learnt
	learners to	environment and bring them to class	today?
	sing songs	Create weed albums using leaves of different plants	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners create weed albums using	important points of the
	rhymes	leaves of different plants	lesson

Vetted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son :	
Strand: ALL	AROUND US	Sub-stra	nd : I	Map Making and Land Ma	arks
Indicator (co	ode)	B1.2.3.1. 1.			
Content star	ndard (code)	B1.2.3.1.			
Performance	e Indicator	Learners can identify the c	ardin	al points	
=		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords				7,	
T. L .R. (s)		Pictures			
Ref:	Our World (Dur People curriculum Pag	е		
DAY	Phase 1:	Phase 2: Main	Phase 3:		
2711	Starter	(new learning including assessment)		Plenary / Reflections	
	(preparing the brain		(new learning including assessment)		
	for learning)				
Tuesday	Engage				What have we learnt
	learners to	Learners talk about the car	dinal	points e.g. North,	today?
	sing songs	South, East and West.			
	and recite	Learners sketch the cardina	ıl poi	nts and label them.	Ask learners to
	familiar				summarize the main
	rhymes	Assessment: Let learners in	denti	fy the cardinal points	points in the lesson
Thursday	Engage	Learners stretch their arms	side	ways to demonstrate	What have we learnt
•	learners to	the cardinal points e.g. in f		•	today?
	sing songs	right is East, to the left is W	est a	and to my back is South.	
	and recite				

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familiar	Assessment: Let learners identify the cardinal points	Ask learners to
rhymes		summarize the main
		points in the lesson

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :		Lesson:			
Strand : Hist	ory as a Subje	ect	Sub-strar	nd : Community History	
Indicator (co	ode)	B1.1.4.2.1			
Content star	ndard (code)	B1.1.4.2.			
Performance Indicator Learners can state the similarities and differences between the com-				en the communities where	
•		tivity and Innovationg and Problem Sol		inication and Collaboration F	Personal Development and
Keywords				10.	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning incl	luding ass	essment)	Plenary / Reflections
	for learning)				
Tuesday	Engage learners to			e.g. an old chapel, a post es, forests, wetlands etc.	What have we learnt today?
	sing songs and recite familiar rhymes			ite the similarities and mmunities where learners	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite			e.g. an old chapel, a post es, forests, wetlands etc.	What have we learnt today?

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familiar	Assessment: let learners state the similarities and	Ask learners to
rhymes	differences between the communities where learners live.	summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	ison :	
Strand : VISU	JAL ARTS	Sub-s	trand :	Displaying and Sharing	
Indicator (co	ode)	Learners can plan a displ	ay of ov	vn artworks to share crea	tive experiences based on
		visual artworks produce	d or fo	and in the local communi	ty that reflect the history
		and culture of the peopl	e		
Content star	ndard (code)	B1 1.3.4.1			
Performance	e Indicator	B1 1.3.4.		I. K.	
Core Compe	tencies: Crea	tivity and Innovation Com	nmunica	ition and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.			
Keywords)		
T. L.R. (s) Pictures		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	watch a short video or	n an exh	ibition or visit an	today?
	sing songs	exhibition centre or galle	ery		
	and recite	discuss the need for di	splayin	g portfolio of own visual	Ask learners to
	familiar	artworks			summarize the main
	rhymes	🛚 plan a display of own p	ortfolio	o of visual artworks (e.g.	points in the lesson
		drawings, colour work, p	atterns) to share, educate and	

	in the local community	
	Assessment: let learners write a plan for display of own	
	artworks to share creative experiences based on visual	
	artworks produced or found in the local community	
	that reflect the history and culture of the people	
Engage	Learners are to:	What have we learnt
learners to	2 watch a short video on an exhibition or visit an	today?
sing songs	exhibition centre or gallery	
and recite	discuss the need for displaying portfolio of own visual	Ask learners to
familiar	artworks	summarize the main
rhymes	🛾 plan a display of own portfolio of visual artworks (e.g.	points in the lesson
	drawings, colour work, patterns) to share, educate and	
	inform the public on the history and culture of people	
	in the local community	
	Assessment: let learners write a plan for display of own	
	artworks to share creative experiences based on visual	
	artworks produced or found in the local community	
	that reflect the history and culture of the people	
	learners to sing songs and recite familiar	Assessment: let learners write a plan for display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people Engage Learners are to: ② watch a short video on an exhibition or visit an exhibition centre or gallery ③ discuss the need for displaying portfolio of own visual artworks rhymes ② plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community Assessment: let learners write a plan for display of own artworks to share creative experiences based on visual artworks produced or found in the local community

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	· LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

				-		
Week Ending	g:				Class size:	
Day:		Dat	e:			
Period :				Les	son:	
Strand : God, His Creation and Attributes Sub-strand			id : 0	God the Creator		
Indicator (co	ode)	B1. 1.1.1.3:				
Content star	ndard (code)	B1. 1.1.1.				
Performance	e Indicator	Learners can exam	ine some	attr	butes of God	,
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Pictures	-			
Ref:	RME curricu	ılum Page		J		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding ass	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	and role play to de showing: love to or patience, mercy, er	monstrat ne anothe tc. at hon	e atter, tr	narts, video clips, songs ributes of God uthfulness, kindness, chool and community. n some attributes of	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by	/:	Signature:	Date:
vetted by	/	31g11ata1 C	Date

 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:			Class size:			
Day:			Da	ite:			
Period:			Le	sson :			
Strand: MO	TOR SKILLS AI	ND MOVEMENT	Sub-strand:	MANIPULATIVE	SKILLS		
PATTERNS							
Indicator (co	ode)	B1.1.2.1.4:					
Content star	ndard (code)	B1.1.2.1.					
Performance	e Indicator	Learners can dem	onstrate the	underhand throw p	pattern		
-		tivity and Innovations and Problem Sol		ation and Collabor	ation Pe	rsonal Development and	
Keywords				7,			
T. L .R. (s)		Balls					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding assess	ment)		Plenary / Reflections	
	(preparing the brain		-				
	for						
	learning)						
Friday	Learners	After learners hav	ve warmed up	, demonstrate the		What have we learnt	
	jog round a	underarm throw	pattern by sta	nding with should	ers	today?	
	demarcate	straight and holdi	ing a ball. Swi	ng the hand with tl	he ball		
	d area in	backward as you	simultaneous	ly step forward wit	th the	Use answers to	
	files while	foot. Swing the h	and forward a	nd throw the ball v	with	summarise the lesson.	
	singing and	the palm facing fo	orward. Guide	learners to praction	ce as		
	clapping to	individuals and in	groups. Obse	rve them practice	and		
	warm-up	give feedback for	correction an	d motivation.			
	the body	Organise underar	m throws for	distance or target.	Let		
	for	learners cool dow	n to end the	esson			
	maximal						

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	ce and to			
	prevent			
	injuries			
Vetted by :		Si	ignature:	Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Writ	ting		Sub-stran	nd: Penmanship/Handwriting	
Indicator (co	ode)	B1.3.1.1.1 B3	1.3.1.1.2		
Content star	ndard (code)	B1.3.1.1. B1	1.3.1.1.		
Performance	e Indicator	• Le	earners sho	ould control wrist in letter wri	ting and pattern drawing
		• Le	earners sho	ould trace given shapes	
=		tivity and Innovati ng and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords			\mathcal{Y}		
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	ım		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	cluding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
	Engage	Using a sand tra	ay, demons	strate to learners the correct	What have we learnt
	leaners to	way of moving th	ne wrist wh	en writing letters and	today?
	sing songs	drawing patterns	S.		
	and recite	• Call learners on	ne by one to	write the letters and draw	
	familiar	patterns in the sa	and tray wh	nile you control them.	
	rhymes	Make sure they	move thei	r wrist correctly.	
					Review the lesson with
					learners

	Assessment: let learners write the letters and draw patterns in the sand tray	
Engage leaners to sing songs and recite familiar rhymes	broken lines to form shapes. • Let each learner show his/her work to the class and discuss it.	Review the lesson with
	Assessment: let learners trace given shapes	learners
Engage leaners to sing songs and recite familiar rhymes	and the papers to real ment and them to that and	What have we learnt today? Review the lesson with
	Assessment: let learners trace given shapes	learners

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TERM ONE BASIC ONE WEEK 8



NANA FIIFI ACQUAH 			: LE	SSON PLAN	
SUBJECT: ENGLISH LANGUA	AGE	CLASS	ONE		
Week Ending:			Class size:		
Day:		D	ate:	2/1/2	
Period :		Le	esson :	7	
Strand :		Sub-strand :			
A. Oral Language		A. Conv	ersation		
B. Reading		B. Voca	bulary		
C. Writing			lling Items		
D. Using Writing Conv	ventions	D. Using	Ising Qualifying Words – Adjectives		
E. Extensive Reading		E. Build	ing the Love and	l Culture of Read	ing
Indicator (code)	A. Learners	can use appro	priate greetings	for different tim	es of the day
	B. Learners	can read leve	l-appropriate si	ght words and us	e many of them in
	meaningf	ul sentences			
	C. Learners	can draw sii	mple pictures of	f peers or variou	is objects and use
	invented	spelling to wr	ite about onesel	f	
	D. Learners	can identify	adjectives and	use them to de	scribe oneself and
	other peo	ple			
			riety of age – app		nd texts from print
Content standard (code)	B1.1. 6.1.1	B1.2.6.1.1.	B1.4.4.1.1	B1.5. 5.1.1.	B1.6.1.1.1
Performance Indicator	B1.1. 6.1.	B1.2.6.1.	B1.4.4.1.	B1.5. 5.1.1	B1.6.1.1.
Core Competencies: Crea	=		ation and Collab	oration Personal	Development and

Leadership Critical Thinking and Problem Solving.

Keywords	
Reywords	

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Revise daily greetings by having learners identify greeting times in the day. e.g. Morning—Good morning, Afternoon—Good afternoon, Evening—Good evening. Discuss the correct responses to these greetings. Let learners take turns to demonstrate greetings at different times of the day and also practise the appropriate responses. Discuss the importance of greetings Assessment: let learners use appropriate greetings for different times of the day 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc. Use the word "tree" to teach the sight words. Have learners repeat the words aloud. Have learners use the sight words in meaningful sentences. Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Have each learner choose and draw a peer and write a line or two about that person. Assist learners with spelling where necessary. Have learners share their work with their partners. Similarly, let learners draw pictures of themselves and write a sentence or two about the pictures. 	What have we learnt today? Ask learners to summarize the main points in the lesson				

		T	
		Assessment: let learners draw simple pictures of peers or various objects and use invented spelling to write	
		about oneself	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Have learners write simple sentences to describe themselves, using the descriptive words identified. Assessment: let learners use adjectives to describe oneself and other people	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E.EXTENSIVE READING Using book tease or book talk, introduce the reading/library time. Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. Assessment: let learners read a variety of age – appropriate books and texts from print 	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:				Class size:		
Day:			D	Date	e:		
Period:			Le	Lesson:			
· · · · · · · · · · · · · · · · · · ·			u b-strand rdinality	: N	umber: Counting, Repre	sentation, Cardinality &	
Indicator (co	ode)	B1.1.1.1.5					
Content star	ndard (code)	B1.1.1.1.	B1.1.1.1.				
Performance	e Indicator	Learners can represent the comparison of two number up to 100 using the symbols $">$, $<$ or $=$ "					
-		tivity and Innovation ng and Problem Solvin		icat	ion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Counters	Counters				
Ref:	Mathematic	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning includ	ling assess	ssm	ent)	Plenary / Reflections	
Monday	Sing songs like:	Use the symbols "> numbers between1		"="	when comparing two	Review the lesson with Learners	

	.,	Comparing Numbers!	
	l'm		
	counting	14 7 16 16	
	one, what	II I9 8 8	
	is one		
		17 20 I3 IO	
		> > = = < <	
		<u> </u>	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Use the symbols ">", "< " or "=" when comparing two	Review the lesson with
	like:	numbers between1 to 50	Learners
	ľm	Comparing Numbers!	
	counting	14 7 16 16	
	one, what		
	is one		
	1 - One is		
	one alone,	17 20 13 10	
	alone it	> > = = < <	
	shall be.		
	Shan be.		
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Use the symbols ">", "< " or "=" when comparing two	Review the lesson with
у	like:	numbers between1 to 50	Learners
	ľm	Comparing Numbers!	
	counting	14 7 16 16	S
	one, what		
	is one		
	1 - One is	17 20 13 10	
	one alone,	17	
	alone it	> > = = < <	
	shall be.		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Use the symbols ">", "< " or "=" when comparing two	Review the lesson with
mursuay	like:	numbers between 1 to 50	Learners
	IINC.	Indilibera betweellt to 30	LCallicis

IVAIVATIIIT	l'm	Comparing Numbers!
	counting	14 7 16 16
	one, what	
	is one	17 20 13 10
	1 - One is one alone,	> > = = < <
	alone it	
	shall be.	Assessment: have learners to practice with more examples
Friday	Sing songs like:	Use the symbols ">", "< " or "=" when comparing two numbers between1 to 50 Review the lesson with Learners
	I'm counting	Comparing Numbersl 4 7 6 16
	one, what	
	is one 1 - One is	17 20 13 10
	one alone,	> > = = < <
	alone it	
	shall be.	Assessment: have learners to practice with more examples

Vetted by :	Signature:	Date:

LESSON PLAN
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SUBJECT: SCIENCE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
6 1 1 6 1 6	FED 4C			I THE HIMAAN BODY SYSTE	
Strand: SYS	IEMS		Sub-stran	id: THE HUMAN BODY SYSTE	IVIS
Indicator (co	uda)	D1 2 1 1 1			
Indicator (co	ndard (code)	B1.3.1.1.1			
Performance			atify the ex	kternal human body parts by	their appropriate names
Periormanic	e illuicatoi		•	e, legs, hands, shoulders, knee	• • •
Core Compe	tencies: Crea	, , ,		nication and Collaboration Pe	
		ng and Problem So		meation and conductation re	ersonal Development and
•					
Keywords					
T. L .R. (s)	1	Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Use songs to get	learners to	name the parts of their	What have we learnt
	learners to			houlders, my knees and	today?
	sing songs	toes" or "show m	e your hea	id, show me your eyes".	
	and recite	• Use realia, vide	os or chart	s/pictures to guide learners	Ask learners to
	familiar	identify the exter	nal parts o	f the human body.	summarize the
	rhymes	• Learners draw a	a human bo	ody and use a colour of their	important points of the
		choice to colour t	heir drawi	ng.	lesson
		Assessment: let le	earners ide	entify the external human	
		body parts by the	eir appropri	iate names (

Thursday	Engage	• Learners can trace an outline of the human body on a	What have we learnt
	learners to	cardboard or paper.	today?
	sing songs	Learners display their work for discussion	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners identify the external human	important points of the
	rhymes	body parts by their appropriate names (lesson

/etted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	e:		
Period :			Les	son :		
Strand: ALL AROUND US			Sub-strand : F	Population and Settlem	ent	
Indicator (co	ode)	B1.2.4.1.1.				
Content sta (code)	ndard	B1.2.4.1.				
Performanc	e Indicator	Learners can describe the population structure of their class and the need to respect one another				
-		tivity and Innovatio inking and Problem		tion and Collaboration	Personal Development	
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 incl	uding assessn	nent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	in their class by se Learners group th by sex in their class NB: Teacher to r chalk/white board	ex and age. The population iss. The present each is distincted with a rectar it age at three	structure of population in their class by age and age by sex on the agular block, starting bottom and building or of box will be	today? Ask learners to summarize the main points in the lesson	

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		determined in each case by number of learners in each			
		age group.			
		Example of the Age Structure			
		8years Boys Girls 7years			
		6 years Boys Girls			
		Assessment: Let learners describe the population structure of their class			
Thursday	Engage	Learners talk about the need to respect one another	What have we learnt		
	learners to	regardless of age and sex as responsible citizens	today?		
	sing songs				
	and recite		Ask learners to		
	familiar	Assessment: Let learners describe the population	summarize the main		
	rhymes	structure of their class and the need to respect one	points in the lesson		
	THYTHES	another	points in the lesson		

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vetted by	 316114141161	Date

SUBJECT: HISTORY CLASS: ONE

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :					Lesson:		
Strand : Hist	ory as a Subje	ect	Sub-stran	id : (Community History		
Indicator (co	ode)	B1.1.4.2.1					
Content star	ndard (code)	B1.1.4.2.					
Performance	e Indicator	Learners can State	the simila	ritie	s and differences betwee	en the communities where	
		learners live.					
		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asso	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage				rical sites starting with	What have we learnt	
	learners to	the oldest to the n	nost recer	ıτ.		today?	
	sing songs						
	and recite	Assessment: let lea	arners list	the	names of historical	Ask learners to	
familiar		sites starting with the oldest				summarize the main	
_, .	rhymes					points in the lesson	
Thursday	Engage				ical sites starting with	What have we learnt	
	learners to	the oldest to the n	nost recer	nt.		today?	
	sing songs						

and recite	Assessment: let learners list the names of historical	Ask learners to
familiar	sites starting with the oldest to the most recent.	summarize the main
rhymes		points in the lesson

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	-0
Period :				Lesson :	
Strand : PERFORMING ARTS Sub-stra			Sub-stran	d : Displaying and Sharing	
Indicator (co	de)	B1 2.3.4.2			
Content star	ndard (code)	B1 2.3.4.			
Performance		Learners can plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community			
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	manmade environg select composite creativity and origing plan the arrange	nments in t ions accord ginality; ement of o ws on the n	eflect the natural and he local community; ling to factors such as wn music, dance and drama atural and manmade mmunity.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners write a plan for a display of	
		own performing artworks to share own creative	
		experiences based on ideas that reflect the natural and	
		manmade environments in the local community	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② watch a short video that reflect the natural and	today?
	sing songs	manmade environments in the local community;	
	and recite		Ask learners to
	familiar	creativity and originality;	summarize the main
	rhymes	2 plan the arrangement of own music, dance and drama	points in the lesson
		to share own views on the natural and manmade	
		environments of the local community.	
		Assessment: let learners plan for a display of own	
		performing artworks to share own creative experiences	
		based on ideas that reflect the natural and manmade	
		environments in the local community	

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:					Class size:		
Day:				Dat	e :		
Period :				Les	son :		
Strand : God	l, His Creatior	and Attributes	Sub-stran	i d : 0	God the Creator		
Indicator (co	ode)	B1. 1.1.1.3:					
Content star	ndard (code)	B1. 1.1.1.					
Performance	e Indicator	Learners can exam	nine some	attr	butes of God		
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ilum 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	gs			nother	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	g:				Class size:	
Day :			С	Date	e:	
Period :			L	ess	on:	
Strand: MO	TOR SKILLS AI	ND MOVEMENT S	Sub-strand	l : N	1ANIPULATIVE SKILLS	
PATTERNS						
Indicator (co	de)	B1.1.2.1.5:				
Content star	ndard (code)	B1.1.2.1.				
Performance	Indicator	Learners can Throw	v and catch	n a s	self-tossed ball	
=		tivity and Innovation ng and Problem Solvi		icat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asses	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Take learners throu	ıgh warm ι	ups	(general and specific).	What have we learnt
	jog round a	Demonstrate how t	to throw ar	nd (catch a self-tossed ball	today?
	demarcate	by throwing a ball v	with two ha	and	ls up and catch the ball	
	d area in	as it drops. Guide le	earners to	pra	ctice throw and catch a	Use answers to
files while self-tossed ball as individua			ndividuals.	uals. Let them throw for others summarise the lesson.		
	singing and	to catch.				
	clapping to	Organise a mini har	ndball/basl	ket	ball or netball game for	
	warm-up	learners to apply th	ne skills for	fur	n and enjoyment. End	
	the body	lesson with cool/wa	arm down	act	ivities.	
	for					
	maximal					

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	performan		
	ce and to		
	prevent		
	injuries		
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			D	Pate :	
					\bigcirc
Period :			L	esson :	
Strand : Writing			Sub-strand	: Penmanship/Handwriting	
Indicator (co	ode)	B1.3.1.1.3 B1.	.3.1.1.4		
Content standard (code) B1.3.1		B1.3.1.1. B1.	3.1.1.		
Performance Indicator •			arners shoul	d write patterns of letters	in continuous form
• Learr				d model various objects th	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding assess	sment)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
	Engage	Write the letter	s of the alpha	abet on a manila card and	What have we learnt
	leaners to	show it to learner	·s.		today?
	sing songs	• Lead learners to	practice ho	w to write letter patterns	
	and recite	in continuous for	m		
	familiar				
	rhymes	Assessment: let le	earners write	patterns of letters in	
		continuous form			Review the lesson with
					learners

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	Engage	Provide learners with different objects.	What have we learnt
	leaners to	Let learners recognise the objects and talk about	today?
	sing songs	them.	
	and recite	Talk about their uses and where the objects can be	
	familiar	found.	
	rhymes	Lead learners to model various objects that interest	
		them individually	Review the lesson with
		·	learners
		Assessment: let learners model various objects that	
		interest them	
	Engage	Provide learners with different objects.	What have we learnt
	leaners to	Let learners recognise the objects and talk about	today?
	sing songs	them.	
	and recite	Talk about their uses and where the objects can be) `
	familiar	found.	
	rhymes	Lead learners to model various objects that interest	
		them individually	Review the lesson with
			learners
		Assessment: let learners model various objects that	
		interest them	
			•

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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		1	Class size:		
Day:		Dat	:e :		
Period :			son :	771	
Strand:	Sub-strar	nd:			
A. Oral Language	A. Co	onve	ersation		
B. Reading	B. Reading B. Vocabulary				
C. Writing	C. W	/ritin	g Simple Words a	ind Sentences	
D. Using Writing Con	ventions D. U.	sing	Qualifying Words	Adjectives	
E. Extensive Reading	E. Bu	uildir	ng the Love and C	ulture of Readi	ng
Indicator (code)	B1.1. 6.1.2. B1.2.6.1.1		B1.4.5.1.1	B1.5. 5.1.1.	B1.6.1.1.1
Content standard (code)	B1.1. 6.1. B1.2.6.1		B1.4.5.1.	B1.5. 5.1	B1.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin Keywords	other people E. Learners can read a tivity and Innovation Commu	evel- es a list tify a	-appropriate sight t of objects in the adjectives and us ety of age – appro	t words and use school se them to des opriate books ar	scribe oneself and and and texts from print
T. L .R. (s)	Word cards, sentence cards	, leti	ter cards, handwr	iting on a mani	la card and a class
	library.				

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy. Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings. Have learners use appropriate responses and nonverbal language (body language and facial expression) as they greet each other. Show pictures of homes, people and places and have learners think-pair-share their observations with the person sitting next to them and with the class Assessment: let learners describe the home, people or places 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. Let each group list the objects found in the place of their choice. 	What have we learnt today? Ask learners to summarize the main points in the lesson

1	Have a big chart on the wall and copy their lists on the	
chart. Let groups take turns to edit their volumes Let learners copy the edited words into Assessment: let learners make a list of obschool Trisday Engage learners to sing songs and recite familiar rhymes Assessment: let learners use adjectives to oneself and other people Trisday Engage learners write parallel sentences to friends Assessment: let learners use adjectives to oneself and other people E.EXTENSIVE READING Using book tease or book talk, introduce sing songs and recite familiar rhymes Have a variety of age appropriate books to make a choice from. Have a variety of age appropriate books to make a choice from. Introduce picture or wordless books, pot the-page texts to learners. Encourage them to read individually and provide support and encouragement.		
ı	Let learners copy the edited words into their books.	
l	Assessment: let learners make a list of objects in the school	
	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?
sing songs	Have learners write parallel sentences to describe their	
and recite	friends	Ask learners to
familiar		summarize the main
rhymes		points in the lesson
1	Assessment: let learners use adjectives to describe	$\lambda \cup$
	oneself and other people	
Engage	E.EXTENSIVE READING	What have we learnt
learners to	 Using book tease or book talk, introduce the reading/ 	today?
sing songs	library time.	
and recite	Have a variety of age appropriate books for learners	Ask learners to
familiar	to make a choice from.	summarize the main
rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
1	the-page texts to learners.	
ı	Encourage them to read individually and in pairs, and	
1		
1		
1	Assessment: let learners read a variety of age –	
!	appropriate books and texts from print	
	learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar	chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books. Assessment: let learners make a list of objects in the school D.WRITING CONVENTIONS AND GRAMMAR USAGE learners to sing songs and recite familiar rhymes Assessment: let learners use adjectives to describe their friends Assessment: let learners use adjectives to describe oneself and other people Engage learners to sing songs library time. • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flipthe-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement.

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:				Class size:		
Day:				Date			
Period :			L	Less	on:		
Strand: NU	MBER		Sub-strand: Number: Counting, Representation, Cardin			sentation, Cardinality &	
			Ordinality				
Indicator (co		B1.1.1.1.6					
	ndard (code)						
Performance	e Indicator	Learners can describe the relationship between quantities/numbers up to 100					
Core Competencies: Crea Leadership Critical Thinki Keywords				icat	ion and Collaboration Pe	ersonal Development and	
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections	
Monday	Sing songs	Use one-to-one c	orresponde	ence	e, matching or counting	Review the lesson with	
	like:	to identify whethe	r the numb	oer o	of objects in one group	Learners	
		-	_		n, less than or equal to		
		the number of obj	ects in anot	ther	r; describe the		

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	l'm	relationship between the two groups or numerals using	
	counting	the terms greater than, less than, or equal to	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs		Review the lesson with
	like: I'm counting one, what is one	Use one-to-one correspondence, matching or counting to identify whether the number of objects in one group of up to 20 objects is greater than, less than or equal to the number of objects in another; describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to	Learners
	•	Assessment: have learners to practice with more examples	
Wednesda	Sing songs		Review the lesson with
У	like:	Build a group that has more than, less than, or the same number as a given set	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs		Review the lesson with
	like:	Demonstrate an understanding of the relative size of numbers up to 100 by:	Learners
	I'm counting one, what	 Order groups of 1 to 20 objects and then a small set of numerals between 1 and 20, and justifying the arrangement Describe the relative size of numbers up to 100 (i.e., 	
	is one 1 - One is	say whether one number is a lot or a little bigger or smaller than another, or 5 more than another number);	
	one alone, alone it shall be.	Assessment: have learners to practice with more examples	
Friday	Sing songs	Creating a story problem for subtraction or addition or	Review the lesson with
	like:	for a given number sentence (+ and – within 20) Demonstrate an understanding of the relative	Learners
	l'm	size of numbers up to 100 by:	
	counting	- Place given numerals between 0 and 50 on a number	
	one, what is one	line that has 0, 5 10 and 20 indicated as benchmarks	
	l .	I	

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1 - One is	- Act out and solving problems (pictures and words)	
one alone,	that involve comparing quantities (i.e., Johnson has 3	
alone it	mangoes, Adwoa has 7. what can you say?)	
shall be.		
	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: SYSTEMS	Sub-stran	d: Ecosystems	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.	,]	
Performance Indicator	Learners can know the place	es where living things live (lar	nd, air, and water)
Leadership Critical Thinkin	tivity and Innovation Commung and Problem Solving.	nication and Collaboration Pe	ersonal Development and
Keywords	. (\		
T. L .R. (s)	Pictures		
Ref: Science cur	riculum Page		
DAY Phase 1:	Phase 2: Main		Phase 3:
Starter	(new learning including asso	essment)	Plenary / Reflections
(preparing			
the brain			
for			
learning)	1	Chaldran and the	NA/h-al-h-a
Monday Engage	Learners observe different		What have we learnt
learners to	school, e. g. a tree which ho insects, a bush or a pond.	uses some birds and	today?
sing songs and recite	•	s of places where living	Ask learners to
familiar	 Observe videos or pictures things live e.g. a marshy are 		summarize the
rhymes	Display pictures of air, wat	•	important points of the
Tilyliles	different organisms.	ter and land habitats with	lesson
			103011
	<u> </u>	e names of the living things	
	 Learners come out with the found in the three habitats (

		Assessment: let learners mention the places where	
		living things live	
Thursday	Engage	Learners come out with the names of the living things	What have we learnt
	learners to	found in the three habitats (living places) in the video,	today?
	sing songs	pictures or through the nature walk	Ask learners to
	and recite		summarize the
	familiar	Engage learners to draw organisms in their natural	important points of the
	rhymes	homes.	lesson
		Assessment: let learners draw organisms in their	
		natural homes.	

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	•	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:				Class size:		
Day:			Date	:			
Period :			Less	on :			
Strand : OUR BELIEFS ANI		O VALUES	Sub-stran	nd : W	/orship		
Indicator (co	ode)	B1.3.1.1.1.					
Content star	ndard (code)	B1.3.1.1.					
Performance	e Indicator	Learners can exp	lore the m	nain ty	pes of worship	in Ghana	1
-		tivity and Innovationg and Problem Sol		unicat	ion and Collabo	oration Pe	ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curricu	ulum Page	e			
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning incl	luding ass	essm	ent)		Plenary / Reflections
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Show pictures, vio				ipping,	What have we learnt
	learners to	among the three	_	ions i	n Ghana		today?
	sing songs	- Christian worshi	р				
	and recite	- Islamic worship					Ask learners to
	familiar	- Traditional wors	hip				summarize the main
	rhymes						points in the lesson
		Learners role play religions in Ghana		f wor	ship in the thre	e main	

		Assessment: Let learners role play the act of worship in	
		the three main religions in Ghana	
Thursday	Engage	Learners role play the act of worship in the three main	What have we learnt
	learners to	religions in Ghana.	today?
	sing songs		
	and recite	Assessment: Let learners role play the act of worship in	Ask learners to
	familiar	the three main religions in Ghana	summarize the main
	rhymes		points in the lesson

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SUBJECT: HISTORY CLASS: ONE

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :			Lesson:		son :		
Strand: History as a Subje		ect	Sub-strand	d : C	ommunity History		
Indicator (co	ode)	B1.1.4.2.1					
Content star	ndard (code)	B1.1.4.2.					
Performance	e Indicator	Learners can state learners live.	the similar	ritie	s and differences betwee	n the communities where	
		tivity and Innovation ng and Problem Solv		nicat	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	History curr	iculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essm	ent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let lea	arners sket	tch v	seen on their visit. what they have seen on	What have we learnt today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs		•		seen on their visit. what they have seen on	What have we learnt today?	

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

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:			Class size:		
Day:			Date :		
Period :		Lesson:			
Strand: VISUAL ARTS, PER		RFORMING ARTS Sub-strar	nd : [Displaying and Sharing	
Indicator (co	ode)	B1 1.3.4.2 B1 2	2.3.5	.1	
Content star	ndard (code)	B1 1.3.4. B1 2	2.3.5		
Performance Indicator		 Learners can plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community Learners can perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community 			
Core Competencies: Crea Leadership Critical Thinkin Keywords		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essm	nent)	Phase 3: Plenary / Reflections
Monday Engage Learners are to: learners to sing songs and recite Learners are to: clean the classroom or av for the exhibition;			ailab	le space and organise it	What have we learnt today?

	αυλιι		T
	familiar	I plan the arrangement of own artworks to share,	Ask learners to
	rhymes	educate and inform the public on the natural and	summarize the main
		manmade environments in the local community	points in the lesson
		Assessment: let learners write a plan for a display of	
		own visual artworks to share creative experiences	
		based on ideas that reflect the natural and manmade	
		environments in the local community	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② watch a video or live performance of music, dance	today?
	sing songs	and drama on the culture of the local community;	
	and recite	2 plan to perform some of the music, dance and drama	Ask learners to
	familiar	performed during a festival;	summarize the main
	rhymes	2 plan to perform own music, dance and drama	points in the lesson
		compositions to share with, educate and inform the	
		public on own knowledge and understanding of the	
		history and culture of the local community	
		Assessment: let learners perform or present own	
		artworks to share own creative experiences of	
		performing artworks that reflect the history and culture	
		or way of life of people in the local community	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:					Class size:	
Day :				Dat	te:	
Period:				Les	son :	
Strand : God	, His Creatior	and Attributes	Sub-stran	i d : 0	God the Creator	
Indicator (co	ode)	B1. 1.1.1.3:				
Content star	ndard (code)	B1. 1.1.1.				
Performance	Indicator	Learners can exam	ine some	attr	butes of God	
=		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	um Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asso	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the following activities: - home: - school: teachers and learners demonstrate care and love among themselves Assessment: let learners mention some attributes of God		What have we learnt today? Ask learners to summarize the main points in the lesson		

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verted by	 Signature:	Date

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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:			Class size:		
Day:				Pate:		
Period :	Period:			esson :		
	TOR SKILLS A	ND MOVEMENT	Sub-strand	: MANIPULATIVE	SKILLS	
PATTERNS					- /	
Indicator (code) B1.1.2.1.6						
-	ndard (code)) `
Performance		Learners can catc	h a flying ba	ll above the head.		
				cation and Collabora	ition Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
•			-//			
T. L .R. (s) Balls						
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asses	sment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	Lead learners thro	_	-		What have we learnt
				lying ball by stretching	_	today?
	demarcate	arms forward, fing	gers opened	with thumbs and inc	dex	
	d area in	_		et learners throw a ba	all	Use answers to
	files while	and step forward				summarise the lesson.
	singing and		-	ow and catch flying b	alls in	
	clapping to	turns whiles you o	observe and	give feedback.		
	warm-up	_		all or netball mini gar		
	the body			a real-life situation w		
	for	fun and enjoymer	nt. End the le	esson with cool dowr	1	
	maximal	activities				

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	performan			
	ce and to			
	prevent			
	injuries			
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son:	
Strand : Writ	ting	Sub-stra	ind : \	Writing Letters-Small and	Capital
Indicator (co	ode)	B1.3.2.1.1			
Content star	ndard (code)	B1.3.2.1.			
Performance	e Indicator	Learners sh	ould	combine strokes to form	shaps.
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, rec	orded	d audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including as	sessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	one me papere to rearm	ers an apes. s/her	d lead them to trace the work to the class and	What have we learnt today? Review the lesson with learners

E	Engage	Draw strokes of lines on papers.	What have we learnt
le	eaners to	• Give the papers to learners and lead them to trace the	today?
	sing songs	strokes of lines to form shapes.	
	and recite	• Let each learner show his/her work to the class and	
	familiar	discuss it.	Review the lesson with
r	rhymes		learners
		Assessment: let learners combine strokes to form shapes	
E	Engage	Draw strokes of lines on papers.	What have we learnt
le	eaners to	• Give the papers to learners and lead them to trace the	today?
	sing songs	strokes of lines to form shapes.	
	and recite	• Let each learner show his/her work to the class and	
	familiar	discuss it.	
r	rhymes		
		Assessment: let learners combine strokes to form	Review the lesson with
		shapes	learners

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TERM ONE BASIC ONE WEEK 10



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	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	g:				Class size:		
Day:				Dat			
Period :					son :	7	
Strand:			Sub-stran				
A. Oral I	-				ing Comprehen	sion	
B. Readi	_				rehension		
C. Writii	riting C. Writing Simple Words and Sentences						
D. Using Writing Conventions D. Using D				_	Simple Preposit		
	sive Reading					Culture of Read	
Indicator (co	de)	B1.1.7.1.1.	B1.2. 7.1.1.		B1.4.5.1.1	B1.5.7.1.1.	B1.6.1.1.1
Content stan	idard (code)	B1.1.7.1.	B1.2. 7.1.		B1.4.5.1.	B1.5.7.1	B1.6.1.1.
Performance	e Indicator	B. Learners	can use il	lustr			gs) and context to
			erences and	-			
					t of objects in t		
		D. Learners indicate		y an	d use prepositi	ons in oral and w	vritten language to
		E. Learners	can read a	varie	ety of age – app	ropriate books a	nd texts from print
				ınica	tion and Collab	oration Personal	Development and
Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Word cards, sen library.	tence cards	, lett	er cards, hand	writing on a man	ila card and a class
Ref:	English Lang	guage curriculum	Page				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections
	for learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
,	learners to	Before Reading – Activate the previous knowledge of	today?
	sing songs	the learners by making them think-pair-share with their	
	and recite	friends, the cover illustrations and pictures	Ask learners to
	familiar	accompanying the story. – Have them predict the story.	summarize the main
	rhymes	 During Reading – Read a story. Pause at vantage points and have learners talk about the content of the 	points in the lesson
		text.	
		After Reading – Have the learners answer simple	
		questions based on the text. – Have them role-play the	
		events in the story	
		Assessment: let learners listen to and reproduce	
		narrative texts	
Tuesday	Engage	B.READING	What have we learnt
	learners to sing songs	Let learners use illustrations, text and context clues to make predictions before, during and after reading to	today?
	and recite	enhance comprehension of text	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners use illustrations, text clues	points in the lesson
		(title, headings) and context to make inferences and predictions	
Wednesday	Engage	C. WRITING	What have we learnt
	learners to	Guide learners with questions to talk about the	today?
	sing songs	various areas or places in the school e.g. head teacher's	
	and recite	office, canteen etc.	Ask learners to
	familiar rhymes	 Put learners into groups. Let each group choose a name for their group and an area or place they want to 	summarize the main points in the lesson
	Tilyines	work on.	points in the lesson
		Let each group list the objects found in the place of	
		their choice.	
		Have a big chart on the wall and copy their lists on	
		the chart. Let groups take turns to edit their work.	
		Let learners copy the edited words into their books.	
		Assessment: let learners make a list of objects in the school	

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Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Crata the medition of radio a decrease divisit	today?
	sing songs	State the position of various classroom objects using	A ala la anna any 1 a
	and recite	simple prepositions.	Ask learners to
	familiar	Give sample sentences (on sentence cards) to	summarize the main
	rhymes	learners. e.g. Mary is in the room. Aba is sitting on the chair.	points in the lesson
		Let learners identify the words in, on, etc. as words	
		that show position.	
		Pair up learners and have them use the prepositions	
		identified in simple and meaningful sentences.	
		Assessment: let learners use prepositions in oral and	
		written language to indicate position.	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
	,	the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
1		provide Support and encouragement.	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		Assessment: let learners read a variety of age –	

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SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:		
Day: Period:				Date: Lesson:		
				trand: Number Operations (Addition, Subtraction, plication and Division)		
Indicator (code) B1.1.2.1.1						
Content star	ndard (code)	B1.1.2.1.				
		monstrate understanding of addition as joining and finding how and subtraction as separating and finding how many left; numbers				
		tivity and Innovationg and Problem Sol		cation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding assess	sment)	Phase 3: Plenary / Reflections	

Monday	Sing songs	Acting out a given story problem presented orally. For	Review the lesson with
	like:	instance,	Learners
		- Sena has 8 bottle caps. She takes 5 more bottle caps	
	ľm	from Kofi. How many bottle caps does Sena now have?	
	counting	- Kojo has 15 pencils. He gave 7 to Ato. How many	
	one, what	pencils are left?	
	is one	Indicating if the scenario in a story problem	
		represents an addition or a subtraction and justifying	
		the answer	()
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Acting out a given story problem presented orally. For	Review the lesson with
	like:	instance,	Learners
		- Sena has 8 bottle caps. She takes 5 more bottle caps	
	l'm	from Kofi. How many bottle caps does Sena now have?	
	counting	- Kojo has 15 pencils. He gave 7 to Ato. How many	
	one, what	pencils are left?	
	is one	Indicating if the scenario in a story problem	
		represents an addition or a subtraction and justifying	
		the answer	
		Assessment: have learners to practice with more	
Wednesda	Sing congc	examples Creating a story problem for subtraction or addition or	Review the lesson with
	Sing songs	for a given number sentence (+ and – within 20)	
У	like:	- Daniel's family have 6 electric bulbs in the house. Two	Learners
	1/100	of the bulbs are not working. How many bulbs can	
	l'm	Daniel's family use?	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
	. "		
Thursday	Sing songs		Review the lesson with
	like:	Creating a story problem for subtraction or addition or	Learners
		for a given number sentence (+ and – within 20) - Daniel's family have 6 electric bulbs in the house. Two	
	l'm	of the bulbs are not working. How many bulbs can	
	counting	Daniel's family use?	
	one, what	,	
	is one	Assessment: have learners to practice with more	
		examples	

Friday	Sing songs	Creating a story problem for subtraction or addition or	Review the lesson with
	like:	for a given number sentence (+ and – within 20)	Learners
		- Daniel's family have 6 electric bulbs in the house. Two	
	l'm	of the bulbs are not working. How many bulbs can	
	counting	Daniel's family use?	
	one, what		
	is one	Assessment: have learners to practice with more examples	
		'	

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SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand : FOF	RCES AND ENE	RGY	Sub-stran	i d : S	OURCES AND FORMS OF	ENERGY
Indicator (co	ode)	B1.4.1.1.1				
Content sta	ndard (code)	B1.4.1.1.				
Performanc	e Indicator	Learners can understand energy and give examples of its uses				
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asso	essm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	• Guide learners to use of energy. E.g candle or torch, o classroom.	o underta . clapping r switching o come-ou	ke ac of hag on ut wi	the light in the	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage	Assist learners to come-out with the meaning of	What have we learnt
	learners to	energy.	today?
	sing songs	Ask learners to brainstorm on what happens when a	Ask learners to
	and recite	car runs short of fuel.	summarize the
	familiar	Summarise the learners' responses by explaining to	important points of the
	rhymes	them that energy is what enables us to do work.	lesson
		Assessment: let learners give examples of the uses of energy	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :				Less	son :		
Strand: OUF	R BELIEFS AND	VALUES :	Sub-stran	id : V	Vorship		
Indicator (co	de)	B1.3.1.1.1.	B1.3.1.1.1.				
Content standard (code)		B1.3.1.1.					
Performance Indicator		Learners can explore the main types of worship in Ghana					
=		=		nica	tion and Collaboration P	ersonal Development and	
	Critical Thinkir	ng and Problem Solv	ring.	_			
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 inclu	uding ass	essm	ent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners sing and religions The Lord's Prayer Assessment: Let le	r, Psalm 2 earners re	3 (Ch		What have we learnt today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and recite	Learners sing and r religions. - The Lord's Prayer				What have we learnt today?	

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	familiar	Assessment: Let learners recite	Ask learners to
	rhymes	The Lord's Prayer and Psalm 23	summarize the main
			points in the lesson

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SUBJECT: HISTORY CLASS: ONE

Week Ending	σ:			Class size:		
Day:	D -		Da	Date:		
Period :				sson :		
Strand: Hist	ory as a Subje	ect Sub-str	and :	Community History		
Indicator (co	ode)	B1.1.4.2.1				
Content star	ndard (code)	B1.1.4.2.				
Performance	e Indicator	Learners can state the sim	ilaritie	es and differences betwee	n the communities where	
		learners live.				
-		tivity and Innovation Comn	nunica	ition and Collaboration Pe	ersonal Development and	
Keywords) ,		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Compare sketches drawn		pictures of historical	What have we learnt	
	learners to	sites from other commun		today?		
	sing songs	Assessment: let learners s	tate t	he similarities and		
	and recite	differences between the o			Ask learners to	
	familiar	live.			summarize the main	
Thursday	rhymes	Compare skatabas drawa	مادنى	nictures of historical	points in the lesson	
Thursday	Engage	Compare sketches drawn sites from other commun		pictures of historical	What have we learnt	
	learners to	sites from other commun	ues.		today?	
	sing songs					
	and recite					

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familiar	Assessment: let learners state the similarities and	Ask learners to
rhymes	differences between the communities where learners	summarize the main
	live.	points in the lesson
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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :			I	Lesson :	
Strand : VISI	UAL ARTS		Sub-strand	l: Displaying and Sharing	
Indicator (code) B1 1.3.5.1					
Content standard (code) B1 1.3.5.					
visual art in the loc • Learners			orks that recommunit or report o	own artworks to share ow eflect the history and cultury y wn views and feelings about how the artworks can be m	re or way of life of people the displayed performing
Leadership Critical Thinkin		· · · · · ·		ication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding asse	ssment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes		olic on the	ual artworks to educate history and culture of ry	What have we learnt today? Ask learners to summarize the main points in the lesson

VAIVATIIITAC		Assessment: let learners exhibit own artworks to share	
		own creative experiences of visual artworks that reflect	
		the history and culture or way of life of people in the	
		local community	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② display (real/photographs/video) selected own and	today?
	sing songs	others' displayed performing artworks	
	and recite	2 talk about the works dispassionately using agreed	Ask learners to
	familiar	guidelines;	summarize the main
	rhymes	② use the outcome of the appreciation/appraisal to	points in the lesson
		modify the performance or to present similar or	
		different music, dance and drama artwork	
		Suggested Process/Steps	
		☑ talk about appreciate and appraise own and/or	
		others' compositions and performances using the	
		guidelines above dispassionately;	
		② use the outcome of the appreciation/appraisal to	
		modify the product or to produce similar or another	
		composition and performance;	
		☐ record/document the activity and share using an	
		accepted social media by the class/group e.g. Facebook,	
		Twitter, Instagram, WhatsApp etc	
		Assessment: let learners write a report on own views	
		and feelings about the displayed performing artworks	
		and suggest how the artworks can be modified or	
		improved	

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

g:				Class size:	
			Dat	e:	
			Les	son :	
, His Creatior	and Attributes	Sub-strar	nd : 0	God the Creator	
ode)	B1. 1.1.1.3:				
ndard (code)	B1. 1.1.1.				
e Indicator	Learners can exan	nine some	attr	ibutes of God	
			inica	tion and Collaboration	Personal Development and
	Pictures				
RME curricu	ılum Page		J		
Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essm	nent)	Phase 3: Plenary / Reflections
Engage learners to sing songs and recite familiar rhymes	community: visits	to the ho	spita	I and orphanage, etc	What have we learnt today? Ask learners to summarize the main points in the lesson
	RME curricues the brain for learning) Engage learners to sing songs and recite familiar	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Pictures RME Curriculum Page Phase 2: Main (new learning includes and recite familiar rhymes Assessment: let learners role page learners to session and recite familiar rhymes Pictures Pictures Phase 2: Main (new learning includes and Assessment: let learners role page) Let learners role page learners to sing songs and recite familiar rhymes Assessment: let learners role page learners role page learners to sing songs and recite familiar rhymes	Pictures RME curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: let learners me	Less Jode) B1. 1.1.1.3: Indard (code) B1. 1.1.1. Itercies: Creativity and Innovation Communical Critical Thinking and Problem Solving. Pictures RME curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: let learners mentio	Lesson : Lesson :

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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day :			D	Pate	: :	
Period :				.ess	on:	
Strand: MO	TOR SKILLS AI	ND MOVEMENT	Sub-strand	: N	1ANIPULATIVE SKILL	S
PATTERNS						
Indicator (co	de)	B1.1.2.1.7				
Content star	ndard (code)	B1.1.2.1.				
Performance	Indicator	Learners can Kick	a stationary	ba		
=		tivity and Innovationg and Problem Sol		icat	ion and Collaboration P	ersonal Development and
Keywords			-()		7,	
T. L .R. (s)		Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding assess	sm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	After warm ups, d	emonstrate	to	learners how to kick a	What have we learnt
	jog round a	ball from stational	ry. Place a ba	all	at stationary, stand	today?
	demarcate	with shoulders str	aight with th	he ı	non-kicking leg slightly	
	d area in	forward supportin	g the body's	s w	eight. Swing the leg	Use answers to
	files while	behind forward to	kick the bal	ll fr	om stationary.	summarise the lesson.
	singing and	Learners step forw	vard with no	on-l	kicking leg to kick a	
	clapping to	stationary ball to p	partners bas	sed	on their capabilities.	
	warm-up	Organise a mini fo	otball game	fo	r learners to apply the	
	the body	skills in real life fo	r fun and en	ijoy	ment	
	for					
	maximal					

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	performan			
	ce and to			
	prevent			
	injuries			
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	
Period :			L	esson :	
Strand:			Sub-strand	l:	
Writing Conv	entions / Usa	age	Integrating	g Grammar in Written Langu	age (Capitalization)
Indicator (co	ode)	B1.5.1.1.1.			
Content star	ndard (code)	B1.5.1.1.			
Performance	e Indicator			ld learn to write capital lette	•
				ld use capital letters to writ	
				ld use capital letters to writ	
		tivity and Innovation ng and Problem Sol		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, record	ded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asses	ssment)	Plenary / Reflections
	Engage		· ·	nabet in upper case on	What have we learnt
	leaners to				today?
	sing songs	Guide learners	_	delling to say them.	
	and recite familiar rhymes	Ask learners to	write the ca	pital letters correctly.	
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TERM ONE BASIC ONE WEEK 11



SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:	
Day:		Date:	
Period :		Lesson:	
Strand :	Sub-strar	and:	
A. Oral Language	A. Li	istening Comprehension	
B. Reading	B. Co	Comprehension	
C. Writing	C. W	iting Simple Words and Sentences	
D. Using Writing Con	ventions D. U	Jsing Simple Prepositions	
E. Extensive Reading	E. B	Building the Love and Culture of Reading	
Indicator (code)	B1.1.7.1.2 B1.2. 7.1.2.	B1.4.5.1.1 B1.5.7.1.1. B1.6.1.1.1	
Content standard (code)	B1.1.7.1. B1.2. 7.1.	B1.4.5.1. B1.5.7.1 B1.6.1.1.	
Core Competencies: Crea Leadership Critical Thinkin Keywords	text B. Learners can ask an questions about level C. Learners can make D. Learners can identificate position E. Learners can read a print tivity and Innovation Commu	nd answer factual and inferential and applicative vel-appropriate texts e a list of objects in the school ify and use prepositions in oral and written language to a variety of age – appropriate books and texts from funication and Collaboration Personal Development and	
T. L .R. (s)		ls, letter cards, handwriting on a manila card and a class	
	library.		

Ref:	English Language curriculum Page						
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
	for learning)						
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Read a narrative text aloud to learners. Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending) Assessment: let learners identify and relate the sequence of events in a narrative text 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Have learners read level appropriate texts independently, with minimal support from peers/teacher. Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. Assessment: let learners ask and answer factual and inferential and applicative questions about level-appropriate texts 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. Let each group list the objects found in the place of their choice. Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. Let learners copy the edited words into their books. Assessment: let learners make a list of objects in the school	What have we learnt today? Ask learners to summarize the main points in the lesson				

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Dain we leave an and have the an weather and a self-	today?
	sing songs	Pair up learners and have them use the prepositions	
	and recite	identified in simple and meaningful sentences.	Ask learners to
	familiar	Let each learner write two sentences describing the	summarize the main
	rhymes	position of objects in the classroom	points in the lesson
		Assessment: let learners identify and use prepositions	
		in oral and written language to indicate position	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

Vetted by :	Signature:	Date :

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g:			Class size:		
Day:				esson :		
				11/2		
Strand: NUN	MBER			: Number Operations (Addi on and Division)	tion, Subtraction,	
Indicator (co	ode)	B1.1.2.2.1				
Content star	ndard	B1.1.2.2.				
(code)						
Performance	e Indicator	Learners can use o	bjects and	pictorial models to solve	word problems involving	
		joining, separating	and comp	aring sets within 20 and ι	inknowns as any one of	
		terms in problems	such as 9 +	7 = [], 13 +[] =19 and 14-[]=	3.	
		tivity and Innovation inking and Problem		cation and Collaboration Pe	ersonal Development	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning inclu	ding assess	sment)	Plenary / Reflections	
	for					
	learning)					

NANA FIIFI AC		Fundaining that makes (4th a series and	Davie v de a la casa vidale
Monday	Sing songs like: I'm counting one, what is one	Explaining that = means "the same as' - Identifying if two quantities or groups of objects are equal or not and justifying answers - Using the symbol = to record equal relationships (e.g., 3 = ? ? ?????? ? ? + ? ? = ? ? ? ? ? ? Assessment: have learners to practice with more	Review the lesson with Learners
		examples	
Tuesday	Sing songs like: I'm counting one, what is one	Explaining that = means "the same as' - Identifying if two quantities or groups of objects are equal or not and justifying answers - Using the symbol = to record equal relationships (e.g., 3 = ? ? ???or??? ? ? + ? ? = ? ? ? ? ? ? ? Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Explaining that = means "the same as' - Identifying if two quantities or groups of objects are equal or not and justifying answers - Using the symbol = to record equal relationships (e.g., 3 = ? ? ??????????????????????????????	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Representing a pictorial or concrete equality in symbolic form (e.g., represent ??? +?? =?????? as 3 + 2 = 5) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Representing a pictorial or concrete equality in symbolic form (e.g., represent ??? +?? =?????? as 3 + 2 = 5) Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by :	Signature:	Date :
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·	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son:	
Strand : FOR	CES AND ENE	ERGY Sub-st	rand :	ELECTRICITY AND ELECTR	ONICS
Indicator (co		B1.4.2.1.1			
	ndard (code)				
Performance	e Indicator		•		entify common household
		appliances that require e			
			munica	ition and Collaboration P	ersonal Development and
Leadership (ritical Thinkir	ng and Problem Solving.			
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	 Learners mention item 	s in the	ir homes that use	What have we learnt
	learners to	electricity.			today?
	sing songs	Alternatively show the	m vide	os/drawings of items	
	and recite	that use electricity.			Ask learners to
	familiar	Put learners into group	_	· ·	summarize the
	rhymes	flashcards of items that i	ise ele	ctricity and those that	important points of the
		do not.			lesson
		 Assist learners to sort t 		5 , ,	
		'uses electricity' and 'do	es not u	use electricity'.	

		T	T
		Let learners match the items mentioned with their	
		functions, e.g. washing machine is the item used for	
		washing, the item used to play music is the sound	
		system, etc.	
		Guide learners through questioning to understand	
		why all such appliances are connected to a source of	
		electricity.	
		Assessment: let learners identify common household	
		appliances that require electricity to work	
Thursday	Engage	Learners brainstorm on how daily living without	What have we learnt
	learners to	electricity will affect our homes, schools and industries.	today?
	sing songs	Summarise lesson by explaining that electricity is a	Ask learners to
	and recite	form of energy thus it enables electrical items to work.	summarize the
	familiar	Learners talk about the importance of electricity in	important points of the
	rhymes	the home.	lesson
		Assessment: let learners mention the importance of	
		electricity in the home.	
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : OUF	R BELIEFS AND	O VALUES	Sub-stran	id : \	Vorship	
Indicator (co	de)	B1.3.1.1.1.				
Content star	ndard (code)	B1.3.1.1.			,)	
Performance	Indicator	Learners can expl	ore the m	ain t	ypes of worship in Ghar	na
Leadership C		tivity and Innovationg and Problem Sol		nica	tion and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	lum Page	9		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asso	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Tuesday	learning)	Learners sing and	racita tavi	ts fra	om the three main	What have we learnt
Tuesday	Engage learners to	religions.	recite text	13 110	on the timee main	today?
	sing songs	- Al-Fathiha (Islamic)				toddy:
	and recite	Ai Lacinia (isiaitiic)				Ask learners to
	familiar	Assessment: Let lo	earners re	cite	text - Al-Fathiha	summarize the main
	rhymes	(Islamic				points in the lesson
Thursday	Engage	Learners sing and	recite text	ts fro	om the three main	What have we learnt
-	learners to	religions.				today?
	sing songs	- Al-Fathiha (Islam	ic)			
	and recite					

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	familiar	Assessment: Let learners learners recite text - Al-	Ask learners to				
	rhymes	Fathiha (Islamic	summarize the main				
			points in the lesson				

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SUBJECT: HISTORY CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son :	
Strand : Hist	ory as a Subje	ect	Sub-stran	i d : (Community History	
Indicator (co	ode)	B1.1.4.2.1				
Content star	ndard (code)	B1.1.4.2.				
Performance	e Indicator	Learners can State	the simila	ritie	s and differences betwee	en the communities where
		learners live.				
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asso	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage				bringing out similarities	What have we learnt
	learners to	and differences in	the sites t	they	visited	today?
	sing songs	Accoccmont: lot lo	arnors sta	+a +h	oo cimilarities and	
	and recite	Assessment: let learners sta differences between the co				Ask learners to
	familiar	live.	ch the col	111110	minics where rearriers	summarize the main
	rhymes					points in the lesson
Thursday	Engage				bringing out similarities	What have we learnt
	learners to	and differences in	the sites t	they	visited	today?
	sing songs					

and recite	Assessment: let learners state the similarities and	Ask learners to
familiar	differences between the communities where learners	summarize the main
rhymes	live.	points in the lesson

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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand : VISI	JAL ARTS , PE	RFORMING ARTS Sul	b-strand :	Appreciation and Apprais	al
Indicator (co	ode)	B1 1.4.6.2	B1 2.4	1.6.2	
Content star	ndard (code)	B1 1.4.6.	B1 2.4	1.6.	
Performanc	e Indicator	·			
		tivity and Innovation C ng and Problem Solving		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning includi	ng assessr	ment)	Plenary / Reflections
Monday	Engage	Learners are to:			What have we learnt
	learners to sing songs	② agree to the guideli out with meaning fro		ically examine and come rtworks;	today?
	and recite	express own feeling	gs and idea	s about own and others'	Ask learners to
	familiar rhymes	displayed artworks.			summarize the main points in the lesson
		Suggested Process/St	eps		

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		② discuss and accept a guide for appreciating and	
		appraising own and/or others visual artworks based on	
		the guidelines suggested above;.	
		identify the correct vocabularies to use for	
		appreciating and appraising artworks;	
		② agree on what to use the appraisal report for and how	
		to share it;	
		□ agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		② fix a day/date for the appreciation/appraisal/jury;	
		② select own/others artwork to talk about using the	
		accepted guide	
		accepted Saide	
		Assessment: let learners choose guidelines to examine	
		and derive meaning from own and others' displayed	
		visual artworks	
Wednesday	Engage	Learners are to:	What have we learnt
**Caricsaay	learners to	② agree on the guidelines to critically examine and	today?
	sing songs	come out with meaning of own and others' performed	today:
	and recite	artworks	Ask learners to
	familiar	artworks	summarize the main
	rhymes	Suggested Process/Steps	
	THYTHES	discuss and accept a guide for appreciating and	points in the lesson
		appraising own and/or others' compositions and	
		performances as suggested above;	
		identify the correct vocabularies to use for	
		appreciating and appraising music, dance and drama;	
		② agree on what to use the appraisal report for and how	
		to share it;	
	1371	② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury.	
		Assessment: let learners choose guidelines to examine	
		and derive meaning from own and others' displayed	
		performing artworks	

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : God	l, His Creatior	and Attributes	Sub-stran	nd : (od the Creator	
Indicator (co	ode)	B1. 1.1.1.3:				
Content star	ndard (code)	B1. 1.1.1.				
Performance	e Indicator	Learners can Exam	nine some	attr	butes of God	
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures	-	1		
Ref:	RME curricu	llum Page		J		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	·	to the hos	spita	ng activities: - I and orphanage, etc n some attributes of	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	g:				Class size:	
Day :			D	Date	: :	
Period :			Le	.ess	on:	
Strand: MO	TOR SKILLS A	ND MOVEMENT	Sub-strand	: N	IANIPULATIVE SKILL	S
PATTERNS						
Indicator (co	de)	B1.1.2.1.8				
Content star	ndard (code)	B1.1.2.1.			,	
Performance	e Indicator	Learners can bour	nce and dribb	ble	a ball (continuously) wi	th one hand
		tivity and Innovationg and Problem Sol		icat	ion and Collaboration P	ersonal Development and
Keywords			-()		2,	
T. L .R. (s)		Balls)		
Ref:	PE curriculu	ım Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding assess	sm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Arrange cones in a	straight line	e a	fter warm ups. Place a	What have we learnt
	jog round a	ball about 50cm ir	front of the	e fi	rst cone. Move the ball	today?
	demarcate	through the cones	by making a	a sl	ow and continuous	
	d area in	push in a serpenti	ne movemei	nt.	Guide learners to	Use answers to
	files while	practices the skill	as individual	ls a	nd in a group while	summarise the lesson.
	singing and	you supervise and give feedback.				
	clapping to	Organise a mini ha	andball game	e fo	or learners to apply the	
	warm-up	skill in real life for	fun, enjoym	nen	t and skill mastery. Let	
	the body	learners cool dow	n to end the	e le	sson.	
	for					
	maximal					

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	performan			
	ce and to			
	prevent			
	injuries	 		
Vetted by :		 Sigr	nature:	 Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand:			Sub-strand	Sub-strand :		
Writing Con	ventions / Us	age	Integrating	g Gr	ammar in Written Langu	age (Use of Action
			Words)			
Indicator (co	ode)	B1.5.3.1.1. B1.	5.3.1.2			
Content star	ndard (code)	B1.5.3.1. B1.	5.3.1.			
Performance	e Indicator	• Le	earners shou	uld	write two letter action w	vords
			earners should write three letter action words			
		ivity and Innovation Communication and Collaboration Personal Development and				
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recor	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage		mention so	me	action words on the	What have we learnt
	leaners to	564.4.				today?
	sing songs and recite	2.50 0.10 0.01 0.5	on the board	d an	d say them loudly for	
	familiar	learners.				
	rhymes			rds	on a manila card and	
	,	show it to learne				
Lead learners to read t		o read the w	vord	ds.		

NANATIIITAC	ασ,		
		Let learners write some two-letter action words	Review the lesson with
		correctly.	learners
		Assessment: let learners write two letter action words	
	Engage	Write three-letter action words on a manila card and	What have we learnt
	leaners to	show it to learners.	today?
	sing songs	Lead learners to read the words.	
	and recite	Let learners write some three-letter action words	
	familiar	correctly.	
	rhymes		
		Assessment: let learners write three letter action words	Review the lesson with
			learners
	Engage	Write three-letter action words on a manila card and	What have we learnt
	leaners to	show it to learners.	today?
	sing songs	Lead learners to read the words.	
	and recite	Let learners write some three-letter action words	
	familiar	correctly.	
	rhymes		
		Assessment: let learners write three letter action words	Review the lesson with
			learners

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TERM ONE BASIC ONE WEEK 12



NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	<u>;</u> :			Class size:		
Day:			D	ate :		
Period :				esson :	3	
Strand:		Sul	b-strand			
A. Oral L	.anguage			ning Compreh	ension	
B. Readi	ng			prehension		
C. Writir	ng		C. Writ	ing Simple Wo	rds and Senten	ces
D. Using	Writing Con	ventions	D. Usin	sing Simple Prepositions		
E. Exten	sive Reading		E. Build	ling the Love a	nd Culture of R	eading
Indicator (co	de)	B1.1.7.1.2. B1.	.2.7.1.3	B1.4.5.1.1	B1.5.7.1.1.	B1.6.1.1.1
Content stan	dard (code)	B1.1.7.1. B1.	.2.7.1.	B1.4.5.1.	B1.5.7.1.	B1.6.1.1.
Performance	Indicator	A. Learners canB. Learners canC. Learners can	retell lev	el-appropriate	texts in own w	vents in a narrative text ords
D, L		D. Learners can indicate posit	identify a	and use prepos	itions in oral a	nd written language to
					· · · · · · · · · · · · · · · · · · ·	ks and texts from print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development as Leadership Critical Thinking and Problem Solving.				onal Development and		
Keywords						
` '		Word cards, sentence library.	e cards, le	etter cards, har	ndwriting on a r	manila card and a class
Ref:	English Lang	guage curriculum Pag	e			

DAY	Phase 1:	Phase 2: Main	Phase 3:
5711	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing	(new learning including assessment)	Trendry / Nerrections
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
,	learners to	Read a narrative text aloud to learners.	today?
	sing songs	Put learners in pairs/groups to identify and talk about	toddy.
	and recite	the parts of the story (e.g. beginning, middle and	Ask learners to
	familiar		
		ending).	summarize the main
	rhymes		points in the lesson
		Assessment: let learners identify and relate the	
		sequence of events in a narrative text	
Tuesday	Engage	B.READING	What have we learnt
	learners to	Use the Simple Herring Bone strategy to guide	today?
	sing songs	learners to retell the story in their own words.	
	and recite		Ask learners to
	familiar	who? what? when?	summarize the main
	rhymes	who! what! when!	points in the lesson
		\rightarrow	
		when? how? why?	
		when? how? why?	
		Assessment: let learners retell level-appropriate texts in	
		own words	
Wednesday	Engage	C. WRITING	What have we learnt
	learners to	Guide learners with questions to talk about the	today?
	sing songs	various areas or places in the school e.g. head teacher's	
	and recite	office, canteen etc.	Ask learners to
	familiar	Put learners into groups. Let each group choose a	summarize the main
	rhymes	name for their group and an area or place they want to	points in the lesson
		work on.	
		• Let each group list the objects found in the place of their choice.	
		Have a big chart on the wall and copy their lists on	
		the chart. Let groups take turns to edit their work.	
		Let learners copy the edited words into their books	
		Assessment: let learners make a list of objects in the	
		school	

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Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to		today?
	sing songs	Pair up learners and have them use the prepositions	
	and recite	identified in simple and meaningful sentences. • Let	Ask learners to
	familiar	each learner write two sentences describing the	summarize the main
	rhymes	position of objects in the classroom	points in the lesson
		Assessment: let learners identify and use prepositions	
		in oral and written language to indicate position	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	,	the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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velleu uv	 318119101 E	Date

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:		
Day: Period:				Date :		
			Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)			
Indicator (code) B1.1.2.2.1						
Content star	ndard (code)	B1.1.2.2.				
joining, separating		g and compa	d pictorial models to solve aring sets within 20 and unkr 13 +[] =19 and 14-[]=3.			
		tivity and Innovationg and Problem Sol		ication and Collaboration Pe	ersonal Development and	
Keywords						
T. L.R. (s) Counters						
Ref:	Mathematio	cs curriculum Page	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)	Phase 3: Plenary / Reflections	

Monday	Sing songs like: I'm counting one, what	Use a symbol () to represent the unknown in an addition or subtraction statement. Assessment: have learners to practice with more examples	Review the lesson with Learners
	is one		
Tuesday	Sing songs like:	Use a symbol () to represent the unknown in an addition or subtraction statement.	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Use a symbol () to represent the unknown in an addition or subtraction statement.	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	Use a symbol () to represent the unknown in an addition or subtraction statement. Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Use a symbol () to represent the unknown in an addition or subtraction statement. Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by :	Signature:	Date :
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 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Date	e :	
Period :				Less	on:	
						$\lambda \cup$
Strand: FOR	CES AND ENE	RGY	Sub-stran	nd : E	LECTRICITY AND ELECT	RONICS
Indicator (co	ode)	B1.4.2.1.1				
Content star	ndard (code)	B1.4.2.1.				
Performance	e Indicator	Learners can know	the impo	ortan	ice of electricity and ide	entify common household
		appliances that req	quire elec	tricit	y to work	
Core Compe	tencies: Crea	tivity and Innovatior	ո Commu	nicat	ion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	• Learners mention	n items in	thei	r homes that use	What have we learnt
	learners to	electricity.				today?
	sing songs	-		rideos	s/drawings of items	
	and recite	that use electricity				Ask learners to
	familiar	• Put learners into	•	_	<u> </u>	summarize the
	rhymes		that use	elect	ricity and those that	important points of the
		do not.				lesson
					s into two groups i.e,	
		'uses electricity' an	nd 'does n	not us	se electricity'.	

		Let learners match the items mentioned with their	
		functions, e.g. washing machine is the item used for	
		washing, the item used to play music is the sound	
		system, etc.	
		Guide learners through questioning to understand	
		why all such appliances are connected to a source of	
		electricity.	
		Assessment: let learners identify common household	
		appliances that require electricity to work	
Thursday	Engage	Learners brainstorm on how daily living without	What have we learnt
	learners to	electricity will affect our homes, schools and industries.	today?
	sing songs	Summarise lesson by explaining that electricity is a	Ask learners to
	and recite	form of energy thus it enables electrical items to work.	summarize the
	familiar	Learners talk about the importance of electricity in	important points of the
	rhymes	the home.	lesson
		Assessment: let learners mention the importance of	
		electricity in the home.	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : OUF	R BELIEFS ANI	O VALUES Su	ub-stran	d: Worship	
Indicator (co	ode)	B1.3.1.1.1.			
Content star	ndard (code)	B1.3.1.1.			
Performance	e Indicator	Learners can explor	re the m	ain types of worship in Ghana	3
Leadership C		tivity and Innovation ng and Problem Solvir		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculu	m Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
T d .	learning)			to Constant the Alberta and the	Million Inc. of the second
Tuesday	Engage	_	ecite text	ts from the three main	What have we learnt
		religions.			todayr
		- Any rocital from th	o traditi	anal raligion sacred myths	Ack loarnors to
		•		, ,	
		riddic, proverbs, etc	. (Tradic	ionarj	
	Tityllics	 Assessment: Let lea	rners re	cite text from the	points in the lesson
		(Traditional)		,,, p. 0 t 0 t 00, 0 t 0.	
	learners to sing songs and recite familiar rhymes	religions. - Any recital from the riddle, proverbs, etc. Assessment: Let lead traditional religion-s	e traditi c. (Tradit arners re	onal religion-sacred myths, ional)	today? Ask learners to summarize the main points in the lesson

1	1		T
Thursday	Engage	Learners sing and recite texts from the three main	What have we learnt
	learners to	religions.	today?
	sing songs	- Any recital from the traditional religion-sacred myths,	
	and recite	riddle, proverbs, etc. (Traditional)	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners recite text from the traditional	
		religion-sacred myths, riddle, proverbs, etc.	
		(Traditional)	\cap

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SUBJECT: HISTORY CLASS: ONE

Week Ending	g:				Class size:	
Day:			D	ate	:	
Period :			Le	ess	on:	
Strand : Hist	ory as a Subj	ect Su	ub-strand	: C	ommunity History	
Indicator (co	ode)	B1.1.4.2.1				
Content star	ndard (code)	B1.1.4.2.				
Performance	e Indicator	Learners can state th	ne similarit	ties	and differences betwee	en the communities where
		learners live.				
=		tivity and Innovation (ng and Problem Solvin		cat	on and Collaboration P	ersonal Development and
Keywords				-		
T. L .R. (s)						
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ing assess	sme	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage				ringing out similarities	What have we learnt
	learners to	and differences in th	ne sites the	ey v	visited	today?
	sing songs	Assessment: let lear	nors state	+h.	s cimilarities and	
	and recite				nities where learners	Ask learners to
	familiar	live.	i die coiii	iiiul	inics where learners	summarize the main
	rhymes					points in the lesson
Thursday	Engage				ringing out similarities	What have we learnt
	learners to	and differences in th	ne sites the	ey v	visited	today?
	sing songs					

and recite	Assessment: let learners state the similarities and	Ask learners to
familiar	differences between the communities where learners	summarize the main
rhymes	live.	points in the lesson

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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	ison :	
Strand : VISI	UAL ARTS , PE	RFORMING ARTS Sub-	strand :	Appreciation and Apprais	al
Indicator (co	ode)	B1 1.4.6.2	B1 2.4	1.6.2	
Content star	ndard (code)	B1 1.4.6.	B1 2.4	1.6.	
Performanc	e Indicator	from own and o Learners can u	others' di se the a	splayed visual artworks	nine and derive meaning nine and derive meaning orks
=		tivity and Innovation Cong and Problem Solving.	mmunica	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including	g assessr	nent)	Plenary / Reflections
Monday	Engage	Learners are to:			What have we learnt
	learners to sing songs	② agree to the guidelin out with meaning from		ically examine and come tworks;	today?
	and recite	express own feelings	and idea	s about own and others'	Ask learners to
	familiar rhymes	displayed artworks.			summarize the main points in the lesson
		Suggested Process/Ste	ps		

INAINA FIIFI AC	QUAIT		
		② discuss and accept a guide for appreciating and	
		appraising own and/or others visual artworks based on	
		the guidelines suggested above;.	
		I identify the correct vocabularies to use for	
		appreciating and appraising artworks;	
		② agree on what to use the appraisal report for and how	
		to share it;	
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		fix a day/date for the appreciation/appraisal/jury;	
		accepted guide	
		Assessment: let learners choose guidelines to examine	
		and derive meaning from own and others' displayed	
		visual artworks	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② agree on the guidelines to critically examine and	today?
	sing songs	come out with meaning of own and others' performed	
	and recite	artworks	Ask learners to
	familiar		summarize the main
	rhymes	Suggested Process/Steps	points in the lesson
		discuss and accept a guide for appreciating and	
		appraising own and/or others' compositions and	
		performances as suggested above;	
		☑ identify the correct vocabularies to use for	
		appreciating and appraising music, dance and drama;	
		② agree on what to use the appraisal report for and how	
		to share it;	
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
	1111,	☑ fix a day/date for the appreciation/appraisal/jury.	
		Assessment: let learners choose guidelines to examine	
		and derive meaning from own and others' displayed	
		performing artworks	

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day :			С	Date	: :	
Period :			L	.ess	on :	
Strand : God the Creator Sub-stran			Sub-strand	: G	od, His Creation and At	tributes
Indicator (co	ode)	B1. 1.1.1.3:				
Content star	ndard (code)	B1. 1.1.1.				
Performance	e Indicator	Learners can exan	nine some a	ttri	butes of God	9
=		tivity and Innovationg and Problem Sol		icat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures	-//			
Ref:	RME curricu	ılum Page)		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asses	ssm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes		to the hosp	ital	ng activities: - and orphanage, etc n some attributes of	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	g:				Class size:	
Day :			D	Pate	: :	
Period :			Lo	.ess	on:	
Strand: MO	TOR SKILLS A	ND MOVEMENT	Sub-strand	: N	IANIPULATIVE SKILL	S
PATTERNS						
Indicator (co	de)	B1.1.2.1.8				
Content star	ndard (code)	B1.1.2.1.			,	
Performance	Indicator	Learners can bour	ice and dribl	ble	a ball (continuously) wi	th one hand
=		tivity and Innovationg and Problem Sol		icat	ion and Collaboration P	ersonal Development and
Keywords			-()		7,	
T. L .R. (s)		Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding assess	sm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Arrange cones in a	straight line	e a	fter warm ups. Place a	What have we learnt
	jog round a	ball about 50cm ir	front of the	e fi	rst cone. Move the ball	today?
	demarcate	through the cones	by making a	a sl	ow and continuous	
	d area in	push in a serpenti	ne moveme	nt.	Guide learners to	Use answers to
	files while	practices the skill as individuals and in a group while				summarise the lesson.
	singing and	you supervise and	give feedba	ack.		
	clapping to	Organise a mini ha	andball game	e fo	or learners to apply the	
	warm-up	skill in real life for	fun, enjoym	nen	t and skill mastery. Let	
	the body	learners cool dow	n to end the	e les	sson.	
	for					
	maximal					

NANA FIIFI A	COUAH			
	performan			
	ce and to			
	prevent			
	injuries			
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son:	
Strand:			Sub-strand	d:		
Extensive R	eading		Building th	ne Lo	ove and Culture of Readi	ng
Indicator (co	ode)	B1.6.1.1.1				
Content sta	ndard (code)	B1.6.1.1.				
Performanc	e Indicator	Learners should	read simple	e sei	ntences of about three to	o four words
		tivity and Innovations and Problem Sol		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mai	rkers, recor	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essm	ent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	the board.Lead learners toCall learners to	read the s read the se rners to poi	ente nte		What have we learnt today? Review the lesson with learners

T	,	
	Assessment: let learners read simple sentences of	
	about three to four words	
age ners to songs recite iliar mes	 Write sentences made up of three or four words on the board. Lead learners to read the sentences. Call learners to read the sentences one by one. Allow other learners to point to the word /sentence as another learner reads. 	What have we learnt today? Review the lesson with learners
	three to four words	
age ners to songs recite iliar nes	 Write sentences made up of three or four words on the board. Lead learners to read the sentences. Call learners to read the sentences one by one. Allow other learners to point to the word /sentence as another learner reads. 	What have we learnt today?
		Review the lesson with
	Assessment: let learners read simple sentences of about three to four words	learners
a a a a a a a a a a a a a a a a a a a	ge songs recite	 Write sentences made up of three or four words on the board. Lead learners to read the sentences. Call learners to read the sentences one by one. Allow other learners to point to the word /sentence as another learner reads. Assessment: let learners read simple sentences of about three to four words Write sentences made up of three or four words on the board. Lead learners to read the sentences. Call learners to read the sentences. Call learners to read the sentences one by one. Allow other learners to point to the word /sentence as another learner reads. Assessment: let learners read simple sentences of Assessment: let learners read simple sentences of

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verred by .	Signature:	Date :