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

WHATSAPP 0245350591

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

GENERAL INFORMATION

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

ENGLISH LANGUAGE

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

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

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

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

Vetted by :....

MATHS

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

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SCIENCE

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

Vetted by :.....

OWOP

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

Vetted by :..... Date :

RME

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

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HISTORY

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

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

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

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

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GHANAIAN LANGUAGE

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

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

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PHYSICAL EDUCATION

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

Vetted by :....

(SOL) for B2 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading Phonics		B2.2.2.1.	B2.2.2.1.1	Word cards
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	sentence cards,
	Using Writing	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	class library
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
2	Oral Language	Songs	B2.1.1.1.	B2.1.1.1.1	Word cards
	Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	sentence cards,
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	class library
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Extensive	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
3	Reading	Rhymes	B2.1.2.1.	B2.1.2.1.1	Word cards
5	Oral Language	· ·	B2.1.2.1. B2.2.3.1.	B2.1.2.1.1 B2.2.3.1.1	sentence cards,
	Reading Word Families-Rhyming Endings and Common		B2.2.3.1.	B2.2.3.1.1	class library
	Digraph				-
	Writing Writing Letters – Small and Capital		B2.4.3.1.	B2.4.3.1.1	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
4	Oral Language	Story Telling	B2.1.4.1.	B2.1.4.1.1	Word cards
	Reading	Word Families-Rhyming Endings and Common Digraph	B2.2.3.1.	B2.2.3.1.1	sentence cards, class library
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	
\backslash	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
5	Oral Language	Dramatisation and Role Play	B2.1.5.1.	B2.1.5.1.1	Word cards
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.1	sentence cards,
	Writing	Labelling Items	B2.4.4.1.	B2.4.4.1.1	class library
	Using Writing Conventions	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	

6	Oral Language	Dramatisation and Role Play	B2.1.5.1.	B2.1.5.1.1	Word cards
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.2	sentence cards,
	Writing	Labelling Items	B2.4.4.1.	B2.4.4.1.1	class library
	Using Writing	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
7	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.1	Word cards
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.2	sentence cards,
	Writing	Writing Simple Words and	B2.4.5.1.	B2.4.5.1.1	class library
		Sentences			
	Using Writing	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
8	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.2	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.1	sentence cards,
	Writing	Writing Simple Words and	B2.4.5.1.	B2.4.5.1.1	class library
	0	Sentences			
	Using Writing	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
9	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.2	Word cards
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.2.	sentence cards,
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	class library
	Using Writing	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2.	sentence cards,
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	class library
	Using Writing	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	,
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
11	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	sentence cards,
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	class library
	Using Writing	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	
	Conventions		02.3.3.1.	02.3.3.1.1	
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	1
	Reading	Culture of Reading	DZ.U.I.I.		
12	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2	Word cards
12		·			
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	

Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	sentence cards,
Using Writing	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	class library
Conventions				
Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
Reading	Culture of Reading			

Vetted by :....

(SOL) for B2 Term 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
8	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
9	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
10	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary

12	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
11	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary

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(SOL) for B2 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES	
1	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B2.1.1.1.	B2.1.1.1.1	Plants and animals in the environment, plastics, stones,	
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B2.1.1.1.	B2.1.1.1.1	pictures videos paper,	
3	DIVERSITY OF MATTER	MATERIALS	B2.1.2.1.	B2.1.2.1.1	Plants and animals in the environment, plastics, stones,	
4	DIVERSITY OF MATTER	EARTH SCIENCE	B2. 2.1.1.	B2. 2.1.1.1	pictures videos paper	
5	CYCLES	EARTH SCIENCE	B2.2.1.2.	B2.2.1.2.1		
6	CYCLES	THE HUMAN BODY SYSTEMS	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the environment, plastics, stone	
7	CYCLES	SOLAR SYSTEM	B2.3.2.1.	B2.3.2.1.1	pictures videos paper	
8	SYSTEMS	SOURCES AND FORMS OF ENERGY	B2.4.1.1.	B2.4.1.1.1		
9	SYSTEMS	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1		
10	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1		
11	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.1.	B2.4.3.1.1	Plants and animals in the environment, plastics, stones,	
12	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.1.	B2.4.3.1.1	batteries, pictures videos paper	

Vetted by :..... Date :

(SOL) for B2 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.1	$\langle \rangle \rangle$
3	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
8	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2.1.	B2.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2.1.	B2.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2.2.	B2.1.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards

11	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2.3.	B2.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2.3.	B2.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards

Vetted by :....

(SOL) for B2 Term 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALL ABOUT	Nature of God	B2.1.1.1.	B2.1.1.1.1.	Pictures, Charts,
	US				Video Clip
2	ALL ABOUT	Myself	B2.1.2.1	B2.1.2.1.1.	Pictures, Charts,
	US				Video Clip
3	ALL ABOUT	Myself	B2.1.2.1	B2.1.2.1.1.	Pictures, Charts,
	US				Video Clip
4	ALL ABOUT	My Family and the	B2.1.3.1.	B2.1.3.1.1	Pictures, Charts,
	US	Community		r > >	Video Clip
5	ALL ABOUT	Home and School	B2.1.4.1	B2.1.4.1.1.	Pictures, Charts,
	US				Video Clip
6	ALL AROUND	The Environment and the	B2.2.1.1.	B2.2.1.1.1.	Pictures, Charts,
	US	Weather			Video Clip
7	ALL AROUND	The Environment and the	B2.2.1.1	B2.2.1.1.1.	Pictures, Charts,
	US	Weather			Video Clip
8	ALL AROUND	The Environment and the	B2.2.1.1	B2.2.1.1.1.	Pictures, Charts,
	US	Weather			Video Clip
9	ALL AROUND	The Environment and the	B2.2.1.1	B2.2.1.1.1.	Pictures, Charts,
	US	Weather			Video Clip
10	ALL AROUND	Map Making and Land	B2.2.3.1	B2.2.3.1. 1.	Pictures, Charts,
	US	Marks			Video Clip
11	ALL AROUND	Population and	B2.2.4.1	B2.2.4.1. 1.	Pictures, Charts,
	US	Settlement			Video Clip
12	ALL AROUND	Population and	B2.2.4.1	B2.2.4.1. 1.	Pictures, Charts,
	US	Settlement			Video Clip

Vetted by :.....

(SOL) for B2 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.	B2.1.1.1.1:	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.:	B2.1.1.1.2:	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.	B2.1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.1	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.2	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1	B2.1.2.1.3	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.4	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.5	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.7	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.8	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.9	Videos and Picture, Drums

Vetted by :....

(SOL) for B2 Term 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring	B2 1.1.1.	B2 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	B2 2.1.1.	B2 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B2 1.2.2.	B2 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B2.2.2.2.	B2.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.5.	B2 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing	B2 1.4.6. B2 2.4.6.	B2 1.3.4.2 B2 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B2 1.4.7. B2 2.4.7.	B2 1.3.5.1 B2 2.4.7.2	-do-
11	Performing Arts	Appreciating and Appraising	B2 2.3.4.	B2 1.4.6.2 B2 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B2.1.4.7. B2.2.4.7.	B2 1.4.6.2 B2 2.4.6.2	-do-

Vetted by :....

(SOL) for B2 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	God, His Creation	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall words,
	and Attributes				posters, video clip, etc
2	God, His Creation	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall words,
	and Attributes				posters, video clip, etc
3	God, His Creation	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words,
	and Attributes				posters, video clip, etc
4	God, His Creation	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words,
	and Attributes				posters, video clip, etc
5	God, His Creation	The Environment	B2. 1.2.12	B2. 1.2.1.2	wall charts, wall words,
	and Attributes				posters, video clip, etc
6	God, His Creation	The Environment	B2. 1.2.1	B2. 1.2.1.2	wall charts, wall words,
	and Attributes				posters, video clip, etc
7	God, His Creation	The Environment	B2. 1.2.1	B2. 1.2.1.2	wall charts, wall words,
	and Attributes				posters, video clip, etc
8	God, His Creation	The Environment	B2. 1.2.1.	B2. 1.2.1.2	wall charts, wall words,
	and Attributes		$\langle \cdot \rangle \langle \cdot \rangle$		posters, video clip, etc
9	God, His Creation	Purpose of God's	B2.1.3.1.	B2.1.3.1.1	wall charts, wall words,
	and Attributes	Creation			posters, video clip, etc
10	God, His Creation	Purpose of God's	B2.1.3.1.	B2.1.3.1.1	wall charts, wall words,
	and Attributes	Creation			posters, video clip, etc
11	God, His Creation	Purpose of God's	B2.1.3.1.	B2.1.3.1.1	wall charts, wall words,
	and Attributes	Creation			posters, video clip, etc
12	God, His Creation	Purpose of God's	B2.1.3.1	B2.1.3.1.1	wall charts, wall words,
	and Attributes	Creation			posters, video clip, etc

Vetted by :....

Scheme of Learning GHANAIAN LANGUAGE for P2 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B2.1.1.1 B2.1.1.1. B2.1.1.1.	B2.1.1.1.1. B2.1.1.1.2 B2.1.1.1.3	Drums, drum sticks, recorded audios,
2.	Oral Language	Rhymes	B2.1.2.1. B2.1.2.1.	B2.1.2.1.1 B2.1.2.1.2	Manila cards, recorded audio visuals
		Listening and Story Telling	B2.1.4.1.	B2.1.4.1.1	
3.	Oral Language	Listening and Story Telling Dramatisation and Role Play	B2.1.4.1. B2.1.4.1. B2.1.5.1.	B2.1.4.1.2 B2.1.4.1.3 B2.1.5.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)	B2.2.3.1. B2.2.4.1.	B2.2.3.1.1 B2.2.4.1.1	Manila cards, markers, recorded audio- visual
5.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.1. B2.2.4.1.	B2.2.4.1.2 B2.2.4.1.3	Manila cards, markers, recorded audio- visual
6.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.2. B2.2.4.2.	B2.2.4.2.1 B2.2.4.2.2	Manila Cards, Class reader
7.	Writing	Penmanship/Handwriting	B2.3.1.1.	B2.3.1.1.1	Manila Cards, Markers
8.	Writing	Penmanship/Handwriting	B2.3.1.1.	B2.3.1.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing	Penmanship/Handwriting	B2.3.1.1.	B2.3.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

10	M/riting	Into grating Cransman in			Mard cards Marile
10.	Writing	Integrating Grammar in	B2.5.1.1.	B2.5.1.1.1	Word cards, Manila
	Convention s/	Written Language	B2.5.1.1.	B2.5.1.1.2	card
	Usage	(Capitalization)	B2.5.1.1.	B2.5.1.1.3	Markers Word
					Cards, Manila card,
11.	Writing	Integrating Grammar in	B2.5.2.1.	B2.5.2.1.1	Reading materials
	Convention s/	Written Language			
	Usage	(Punctuation)		6	
		Integrating Grammar in			
		Written Language (Use of	B2.5.3.1.	B2.5.3.1.1	
		Action Words)			
12.	Extensive	Read Aloud With Children	B1.6.1.1.	B1.6.1.1.1	Manila Cards,
	Reading/			\sum	Markers
	Children				
	Library		$\langle \rangle$		

Vetted by :..... Date :

TERM ONE BASIC TWO WEEK 1

.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:					Class size:	
Day :				Dat	:e :	
Period :			Lesson :			
Strand :			Sub-stran			
A. Reading			A. Ph			
B. Writing				Penmanship/ Handwriting		
C. Using Writi	-	ventions		-	Capitalisation	
D. Extensive R	eading				-	nd Culture of Reading
Indicator (code)		B2.2.2.1.1	B2.4.2.1.1		32.5.1.1.1.	B2.6.1.1.1
Content standard	. ,	B2.2.2.1.	B2.4.2.1.		32.5.1.1.	B2.6.1.1
Performance Indic	ator	B. LearnC. Learnof thD. Learn	e week	ente oital i var	nces clearly letter to writ iety of age a	ice words te names of particular places and days nd level-appropriate books and texts
Core Competencie	s: Crea	tivity and Inn	ovation Commu	nica	tion and Coll	aboration Personal Development and
Leadership Critical	Thinkir	ng and Proble	m Solving.			
Keywords						
T. L .R. (s)		Word cards, library.	sentence cards	, lett	er cards, har	dwriting on a manila card and a class
Ref: Engli	sh Lang	guage curricul	um Page			

NANA	FIIFI	ACQUAH	
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	

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

familiar	 Introduce narratives, pop-up and flip-the-page texts 	Ask learners to
rhymes	to learners.	summarize the main
	 Introduce e-books to learners, if available. 	points in the lesson
	• For each reading session, guide learners to select	
	books.	
	Assessment: let learners read a variety of age and	
	level-appropriate books and texts from print	

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

..... LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:				Class size	:
Day :			Date :		
Period :		Lesson :			
Strand : NUMBE	R	Sub-stran	id : Countin	g, Represe	ntation, Cardinality & Ordinality
Indicator (code)		B2.1.1.1.1	$\sum i$)	
Content standar	d (code)	B2.1.1.1.			
Performance Inc	licator	Learners can use nu find out "how many"	Imber names, counting sequences and how to count to ?"		
		nd Innovation Commu Problem Solving.	inication ar	nd Collabor	ation Personal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathe	matics curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
N	Starter (preparing the brain for learning)	(new learning includ	ing assessr	nent)	Plenary / Reflections
Tuesday Sing songs Skip count forward		Skip count forwards			Review the lesson with
	like:	and from 1000 respe			Learners
		10s, starting at 0 or a 10, 50 and 100; Iden	-		

H		
I'm counting	errors or omissions in counting or skip	
one, what is one	counting sequences	
1 - One is one alone, alone it	Assessment: have learners to practice with more examples	
shall be.		
Sing songs like:	Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5,	Review the lesson with Learners
I'm counting one, what is one	10, 50 and 100; Identify and correct errors or omissions in counting or skip counting sequences	
1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	3
Sing songs like: I'm counting	Count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objects	Review the lesson with Learners
one, what is one	with more examples	
Sing songs like:	Count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objects	Review the lesson with Learners
one, what is one	Assessment: have learners to practice with more examples	
1 - One is one alone, alone it		
	one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what is one 1 - One is one	I'm counting one, what is oneerrors or omissions in counting or skip counting sequences1 - One is one alone, alone it shall be.Assessment: have learners to practice with more examplesSing songs like:Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100; Identify and correct errors or omissions in counting or skip counting sequences1 - One is one alone, alone it shall be.Assessment: have learners to practice with more examples5 Sing songs like:Count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objects1'm counting one, what is oneAssessment: have learners to practice with more examplesSing songs like:Count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objectsI'm counting one, what is oneCount by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objectsI'm counting one, what is oneAssessment: have learners to practice with more examplesSing songs like:Count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objectsI'm counting one, what is one 1 - One is oneAssessment: have learners to practice with more examples

Vetted by :..... Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:	Class size:					
Day :				Dat	e :		
Period :				Les	son :	()	
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	nd : L	IVING AND NON-LIVING	THINGS	
Indicator (co	ode)	B2.1.1.1.1					
Content sta	ndard (code)	B2.1.1.1.					
Performance	e Indicator	Learners can know	w the basic	: stru	icture of plants (roots, st	em, leaves, flowers)	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Sol	ving.				
Keywords			\frown				
Reywords		(
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page	\sim				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding ass	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Thursday	Engage	Observe pictures	What have we learnt				
	learners to	• •	•		root young plants from	today?	
	sing songs	school surroundings with the assistance of the teacher Ask learners to					
	and recite	and bring them to				summarize the	
	familiar				groups to identify the	important points of the	
	rhymes	basic parts (roots)	, stem, lea	ves a	ind flowers).	lesson	
		Learners describ	pe the basi	c ph	ysical features of plants		
		(roots, stem and I		•	, ,		
		Teacher asks lea					
	l	1					

2) Which part of the plant was seen above the soil?	
Assessment: let learners identify the basic parts of plants	

Vetted by :....

Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Endi	ng:		Class size:			
Day :			Da	Date :		
Period :			Les	Lesson :		
Strand : AL	L ABOUT US	Sub-str	and :	Nature of God		
Indicator (code)	B2.1.1.1.1.				
Content sta	andard (code)	B2.1.1.1.				
Performan	ce Indicator	Learners can mention the life	e attri	outes of God that reveal	His nature as Sustainer of	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World Our People curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups, learners mention sustainer of life: i. Giver of rain and sunshi ii. The One who makes plat iii. The Giver of air Learners mention these a languages Assessment: Let learners	ne ants gi ttribut	ow es of God in their local	What have we learnt today? Ask learners to summarize the main points in the lesson	

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

Vetted by :....

Signature: Date :

SUBJECT: PHYSICAL EDUCATION

Week Endir	ng:				Class size:		
Day :				Date :			
Period :				Les	son :		
Strand : MO	DTOR SKILL AND MOVEN	1FNT	Sub-stran	trand : LOCOMOTOR SKILLS			
PATTERNS							
Indicator (c	ode)	B2.1.1.	1.1:				
Content sta	andard (code)	B2.1.1.	1.				
Performance	ce Indicator	Learne	rs can trave	l (m	ove) in straight, curved, a	and zigzag pathways, using	
		the foll	owing loco	mot	or movements: walking,	running, leaping, jumping,	
		and ski	pping.				
				nica	tion and Collaboration P	ersonal Development and	
Leadership	Critical Thinking and Pro	blem So	lving.				
Keywords			\sim)		
T. L .R. (s)		cones					
Ref:	PE curriculum Page		\sim				
DAY	Phase 1:		2: Main			Phase 3:	
	Starter	(new le	earning inclu	udin	g assessment)	Plenary / Reflections	
	(preparing the brain						
E dala	for learning)				· · · · · · · · · · · · · · · · · · ·		
Friday	Learners jog round a					What have we learnt	
	demarcated area in	warm ups. Lead them to identify the pathways such as straight, curved, and zigzag.			today?		
			•			Liso answors to	
	and clapping to warm-up the body		-	-	and guide them to , and running, etc.	Use answers to summarise the lesson.	
	for maximal		0		rners to help others as	summanse the lesson.	
	performance and to				ne next skill of interest.		
	prevent injuries		e lesson wit				
	Preventingunes						

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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: Class size:						
Day :				Date :		
Period :				Les	son :	\sim
Strand : God, His Creation and Attributes Sub-stra				nd : God the Creator		
Indicator (code) B2.1.1.1.1						
Content sta	ndard (code)	B2.1.1.1.				
Performanc	e Indicator	Learners can ment	tion attrib	utes	of God that reveal His na	ature as Sustainer of life.
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords					$\langle \rangle$	
T. L .R. (s)		Pictures		$\overline{\ }$	3	
Ref:	RME curricu	ilum Page		}		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding ass	essn	ient)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	 In groups, lead learners to discuss the attributes of God as the Sustainer of life: - Giver of rain and sunshine, the One who makes plants grow, - the Giver of air, etc. Let learners mention other attributes of God in their local languages Assessment: let learners mention attributes of God that reveal His nature as Sustainer of life. 				What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Date :

SUBJECT: HISTORY

Week Ending: Class					Class size:		
Day :				Dat	e :		
Period :					son :	\mathcal{O}	
Strand : My Country Ghana Sub-stra				i d : ⊺	he People Of Ghana		
Indicator (co	ode)	B2.2.1.1.1					
Content sta	ndard (code)	B2.2.1.1.					
Performanc	e Indicator	Learners can iden	tify the eth	nnic	groups in each region in	Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.						ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain	(new learning including assessment) Plenary / Re				Plenary / Reflections	
	for learning)						
Tuesday	Engage learners to sing songs	Identify the administrative regions of Ghana.What have we lead today?				What have we learnt today?	
	and recite familiar rhymes	Assessment: let learners mention the administrative regions of Ghana Ask learners to summarize the main points in the lesson					
Thursday	Engage learners to sing songs and recite	Identify the admi	inistrative i	regio	ons of Ghana.	What have we learnt today?	

ted by : Date :		CQUAH familiar rhymes	Assessment: let learners mention the administrativ regions of Ghana	Ask learners to summarize the main points in the lesson
	tted by :		Signature:	Date :
				3.
		<		

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:				
Day :			Da	:e :				
Period :			Les	son :	\mathcal{O}			
Strand : VISU	JAL ARTS	Sub-s	strand :	Thinking and Exploring Id	eas			
Indicator (co	ode)	B2 1.1.1.1						
Content star	ndard (code)	B2 1.1.1.						
Performance	e Indicator	Learners can explore ov	vn exper	iences to talk about visua	I artworks that reflect the			
		history and culture of p	eople in	other Ghanaian commur	ities			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.								
Keywords								
T. L .R. (s)		Pictures						
Ref:	Creative Art	Arts curriculum						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter (preparing the brain for	(new learning including assessment) Plenary / Reflection						
	learning)							
Wednesday								
	and recite familiar rhymes	identify the history an parts of Ghana to identi as their food, taboos, re	ify their	cultural activities such	Ask learners to summarize the main points in the lesson			
	,	symbols of authority; I interview and interact such as ethnic groups a	t with lea	aders of the community				

NANATIITACQUAIT	
	Akan, Dagaare), heads of institutions and traditional
	leaders;
	visit historical sites, museums, galleries, etc;
	I document and record the visits by taking
	photographs, making videos, making line sketches and
	collecting objects of historical importance to develop a
	'historical learning corner' in the classroom;
	I draw concepts and ideas from the culture of the
	different groups of people for designing symbolic and
	functional visual artworks.
	Assessment: let learners describe visual artworks that
	reflect the history and culture of people in other
	Ghanaian communities
	Ghanalan communities

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Signature: Date : \mathbf{i}

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :			Lesson :			
Strand : Ora	l Language	9	Sub-strar	nd : S	ongs	
Indicator (co	ode)	B2.1.1.1.1. B	2.1.1.1.2		B2.1.1.1.3.	
Content sta	ndard (code)	B2.1.1.1. B	32.1.1.1.		B2.1.1.1.	
Performanc	e Indicator	• Lea	rners sho	ould s	sing work and play songs	and discuss their
		importance	è			
		• Lea	rners sho	ould i	elate types of play song	s to everyday activities in
		their enviro				
					elate types of work song	gs to everyday activities
		in their env		-	tion and Callabanation D	
		ng and Problem Solv		inica	uon and Conaporation Po	ersonal Development and
Keywords		$\langle \rangle \langle \rangle$				
T. L .R. (s)		Manila cards, mark	kers, reco	rded	audios visual	
Ref:	Ghanaian La	anguage curriculum	ו			
DAY	Phase 1:	Phase 2: Main				Phase 3:
2711	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing					,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	the brain					
for						
	learning)					
	Engage	 Revise traditiona 	l occupat	ions	with learners.	What have we learnt
	leaners to					today?
sing songs • Introduce a new work and i			l its s	ong. Teach learners the		
	and recite	song.				
	familiar	• Let learners sing	the song	in gr	oups and individually.	
	rhymes	Introduce a new	play and	its so	ong.	

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	 Lead learners to discuss how the play is performed and the song associated with the play. Let learners sing a popular play song as a group and individually. Discuss the importance of work and play songs with learners. E.g. Work songs: – reduce fatigue, removes beredem 	Review the lesson with learners
	E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc. Play songs – creates unity, develops one's creativity, provides enjoyment and inspiration.	
	Assessment: let learners write the importance of work and play songs	
ingage eaners to ing songs ind recite amiliar hymes	 Show a picture of a playground to learners. Lead learners to talk about the picture. Discuss the various traditional plays in the community with learners. Pick one traditional play and teach how it is performed. 	What have we learnt today?
	 Teach the song that is sung when playing the game. Let learners sing song again. Put learners into groups to perform the play. E.g. Moonlight play songs etc. 	Review the lesson with learners
	songs	
ingage eaners to ing songs ind recite amiliar hymes	 Let learners sing a familiar traditional song. Show a picture of someone weaving to learners. Discuss the picture with learners. Discuss the various traditional occupations in the community with learners. Pick a particular song of a traditional occupation and 	What have we learnt today?
	 Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation. Let learners sing the song in groups and then individually. Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc. 	Review the lesson with learners
e in in a h	aners to ng songs nd recite miliar ymes ngage aners to ng songs nd recite miliar	provides enjoyment and inspiration.Assessment: let learners write the importance of work and play songsangage aners to big songs• Show a picture of a playground to learners. • Lead learners to talk about the picture. • Discuss the various traditional plays in the community with learners. • Pick one traditional play and teach how it is performed. • Teach the song that is sung when playing the game. • Let learners sing song again. • Put learners into groups to perform the play. E.g. Moonlight play songs etc.ng agge aners to big songs directer miliar ymes• Let learners sing a familiar traditional song. • Show a picture of someone weaving to learners. • Discuss the various traditional occupations in the community with learners. • Discuss the various traditional occupation and teach learners the song that is associated with that occupation. • Let learners sing the song in groups and then individually. • Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving,

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	songs			
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	, ($\mathcal{O}_{\mathcal{O}}$		

TERM ONE BASIC TWO WEEK 2

SUBJECT: ENGLISH LANGUAGE

Week Ending	;:				Class size:		
Day : Period :				Dat	son :		
						S	
Strand :			Sub-stran	id :			
A. Oral L			A. So	-			
B. Readi	0			nonio			
C. Writin	-				anship/ Hand	-	
-	Writing Con				Capitalisatio		
	sive Reading				-	and Culture of Re	_
Indicator (co	-				.2.1.1	B2.5.1.1.1.	B2.6.1.1.1
Content stan					.2.1	B2.5.1.1.	B2.6.1.1.
Performance	Indicator	A. Learners c	-		-		
		B. Learners can blend syllables to produce words					
		C. Learners c					
	$\langle \rangle \rangle$	D. Learners c of the wee	•	oital	letter to wri	te names of part	icular places and days
	\sim			var	iety of age	and level-approp	riate books and texts
	111	from print					
Core Comnet	encies: Crea	•	•			laboration Perso	nal Development and
		ng and Problem Sol		mea			
		0	0				
Keywords							
			· · ·	<u> </u>		1	
T. L .R. (s)			ence cards,	, Iett	er cards, ha	ndwriting on a m	anila card and a class
		library.	_				
Ref:	English Lang	guage curriculum Page					

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

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

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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				te :		
Period :			Les	Lesson :		
Strand : NUI	MBER	Sub	-strand : (Counting, Representatio	n, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.1.1.1	//			
Content star	ndard (code)	B2.1.1.1.				
Performance	e Indicator	Learners can use numb "how many?"	per names	s, counting sequences an	d how to count to find out	
		tivity and Innovation Co ng and Problem Solving.	-	ition and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	g assessn	nent)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Represent the number of obje written numeral to 1000		ts in a group with a	Review the lesson with Learners	

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

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

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Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day :			Da	:e :	
Period :			Les	son :	\mathcal{O}
Strand : LIVI	NG AND NON	-LIVING THINGS Sub-	-strand : I	DIVERSITY OF MATTER	
Indicator (co	ode)	B2.1.1.1.1			
Content sta	ndard (code)	B2.1.1.1.			
Performanc	e Indicator	Learners can know the	basic str	ucture of plants (roots, st	em, leaves, flowers)
Leadership (tivity and Innovation Congrand Problem Solving.		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Mandati	learning)	. Loove ave deservibe the	o hooio nh	voicel features of alerta	M/hat have we leavet
Monday	Engage learners to	(roots, stem and leave	•	ysical features of plants	What have we learnt today?
	sing songs	Teacher asks learner		•	loudy:
	and recite	of the plant is hidden i	•	· ·	Ask learners to
	familiar	plant was seen above t			summarize the
	rhymes		Gife 5011:		important points of the
	ingines	Assessment: let learne	rs describ	e the basic physical	lesson
		features of plants			

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

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Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:	
Day :	Day :			e :	
Period :			Les	son :	
Strand : ALL	ABOUT US	Sub-strar	nd : 1	Лyself	
Indicator (co	ode)	B2.1.2.1.1.			
Content star	ndard (code)	B2.1.2.1.			
Performance	e Indicator	Learners can identify things	s to c	o to develop a sense of s	elf identity and self-worth
-		tivity and Innovation Commu	inica	tion and Collaboration Po	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.		K.	
Keywords		C			
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum Pag	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass	Plenary / Reflections		
Tuesday	Engage	Learners talk about themse	lves	ndividually and	What have we learnt
	learners to sing songs	appreciate the way God cre and beautiful, I like the way	ated	them e.g. "I am black	today?
	and recite	great qualities".			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: Let learners de qualities	escri	be their individual	points in the lesson
Thursday	Engage	Learners role play scenarios	and	engage in activities	What have we learnt
	learners to	that teach them the import	ance	of developing a strong	today?
	sing songs	self-identity			

and	recite 1	The need to feel special, more worthy and valued, more	Ask learners to
fami	niliar o	confident, more optimistic in order to do well in school	summarize the main
rhyn	mes a	and in life in general.	points in the lesson
	A	Assessment: Let learners mention the importance of	
	c	developing a strong self-identity	

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Signature: Date :

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:		
Day :			D	ate :		
Period :			L	esson :	\sim	
Strand : LOC	OMOTOR, SK	ILLS	Sub-strand	: MOTOR SKILL AND MOVE	MENT PATTERNS	
Indicator (co	ode)	B2.1.1.1.2:				
Content star	ndard (code)	B2.1.1.1.				
Performance	e Indicator	Learners can forw	vard and bac	kward skip without a rope.		
Core Compe	tencies: Crea	tivity and Innovatio	on Communi	cation and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
NC y WOI US						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asses	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	-	•	es using rats and rabbits.	What have we learnt	
	jog round a			feet together, jump at	today?	
	demarcate	spot with double take off and double landing flexed				
	d area in	-	he shoulders	clockwise for learners to	Use answers to	
	files while	observe.			summarise the lesson.	
	singing and		•	t using personal space.		
	clapping to			tice and give corrective		
	warm-up			s at their own pace.		
	the body		cool down b	y jogging slowly to end		
	for	the lesson				
	maximal					
	performan					

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ce and to	
prevent	
injuries	

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	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:				Class size:		
Day :			Date :			
Period :				Lesson :		
Strand : God,	His Creation	and Attributes Sub-stran	d : 0	od the Creator		
Indicator (co	de)	B2.1.1.1.1				
Content stan	dard (code)	B2.1.1.1.				
Performance	Indicator	Learners can mention attribution	utes	of God that reveal His na	ature as Sustainer of life.	
=		tivity and Innovation Communing and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords		c/2				
T. L .R. (s)		Pictures				
Ref:	RME curricu	lum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essm	ent)	Plenary / Reflections	
	(preparing					
	the brain					
	for learning)					
Friday	Engage				What have we learnt	
	learners to	Let learners explain the attri	bute	es of God relevant to	today?	
	sing songs	their daily life, e.g. God gives				
	and recite			,	Ask learners to	
	familiar	Assessment: let learners exp	lain	the attributes of God	summarize the main	
	rhymes	relevant to their daily life			points in the lesson	

Vetted by :..... Date :

SUBJECT: HISTORY

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : My	Country Ghana		Sub-stran	d : 1	he People Of Ghana	
Indicator (co	ode)	B2.2.1.1.	1			
Content star	ndard (code)	B2.2.1.1.				
Performance	e Indicator	Learners	can Identif	y th	e ethnic groups in each	region in Ghana
	t encies: Creativity an Critical Thinking and P			nica	tion and Collaboration	Personal Development and
T. L .R. (s)	· · · · · · · · · · · · · · · · · · ·	Pictures				
Ref:	History curriculum	Page	X			
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Tuesday	Locate the ethnic groups in each region on a map of Ghana.		What have we learnt today?			
rhymes Assessment: let lea groups in each regi groups are there in your region?					Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and	Locate t map of G	-	rou	os in each region on a	What have we learnt today?

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

Vetted by :..... Date :

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :	Day :			ate :		
Period :			Le	sson :		\mathcal{O}
Strand : PEF	RFORMING AR	TS	Sub-strand	Thinking and I	Exploring Id	eas
Indicator (c	ode)	B2 2.1.1.1	I			
Content sta	ndard (code)	B2 2.1.1.)	
Performanc	e Indicator	Learners can exp	olore own ex	periences to t	alk about p	performing artworks that
		reflect the history	y and culture	of people in ot	her commu	nities in Ghana
Leadership		tivity and Innovations and Problem So		ation and Colla	aboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning inc	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Monday	learning) Engage learners to sing songs and recite familiar rhymes	Learners are to: watch documer people from othe identify the hist parts of Ghana by as staple foods, d listen to stories leaders of differe Ga, Ewe, Akan, Da rulers;	er parts of Gha tory and cultu y studying the lressing, festiv told by resount ethnic grou	ana; re of people fr ir cultural activ vals, buildings, rce persons or ups and associa	om other vities such chiefs; interview ations (e.g.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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Signature: Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	Week Ending:			Class size:	
Day :			Da	te :	
Period :			Les	son :	<pre>N</pre>
Strand :		S	ub-strand :		
Oral Langua	ge	R	hymes		
		Li	istening and	Story Telling	
Indicator (co	ode)	B2.1.2.1.1. B2	.1.2.1.2	B2.1.4.1.1	
Content sta	ndard (code)	B2.1.2.1. B2.	.1.2.1.	B2.1.4.1.	
Performanc	e Indicator	• Lear	ners should	explore rhymes with corr	ect rhythm.
		 Learners should explore rhymes with problematic sounds. 			
				retell part of a story.	
Leadership (ng and Problem Solvi		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including a (preparing the brain for			ding assessr	nent)	Plenary / Reflections
learning)					
leaners to sing songs and recite familiar rhymes		earn how to	traditional occupational explore the rhyme with	What have we learnt today?	
mymes		 Lead learners to e 	xplore the r	nyme with gestures.	

4

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

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TERM ONE BASIC TWO WEEK 3

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:			
Day : Period :		Date : Lesson :				
Strand :	Sub-strar	nd :				
A. Oral Language	A. RI					
B. Reading	B. Word Families-Rhyming Endings and Common Digraph					
C. Writing	C. Writing Letters – Small and Capital					
			g Capitalisation			
E. Extensive Reading E. Building The Love and Culture of Reading						
Indicator (code)	B2.1.2.1.1. B2.2.3.1.1. B2	2.4.3.	3.1.1 B2.5.1.1.1. B2.6.1.1.1			
Content standard (code)	B2.1.2.1. B2.2.3.1. B2	2.4.3	3.1. B2.5.1.1. B2.6.1.1.			
Performance Indicator	A. Learners can interp	ret rl	rhymes and tongue-twisters in their own words			
	B. Learners can use co	mmo	non rhyming/endings to decode simple words			
	C. Learners can copy v	vord	ds in lower and upper case using correct spacing			
	D. Learners can use capital letter to write names of particular places and days					
	of the week					
	E. Learners can read a variety of age and level-appropriate books and texts					
	from print and non-print					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and						
Leadership Critical Thinking and Problem Solving.						
Keywords						
- /						
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
	library.		. 2			
	•					

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

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

Week Endin	g:			Class size:		
Day :			Dat	te :		
Period :				Lesson :		
Strand : NUI	MBER	Sub-str	and : (Counting, Representatior	n, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.1.1.2	$\overline{\mathcal{A}}$			
Content sta	ndard (code)	B2.1.1.1.				
Performanc	e Indicator	Learners can identify nun number chart. (1-1000)	umbers in different positions around a given number in a			
		tivity and Innovation Comn ng and Problem Solving.	nunica	tion and Collaboration P	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 including a	ssessn	nent)	Plenary / Reflections	
Monday	Sing songs like:	Display a number chart w 100 and have learners ide positions around a given r	ntify r	numbers in different	Review the lesson with Learners	

	I'm counting one, what is one	convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.					
		24	48	75	12		
		16	18	86	40		
		115	259	134	529		\sim
		203	325	719	686		
		685	915	982	827		\sim
		Assessme		irners to pra	ictice with m	ore	
Tuesday	Sing songs				bers betwee		Review the lesson with
	like:				umbers in dif . Put learner		Learners
	I'm counting one, what is one	convenie and have around a	nt groups ar them identi chosen num	nd give each ify numbers nber. For ex	group a num in different ample, choos to the right o	nber grid positions se 18 and	
	1 - One is	24	48	75	12		
	one alone, alone it	16	18	86	40		
	shall be.	115	259	134	529		
		203	325	719	686		
	1.	685	915	982	827		
	K	Assessme examples	ent: have lea				
Wednesday					bers betwee		Review the lesson with
	like:				umbers in dif Put learner		Learners
	l'm counting positions around a given number. Put learners in convenient groups and give each group a number gr and have them identify numbers in different positio around a chosen number. For example, choose 18 a						
	one, what	identify n	iumbers abc				
	is one 1 - One is	left etc.	48	75	12		
	one alone,						

NANA FIIFI A	alone it	16	18	86	40		
	shall be.	115	259	134	529	_	
		203	325	719	686	_	
		685	915	982	827		
		Assessmer examples	nt: have learr	ners to prac	tice with mo	re	
Thursday	Sing songs						Review the lesson with
	like:		number chart ave learners i				Learners
	ľm		around a give	,			
	counting		t groups and			-	D .
	one, what		them identify chosen numb				
	is one	identify nu	umbers above				
	1 - One is	left etc.					
	one alone, alone it	24	48	75	12		
	shall be.	16	18	86	40		
		115	259	134	529		
		203	325	719	686		
		685	915	982	827		
	<	Assessmer examples	nt: have learr	ners to prac	tice with mo	re	
Friday	Sing songs	Display a r	number chart	with numb	ors botwoor	0 and	Review the lesson with
	like:		ave learners	Learners			
	ľm	positions a	around a give				
	counting		t groups and them identify			-	
	one, what		chosen numb				
	is one	identify nu	umbers above		•		
	1 - One is	left etc.			12	7	
	one alone,	24	48	75	12		
	alone it shall be.	16	18	86	40		

	203	325	719	686		
	685	915	982	827		
			Ι		1	
	Assessment examples	: have learne				

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Signature: Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:			
Day :			[Date :			
Period :					on :		
Strand : DIV	ERSITY OF MA	ATTER Sul	b-strand	I:Ⅳ	ATERIALS		
Indicator (co	ode)	B2.1.2.1.1					
Content sta	ndard (code)	B2.1.2.1.					
Performanc	e Indicator	Learners can know th	ne comm	on	properties of materials s	such as soft, hard, rough	
=		tivity and Innovation C ng and Problem Solving		icat	ion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includi	ing asses	ssm	ent)	Plenary / Reflections	
	(preparing		U				
	the brain	$\langle \rangle$					
	for						
	learning)						
Monday	Engage	 Learners collect and 	-			What have we learnt	
	learners to	materials from the ho			•	today?	
	sing songs	Materials should inclu	ude item	าร รเ	ich as cotton wool,		
	and recite	pieces of cloths, piece				Ask learners to	
	familiar	plastics, polythene ba	ags (colo	ure	d and transparent), soil	summarize the	
	rhymes	samples, marbles (ro	ugh and	smo	ooth) chalk, crayon,	important points of the	
		pen, straws.				lesson	
		 Learners sort and g 					
		texture (hard or soft)), and size	e (b	ig or small).		

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

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:		Class size:			
Day :			Dat	e :		
Period :			Lesson :			
Strand : ALL	ABOUT US	Sub-stran	d : N	Лyself		
Indicator (co	ode)	B2.1.2.1.1.				
Content star	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can identify things	to d	o to develop a sense of s	elf identity and self-worth	
		tivity and Innovation Communing and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords				2		
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Learners compose poems/w	rite	essays about	What have we learnt	
	learners to	themselves and what they ca	an d	o to feel more valued	today?	
	sing songs	at home, school and the com	nmu	nity		
	and recite				Ask learners to	
	familiar	Assessment: Let learners ide	enti	fy things to do to	summarize the main	
	rhymes	develop a sense of self ident	ity a	and self-worth	points in the lesson	
Thursday	Engage	Learners are assigned project	ts t	o dialogue with parents	What have we learnt	
	learners to	on how they can be support	ed a	nd encouraged to build	today?	
	sing songs	strong sense of identity e.g.	enc	ourage good behaviour		
	and recite	and performance at home.				

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:				Class size:		
Day :				Dat	2:	
Period :				Less	on :	
Strand : M	OTOR SKILL AND MOV	EMENT	Sub-strand	d : L	OCOMOTOR, SKILLS	
PATTERNS					()	\sim
Indicator (code)	B2.1.1.1.3	3			
Content st	andard (code)	B2.1.1.1.				
Performan	ce Indicator	Learners from righ	-	/ the	e right and left sides o	f the body and movement
Core Comr	etencies: Creativity ar	-		nicat	ion and Collaboration	Personal Development and
	Critical Thinking and F			ncat		
	5		0			
Keywords			$-\bigcirc$),	
T. L .R. (s)		cones				
Ref:	PE curriculum Pag	e				
DAY	Phase 1:	Phase 2: I	Main			Phase 3:
	Starter	(new learning including assessment) Plenary / Reflect				Plenary / Reflections
	(preparing the					
	brain					
	for learning)					
Friday	Learners jog round		-		t side and the right	What have we learnt
					ey dance signal them	today?
	in files while		-		side or right side for	
		them to move toward that direction. Let			Use answers to	
	clapping to warm-			sign	al with fun and	summarise the lesson.
	up the body for maximal	enjoymer	nt			
	performance and					
	to prevent injuries					

	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	\mathcal{O}
Strand : Goo	l, His Creatior	n and Attributes Sub-stran	d : ⊺	he Environment	
Indicator (co	ode)	B2.1.2.1.1:			
Content sta	ndard (code)	B2.1.2.1.			
Performanc	erformance Indicator Learners can explain the importance of the environment.				
-		tivity and Innovation Communing and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords		()		5	
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essm	ient)	Plenary / Reflections
	(preparing				
	the brain	$\langle \cdot \rangle$			
	for				
	learning)				
Friday	Engage	Take a nature walk of the sch			What have we learnt
	learners to	learners to observe: - things			today?
	sing songs	(objects God created): trees,			
	and recite	things created by human bei	ngs	buildings, cars, tables,	Ask learners to
	familiar	chairs, etc			summarize the main
	rhymes				points in the lesson
		Assessment: let learners me		-	
		existence and things created	by	human beings	

SUBJECT: HISTORY

Week Endin	g:				Class size:		
Day :				Dat	e:		
Period :				Les	son :		\mathcal{O}
Strand : My	Country Ghana		Sub-stran	nd : ⊺	he People Of Ghan	a	
Indicator (co	ode)	B2.2.1.1	1				
Content star	ndard (code)	B2.2.1.1					
Performance	e Indicator	Learners	s can Ident	ify t	ne ethnic groups in	each re	egion in Ghana
Leadership (t encies: Creativity and Critical Thinking and Pro			nica	tion and Collaborat	ion Pei	rsonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curriculum F	Page	X				
DAY	Phase 1:	Phase 2	: Main				Phase 3:
	Starter	(new lea	arning inclu	udin	g assessment)		Plenary / Reflections
	(preparing the brain for learning)						
Tuesday	Engage learners to sing songs and recite familiar				/video/TV/internet, d ethnic groups in		What have we learnt today?
	rhymes Which ethnic groups are there in your region?		nent: let lea n each reg		rs mention the ethr n Ghana	nic	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes			-	video/TV/internet, d ethnic groups in		What have we learnt today?

Assessment: let learners mention the ethnic	Ask learners to
groups in each region in Ghana	summarize the main
	points in the lesson

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : VIS	UAL ARTS	Sub-st	rand :	Planning, Making and Cor	nposing
Indicator (co	ode)	B2 1.2.2.1			
Content sta	ndard (code)	B2 1.2.2.			
Performance Indicator		Learners can Generate id	leas to	make own artworks base	ed on visual artworks that
		reflect the history and cu	lture o	f people in other commu	nities in Ghana
Leadership (tivity and Innovation Coming and Problem Solving.	munica	tion and Collaboration Pe	ersonal Development and
Keywords		. (\	\mathcal{S}		
T. L .R. (s)	1	Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	assessr	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to I brainstorm on visual ar found in other parts of G I share ideas about the for produced or found in tho clay pots, straw and cane fabrics, leather products, stone beads, jewellery); I make outline drawings	hana; eature: ose com baske wood	s of the visual artworks imunities in Ghana (e.g. ts, woven and printed carvings, glass and	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:			
Day :			Da	Date :			
Period :			Les	son :			
Strand :		Sub-st	rand :				
Oral Langua	ge	Listeni	ng and	Story Telling			
		Drama	tisatio	n and Role Play			
Indicator (co	ode)	B2.1.4.1.2 B2.1.4.	1.3.	B2.1.5.1.1			
Content star	ndard (code)	B2.1.4.1. B2.1.4.	1.	B2.1.5.1.			
Performance	e Indicator		Learners should recognise the morals/values in a story.				
		 Learners should dramatise part of the story Learners should dramatise a story a story and discuss key issues and 					
		lessons in the ske		se a story a story and dis	Luss key issues and		
Core Compe	tencies: Crea			ition and Collaboration Po	ersonal Development and		
Leadership (Critical Thinkir	ng and Problem Solving.					
Keywords		(F)					
T. L .R. (s)		Manila cards, markers, re	Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
	Engage	 Tell an interesting story 			What have we learnt		
	leaners to	Show video of an interest	-	•	today?		
	sing songs and recite	• Discuss with learners th		als/values in the story			
	familiar	they have heard or watch	ned				
	rhymes						

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

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TERM ONE BASIC TWO WEEK 4

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day : Period :		Date	_	5	
Strand :	Sub-stran	id :			
A. Oral Language	A. St	ory T	elling		
B. Reading	B. W	ord F	amilies-Rh	yming Endings a	nd Common Digraph
C. Writing	C. Writing C. Writing Letters – Small and Capital				
D. Using Writing Con	ventions D. Us	sing P	Punctuation	ו	
E. Extensive Reading	E. Bu	uildin	g The Love	and Culture of R	eading
Indicator (code)	B2.1.4.1.1 B2.2.3.1.1	. B2	2.4.3.1.1	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.4.1. B2.2.3.1.	B2	2.4.3.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin	 A. Learners can identisituations B. Learners can use con C. Learners can copy w D. Learners can use ful the end of questions E. Learners can read a from print and non-p tivity and Innovation Commung and Problem Solving. 	mmo vords II stop vario print	on rhyming, in lower a ps at the e ety of age	/endings to deco nd upper case us nd of sentences and level-approp	de simple words ing correct spacing and question marks at oriate books and texts
Keywords					
Neyworus					
T. L .R. (s)	Word cards, sentence cards, library.	, lette	er cards, ha	andwriting on a n	nanila card and a class
	nordry.				

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

	1	
	Assessment: let learners copy words in lower and upper case using correct spacing	
Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE • Have learners look at sentences in their class readers to observe how they begin and end.	What have we learnt today?
and recite familiar	• Demonstrate placing a full stop (.) at the end of a sentence.	Ask learners to summarize the main
rhymes	• Let learners copy and punctuate sentences with full stop.	points in the lesson
	• Present the question mark similarly.	
	Assessment: let learners use full stops at the end of	
	sentences and question marks at the end of questions	
Engage	E.EXTENSIVE READING	What have we learnt
learners to	Use the Author's chair to introduce the reading/ library	today?
sing songs	time.	
and recite	• Have a variety of age and level-appropriate books for	Ask learners to
familiar	learners to make a choice.	summarize the main
rhymes	• Introduce narratives, pop-up and flip-the-page texts to learners.	points in the lesson
	 Introduce e-books to learners, if available. For each reading session, guide learners to select 	
	books.	
	Assessment: let learners read a variety of age and	
	level-appropriate books and texts from print	
	learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar	Engage learners to sing songs and recite familiar rhymesD.WRITING CONVENTIONS AND GRAMMAR USAGE • Have learners look at sentences in their class readers to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly.Engage familiar rhymes• Let learners copy and punctuate sentences with full stop. • Present the question mark similarly.Engage learners to sing songs and recite familiar• Let learners use full stops at the end of sentences and question marks at the end of questionsEngage learners to sing songs and recite familiar rhymes• Let earners to make a choice. • Have a variety of age and level-appropriate books for learners. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books.Assessment: let learners read a variety of age and

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Signature: Date :

SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				Date	:	
Period :			L	Lesso	on :	
Strand : NUI	MBER		Sub-strand	l:Co	unting, Representation	ı, Cardinality & Ordinality
Indicator (co	ode)	B2.1.1.1.3				
Content star	ndard (code)	B2.1.1.1.				
Performance		measuring (length to 999	s and volum	nes)	to count to find out "ho	s (marked 10s and 1s) for w long or how much?" up
		tivity and Innovatio ng and Problem Solv		icati	on and Collaboration Pe	ersonal Development and
Keywords		$\langle \rangle$				
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asses	ssme	nt)	Plenary / Reflections
Monday	Sing songs like:		rials such as	is stic	es, arms, hand-span cks or threads to find or frames etc., by	Review the lesson with Learners

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

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :				son :	
Strand : EARTH SCIENCE Sub-stran				CYCLES	
Indicator (co	ode)	B2. 2.1.1.1			
Content sta	ndard (code)	B2. 2.1.1.			
Performanc	e Indicator	Learners can recognise	the impo	ortance of some cyclic na	itural phenomena such as
		dry and wet seasons			
			mmunica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinki	ng and Problem Solving.			
Keywords		. ()	\mathcal{O}		
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections
Monday	Engage	Learners recall events	s that occ	ur and reoccur in a	What have we learnt
	learners to	cyclic manner (day and	night, m	erry-go-round). (Refer	today?
	sing songs	to Basic 1).			
	and recite	 Lead learners through 	•		Ask learners to
	familiar rhymes	discussions to introduce dry seasons.	e anothe	r cyclic event – wet and	summarize the important points of the
		Learners discuss what	t they like	e and do not like about	lesson
		the dry season.			
		 Talk about what they 	like and	dislike about the wet	
		season.			

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :			Les	Lesson :		
Strand : ALL ABOUT US Sub-strand : My Family and the Community					nunity	
Indicator (co	ode)	B2.1.3.1.1				
Content sta	ndard (code)	B2.1.3.1.				
Performanc	e Indicator	Learners can identify t	he role a	nd responsibilities of the	individual members of the	
		family				
Core Compe	etencies: Crea	tivity and Innovation Co	mmunica	tion and Collaboration P	ersonal Development and	
		ng and Problem Solving.				
Keywords		C				
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 assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners, in groups, tal		heir roles and roles of	What have we learnt	
	learners to	their parents in the far	-		today?	
	sing songs	– Parents: Provision of	shelter, f	ood, security and		
	and recite	education.	andr -	f a	Ask learners to	
	familiar	 Children: running err 	ands, per	torming nouse chores,	summarize the main	
	rhymes	etc.			points in the lesson	
		Assessment: Let learne	ers their i	oles and roles of their		
		parents in the family:				

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

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SUBJECT: PHYSICAL EDUCATION

Week Ending: Class size:						
Day :			C	Date :		
Period :				essor.	1:	$\langle \rangle \rangle$
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-strand	:MA	NIPULATIVE SKILLS	
PATTERNS					- ()	\sim
Indicator (co	ode)	B2.1.2.1.1				
Content star	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can roll a	ball from st	tatior	hary to a given point a	and back, using hands
-		tivity and Innovation ng and Problem Solv		icatio	n and Collaboration F	Personal Development and
Keywords			\square			
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page	5			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asses	smen	t)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	After learners go t	hrough the	gene	ral and specific warm	What have we learnt
Thaty	jog round a	ups, learners demo	-	-	·	today?
	demarcate	stationary using ha				
	d area in			-	cing the palm behind	Use answers to
	files while				s moving from one	summarise the lesson.
	singing and	point to another (f			e	
	clapping to				e individually and in	
	warm-up	groups.			-	
	the body					
	for	Observe them prac	ctice at thei	ir owr	n pace and give	
	maximal	corrective feedbac	k for correc	ct skill	mastery. Learners	

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

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Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:			Class s	size:	
Day :			D	Date :		
Period :				esson :		(n)
Strand : Goo	d, His Creatior	and Attributes	Sub-strand	: The Env	ironment	\sim
Indicator (co	ode)	B2.1.2.1.1:				
Content sta	ndard (code)	B2.1.2.1.				
Performanc	e Indicator	Learners can expla	in the impo	rtance of	the environment	
-		tivity and Innovation ng and Problem Solv		cation and	d Collaboration Pe	ersonal Development and
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ilum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Ple				Plenary / Reflections
Friday	Engage	In groups, let learn	iers examin	e things n	nade by	What have we learnt
	learners to	humankind and ide	entify the m	aterials u	sed in making	today?
	sing songs	the things Guide	learners to	talk abou	it the	
	and recite	importance of the	environmer	nt. (surviv	al of God's	Ask learners to
	familiar	iliar creation depends on the en			air, food, water,	summarize the main
	rhymes	shelter, etc.	shelter, etc.			
		Assessment: let lea environment	arners expla	in the im	portance of the	

SUBJECT: HISTORY

Week Ending:				Class size:			
Day :				Date :			
Period :				son :	\mathcal{O}		
Strand : My	Country Ghana	Sub-stra	n d : ⁻	The People Of Ghana			
Indicator (co	ode)	B2.2.1.1.1					
Content sta	ndard (code)	B2.2.1.1.					
Performanc	e Indicator	Learners can identif	y the	ethnic groups in each re	gion in Ghana		
	e tencies: Creativity ar Critical Thinking and F		unica	tion and Collaboration P	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curriculum	Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	assessment)	Phase 3: Plenary / Reflections			
Tuesday	Engage learners to sing songs and recite familiar rhymes Which ethnic groups are there in your region?	Match the ethnic groups with their region Assessment: let learners match the ethnic groups in each region in Ghana			What have we learnt today? Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs and recite familiar rhymes	Match the ethnic groups with their region.What have we today?Assessment: let learners match the ethnic groups in each region in Ghana					

NANA FIIFI ACQUAH				Ask learners to summarize the main points in the lesson
Vetted by :		Signature:		Date :
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	$\left\{ \left\{ \left\{ {{{\left\{ {{i}}}}}}} } } \right\}} \\ \\ \\ \end{array} \right\}} \left({ \\ \\ \\ \\ \end{array} \right)}} \right)} \right\}} } \right\}} } \right\}$			
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SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			D	ate :		
Period :			Le	Lesson :		
Strand : PERFORMING ARTS		TS	Sub-strand : Planning, Making and Composing			
Indicator (code)		B2 2.2.2.1				
Content standard (code)		B2 2.2.2.				
Performanc	e Indicator	Learners can generate ideas to create own artworks based on performing artworks				
that reflect the hist			story and culture of people in other Ghanaian communities			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
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		ormed in others s for improvi		What have we learnt today? Ask learners to summarize the main	
	rhymes		n performing	ideas to create own artworks that reflect the n other Ghanaian	points in the lesson	

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

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:		
Day :			D	Date :		
Period :			L	Lesson :		
Strand :			Sub-strand :			
Reading			Phonological and Phonemic Awareness			
		I	-	Phonics (Blend and Connect Sounds)		
Indicator (code) B2.2.3		_	.2.4.1.1			
. ,		-	.2.4.1.			
		should recognise and create words with the same sounds - initial				
and final p		position should blend syllables to produce simple words.				
Core Compe	tencies: Crea			cation and Collaboration Pe		
		ng and Problem So				
Keywords						
T. L .R. (s) M		Manila cards, ma	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)		Plenary / Reflections		
	(preparing					
	the brain					
	for					
	learning) -					
	Engage leaners to	Let learners exp			What have we learnt today?	
	sing songs	Write some wo			touay!	
	and recite	Lead learners to				
familiar		 Call learners to 	to mention the words individually.			
	rhymes					
	IIIyiiies					

20.00		1
	 Assist learners through discussion to recognise and 	Review the lesson with
	create words with the same sounds in word initial and	learners
	final positions.	
	Assessment: let learners create words with the same	
	sounds - initial and final position	
Engage	Let learners explore a rhyme.	What have we learnt
leaners to	 Write some syllables on a manila card and show it to 	today?
sing songs	learners.	
and recite	Lead learners to read the syllables.	
familiar	 Lead learners to blend syllables to produce simple 	
rhymes	words.	
		Review the lesson with
	Assessment: let learners blend syllables to produce	learners
	simple words	
Engage	Let learners explore a rhyme.	What have we learnt
leaners to	 Write some syllables on a manila card and show it to 	today?
sing songs	learners.	
and recite	 Lead learners to read the syllables. 	
familiar	 Lead learners to blend syllables to produce simple 	
rhymes	words.	
		Review the lesson with
	Assessment: let learners blend syllables to produce	learners
	simple words	

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TERM ONE BASIC TWO WEEK 5

SUBJECT: ENGLISH LANGUAGE

Week Ending:				Class size:		
Day : Period :			Less	e : son :	5	
				\mathcal{N}		
Strand :		Sub-strand] :			
A. Oral Language		A. Dra	ama	tisation and Rol	e Play	
B. Reading		B. Voc	cabu	ulary		
C. Writing	()	C. Lab	ellii	ng Items		
D. Using Writing Con	ventions	D. Usir	ng F	Punctuation		
E. Extensive Reading		E. Buil	ldin	g The Love and	Culture of Read	ling
Indicator (code)	B2.1.5.1.1. E	32.2.6.1.1.		B2.4.4.1.1.	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.5.1. E	32.2.6.1.		B2.4.4.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator	A. Learners ca	n dramatis	ise/ı	role-play stories	heard or read	
					t words, unders	tand and use many
	of them in r	-				
				abel objects four		
			sto	ps at the end of	sentences and	question marks at
	the end of o	•		intra of and and		to beaks and touts
	E. Learners ca from print a			lety of age and	ievei-appropria	te books and texts
Core Competencies: Crea	•	•		tion and Collabo	ration Personal	Development and
Leadership Critical Thinkir	-					
Keywords						
T L D (a)	Mand conde comb		للما			
T. L .R. (s)	Word cards, senter	nce cards, l	iett	er cards, handw	riting on a man	lia card and a class
	library.					

Ref:	English Language curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Have learners select an interesting story heard or read in class. Retell the story. Discuss the story and have learners recall main events and characters. Select characters and assign them roles to play. Let learners dramatise/role-play the story. Discuss moral values from the story. Have learners say whether or not they have enjoyed the drama and why Assessment: let learners dramatise/role-play stories 	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	 heard or read B.READING Introduce the selected sight words, one at a time, in context and write them on the board. Start from the basic words they already know. Have learners repeat the words aloud a number of times. Write the words on the board. Have learners read the words in order and at random. Use think-pair-share to have learners form sentences with them. Assessment: let learners read level-appropriate sight words, understand 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	 Sentences C. WRITING Take learners round to look at charts showing labelled objects. Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). 	What have we learnt today? Ask learners to summarize the main points in the lesson				

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		 Let learners draw and label objects from the area 	
		studied by their group.	
		• Help them to edit their work particularly spelling and	
		spacing.	
		• Let learners write their names under their work and	
		post their charts on the walls of the classroom for peer	
		review.	
		Assessment: let learners draw and label objects found	
		in their environment	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Have learners look at sentences in their class readers	today?
	sing songs	to observe how they begin and end.	
	and recite	• Demonstrate placing a full stop (.) at the end of a	Ask learners to
	familiar	sentence.	summarize the main
	rhymes	Let learners copy and punctuate sentences with full	points in the lesson
		stop.	
		Present the question mark similarly.	
		Assessment: let learners use full stops at the end of	
		sentences and question marks at the end of questions	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	 Introduce narratives, pop-up and flip-the-page texts 	points in the lesson
	i i yiiies	to learners.	
		 Introduce e-books to learners, if available. 	
		• For each reading session, guide learners to select	
		books.	
	$\sim \sim$	Assessment: let learners read a variety of age and	
	M	level-appropriate books and texts from print	

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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				te :		
Period :				son :		
Strand : NUI	MBER	Sub-str	and : (Counting, Representation	, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.1.1.4	$\overline{\mathcal{I}}$			
Content sta	ndard	B2.1.1.1.				
(code)						
Performanc	e Indicator	Learners can demonstrat numbers between 0 and 2		a conceptual understanding of place value of whole 00		
		tivity and Innovation Comr inking and Problem Solving		tion and Collaboration Po	ersonal Development	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a			Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Develop a conceptual und whole numbers between			Review the lesson with Learners	

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	ľm	 explain and sho 	w- with bu	undles of	10s	
	counting	and 1s and a tens f	rame - the	meaning	g of	
	one, what	each digit in a				
	is one	2-digit number (when the two	· · ·	-		
	13 0112	Tens Frame digits are	Hundre	Tens	Ones	
		different, as well as when the	d			
		two digits are the same) and				
		representing the number in a				
		tens frame				
		(Use other possible				
		representations of place value	wh	ich inclu	de 🔪	
		manipulatives such as threade	d 100s, 10	s, and lo	ose	
		bottle caps; and multi-base ter	n material	(units, fl	ats	$\mathbf{\lambda} \mathbf{\nabla}$
		and squares) with numeral car	ds			
		– decompose or p	partition n	umbers t	:0	
		1000 into hundred				
		153 = 100 + 50 + 3,	or 153 = 1	.00 + 53)		
		 explain why the 	value of a	digit de	pends	
		upon its placement	: within a r	numeral.	-	
		read a number by indicating th	ne value of	each dig	git	
		(i.e., reading 43 as forty-three	and not fo	our three	•	
		Assessment: have learners to	oractice wi	ith more		
		examples 📃				
Tuesday	Sing songs	Develop a conceptual understa	anding of p	place valu	ue of	Review the lesson with
	like:	whole numbers between 0 and	d 1000 by:			Learners
	l'm	 explain and sho 	w- with bu	undles of	10s	
	counting	and 1s and a tens f	rame - the	meaning	g of	
	_	each digit in a				
	one, what	2-digit number (when the two	L luna dura	Tons	Onec	
	is one	Tens Frame digits are	Hundre	Tens	Ones	
	1 - One is	different, as well as when the	d			
	one alone,	two digits are the same) and				
	alone it	representing the number in a				
	shall be.	tens frame				
		(Use other possible				
	\sim	representations of place value		ich inclu		
		manipulatives such as threade				
		bottle caps; and multi-base ter		(units, fl	ats	
		and squares) with numeral car				
		– decompose or p				
		1000 into hundreds		•	-	
		153 = 100 + 50 + 3,		•		
		 explain why the 			pends	
		upon its placement	: within a r	numeral.		

NANA FIIFI ACC	JUAH	
		read a number by indicating the value of each digit
		(i.e., reading 43 as forty-three and not four three.
		Assessment: have learners to practice with more
		examples
Wednesda	Sing songs	Develop a conceptual understanding of place value of Review the lesson with
у	like:	whole numbers between 0 and 1000 by: Learners
,	_	 explain and show- with bundles of 10s
	N	and 1s and a tens frame - the meaning of
	l'm	each digit in a
	counting	2-digit number (<i>when the two</i>
	one, what	Tens Frame digits are Hundre Tens Ones
	is one	different, as well as when the d
	1 - One is	two digits are the same) and
		representing the number in a
	one alone,	tens frame
	alone it	
	shall be.	(Use other possible
		representations of place value which include
		manipulatives such as threaded 100s, 10s, and loose
		bottle caps; and multi-base ten material (units, flats
		and squares) with numeral cards
		 decompose or partition numbers to
		1000 into hundreds, tens and ones (e.g.:
		153 = 100 + 50 + 3, or 153 = 100 + 53)
		 explain why the value of a digit depends
		upon its placement within a numeral.
		read a number by indicating the value of each digit
		(i.e., reading 43 as forty-three and not four three.
		Assessment: have learners to practice with more
		examples
Thursday	Sing songs	Partition or decompose numbers to 100 and then to Review the lesson with
marsaay		
	like:	1000 into equivalent expressions (e.g.: $47 = 20 + 20 + 7$, Learners
	l'm	or 30 + 10 + 7, etc.)
	counting	
	one, what	Assessment: have learners to practice with more
	is one	examples
Friday		Review the lesson with
Friday	Sing songs	
	like:	Partition or decompose numbers to 100 and then to
		1000 into equivalent expressions (e.g.: $47 = 20 + 20 + 7$,
	ľm	or 30 + 10 + 7, etc.)
	counting	
	one, what	Assessment: have learners to practice with more examples

Vetted by :..... Date :

SUBJECT: SCIENCE CLASS: TWO

Week Ending:				Class size:		
Day :			Da	te :		
Period :			Le	sson :		
Strand : CYC	LES	Sub-	-strand :	EARTH SCIENCE		
Indicator (co	ode)	B2.2.1.2.1				
Content sta	ndard (code)	B2.2.1.2.				
Performanc	e Indicator	Learners can identify s	ources o	f light to the earth		
Core Compe	tencies: Crea	tivity and Innovation Co	ommunic	ation and Collaboration	Personal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.		(\mathcal{N})		
Keywords			\rightarrow			
,		C				
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners mention so				
	learners to	school.			today?	
	sing songs	Assemble different set		0 (
	and recite	pictures): stars, torch,				
	familiar	fires, light bulbs, candl	-		summarize the	
	rhymes	 Learners identify and 	d draw so	urces of light in their	important points of the	
		environment.			lesson	
		Assessment: let learne	ers identi	y and draw sources of		
		light in their environm	ent.			

Thursday	Engage	• Sort and classify sources of light as artificial or natural.	What have we learnt
	learners to	 Learners talk about why and when we need light. 	today?
	sing songs	 Designs an activity to block light from a torch using a 	Ask learners to
	and recite	cardboard to illustrate the importance of light.	summarize the
	familiar	• Discuss with learners: What will happen if there is no	important points of the
	rhymes	light on earth?	lesson
		Assessment: let learners classify sources of light as artificial or natural.	

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Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Les	son :	\mathcal{O}	
Strand : ALL	ABOUT US	Sub-stran	d : ⊦	Iome and School		
Indicator (co	ode)	B2.1.4.1.1.				
Content star	ndard (code)	B2.1.4.1.				
Performance	e Indicator	Learners can explain the nee	ed f	or obeying rules in the ho	ome and school	
-		tivity and Innovation Communing and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords				2		
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essm	nent)	Plenary / Reflections	
	(preparing the brain					
	for learning)	$\langle \cdot \rangle$				
Tuesday	Engage	Learners work in groups to t	alk a	about rules in the home,	What have we learnt	
	learners to	school and community.			today?	
	sing songs	Learners role play scenarios		beying rules in the		
	and recite	home, school and communit		Ask learners to		
	familiar		summarize the main			
	rhymes	Assessment: Let learners ex rules in the home and schoo	•	n the need for obeying	points in the lesson	
Thursday	Engage	Learners compose rhymes o		beying rules in the home	What have we learnt	
,	learners to	and school		, ,	today?	
	sing songs				,	
	and recite					

	familiar rhymes	Assessment: Let learners com rules in the home and school	pose rhymes on obeying	Ask learners to summarize the main points in the lesson
etted by :		Signa	ature:	Date :
				$\langle \rangle$
			\leq	
		$\langle \rangle$		
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	Y			

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:		
Day :				Date :		
Period :	Period :			Lesson :		
	TOR SKILL AN	D MOVEMENT	Sub-strand	: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (co	ode)	B2.1.2.1.2				
Content star	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can stril	ke a ball co	ntinuously in an upward or	r forward motion, using a	
		hand and foot				
				ication and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Sol	ving.	2.		
Keywords						
T. L .R. (s)		Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	0	• •	o activities as usual. Stand	What have we learnt	
	jog round a		-	the foot opposite the	today?	
	demarcate		-	. Toss a ball up and wing		
	d area in			ball at the bottom	Use answers to	
	files while	•		strike it as it drops	summarise the lesson.	
	singing and	-	-	uide learner s to practice		
	clapping to	-		n mini-teams to play a		
	warm-up the body	game. End lesson				
	the body					

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maximal	
performan	
ce and to	
prevent	
injuries	

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Signature: Date :

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending	g:				Class size:	
Day :				Date :		
Period :	Period :			Les	son :	
Strand : God, His Creation and Attributes Sub-stra			Sub-strand	d : ⊺	he Environment	
Indicator (co	ode)	B2. 1.2.1.2				
Content star	ndard (code)	B2. 1.2.1.				
Performance	e Indicator	Learners can demo	onstrate l	hum	an activities that destr	oy God's creation or the
		environment.				
		tivity and Innovation ng and Problem Solvi		nica [.]	tion and Collaboration P	ersonal Development and
Keywords					<u> </u>	
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page		5		
DAY	Phase 1:	Phase 2: Main	\sim			Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing the brain	$\langle \langle X \rangle \rangle$				
	for					
	learning)					
Friday	Engage					What have we learnt
	learners to	Guide learners to ta	alk about	acti	vities that destroy the	today?
	sing songs	environment: indis	criminate	cut	ting down of trees,	
	and recite	illegal mining activi	ities (galar	mse	y), pollution of water	Ask learners to
	familiar	bodies, etc. • Let le	earners kn	ow	that all these activities	summarize the main
	rhymes	lead to climate change – he			oods, rainstorms, less	points in the lesson
		rainfall pattern, dro	ought, fan	nine	, etc.	
		Assessment: let lea	irners mei	ntio	n activities that destroy	
		the environmen				

Vetted by :	Signature:	Date :
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SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :			Date :			
Period :			Les	son :	\mathcal{O}	
Strand : My	Country Ghar	าล	Sub-stran	nd : ⊺	he People Of Ghana	
Indicator (co	ode)	B2.2.1.1.1				
Content sta	ndard (code)	B2.2.1.1.				
Performanc	e Indicator	Learners can iden	tify the etl	hnic	groups in each region in	Ghana
Core Competencies: Creativity and Innovation Comm Leadership Critical Thinking and Problem Solving.				inica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	X			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / F				Plenary / Reflections
Tuesday	Engage	List the administr	ative regio	ons i	n the order in which	What have we learnt
	learners to	they were created	d (starting	with	the oldest region).	today?
Thursday	sing songs and recite familiar rhymes Engage learners to	Assessment: let learners list the administrative regions in the order in which they were createdsur poList the administrative regions in the order in whichWith the order in which				Ask learners to summarize the main points in the lesson What have we learnt today?
	sing songs and recite					

<u>ANA FIIFI AC</u>	familiar rhymes	Assessment: let learners list the administrative regions in the order in which they were created	Ask learners to summarize the main points in the lesson
etted by :		Signature:	Date :
		$\langle \rangle \rangle$	
	$\langle \rangle \rangle$		
$\langle \rangle$			

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :			Da	ie :		
Period :			Les	son :		
Strand : VIS	SUAL ARTS	Sub-s	strand :	Planning, Making and C	omposing	
Indicator (c	ode)	B2 1.2.3.1				
Content sta	indard (code)	B2 1.2.3.				
Performance	e Indicator	Learners can create ov	wn visua	l artworks using availa	able visual arts media and	
		methods to represent a people in other commu			and culture or way of life of	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.					Personal Development and	
Keywords			5			
T. L .R. (s)		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	I discuss the history an	d culture	of the people (e.g.	today?	
	sing songs	their occupation, staple	e food, re	ligion, festivals,		
	and recite	customs);			Ask learners to	
	familiar	Identify the artworks	found ar	nong the people in	summarize the main	
	rhymes	other parts of Ghana (e	.g. clay p	ots, straw baskets,	points in the lesson	
		woven/printed and dye	d fabrics	, leather products,		
		wood carvings, glass an	d stone	peads, jewellery);		

NANATIITACC	20/ 01		
		I create own artworks that reflect the history and	
		culture of people in other parts of Ghana.	
		Assessment: let learners create own visual artworks	
		using available visual arts media and methods to	
		represent artworks that reflect the history and culture	
		or way of life of people in other communities in Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I discuss the history and culture of the people (e.g.	today?
	sing songs	their occupation, staple food, religion, festivals,	
	and recite	customs);	Ask learners to
	familiar	I identify the artworks found among the people in	summarize the main
	rhymes	other parts of Ghana (e.g. clay pots, straw baskets,	points in the lesson
		woven/printed and dyed fabrics, leather products,	
		wood carvings, glass and stone beads, jewellery);	
		I create own artworks that reflect the history and	
		culture of people in other parts of Ghana.	
		Assessment: let learners create own visual artworks	
		using available visual arts media and methods to	
		represent artworks that reflect the history and culture	
		or way of life of people in other communities in Ghana	

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Signature: Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Less	on :	\cap	
Strand : Reading Sub-strai			Sub-stran	nd : Pł	nonics (Blend and Conn	ect Sounds)	
Indicator (co	ode)	B2.2.4.1.2 B2.	2.4.1.3				
Content sta	ndard (code)	B2.2.4.1. B2.2	2.4.1.				
Performance	e Indicator	• Lea	arners sho	ould u	se alphabetic knowled	ge to decode words	
				_	ead simple short senter		
-		-		inicati	on and Collaboration F	Personal Development and	
Leadership (ritical Ininkii	ng and Problem Solv	/ing.				
Keywords							
T. L .R. (s)		Manila cards, marl	kers, recor	orded audios visual			
Ref:	Ghanaian La	anguage curriculum	n				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essme	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)					M/h at have use la avet	
	Engage leaners to	Revise the letters	-	•		What have we learnt today?	
	sing songs	Write some word				loudy!	
	and recite	-	habetic kr	nowle	edge to decode the		
	familiar	words.				Review the lesson with	
	rhymes				- harden bereiten ber	learners	
		Assessment: let learners use alphabetic knowledge to			learners		
		decode words					
	Engage	Write some simple local l				What have we learnt	
	leaners to	Lead learners to	read the s	sente	nces.	today?	

• Call learners to read the simple sentences on the	
board as a group.	
 Let learners read the sentences individually and 	
correct them where necessary	Review the lesson with
	learners
Assessment: let learners read simple short sentences	
Write some simple sentences on the board.	What have we learnt
• Lead learners to read the sentences.	today?
can reachers to read the simple sentendes on the	
board as a group.	
Let learners read the sentences individually and	
correct them where necessary	
C \	Review the lesson with
Assessment: let learners read simple short sentences	learners
	 board as a group. Let learners read the sentences individually and correct them where necessary Assessment: let learners read simple short sentences Write some simple sentences on the board. Lead learners to read the sentences. Call learners to read the simple sentences on the board as a group. Let learners read the sentences individually and correct them where necessary

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Signature: Date :

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TERM ONE BASIC TWO WEEK 6

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day : Period :			Date : Lesson :		
			$\langle \rangle$	5	
Strand :	S	Sub-strand			
A. Oral Language			ramatisation and Role Play		
B. Reading		B. Voca			
C. Writing			elling Items		
D. Using Writing Con			g Punctuation		
E. Extensive Reading	I		ding The Love a		_
Indicator (code)		2.2.6.1.2	B2.4.4.1.1.	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)		2.2.6.1.	B2.4.4.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator	A. Learners car				
	B. Learners car			-	
	C. Learners can draw and label objects found in their environment				
	D. Learners can the end of q		stops at the end	d of sentences	and question marks at
		-	ariety of age a	nd level-appro	priate books and texts
	from print a		, .		
Core Competencies: Crea	•	•		aboration Pers	onal Development and
Leadership Critical Thinkin	•				
Keywords					
T. L .R. (s)	Word cards, senten	nce cards, le	etter cards, har	ndwriting on a	manila card and a class
	library.				
Ref: English Lang	guage curriculum Pa	age			

	Dhace 1:	Phase 2: Main	Dhaco 2:
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	 Have learners select an interesting story heard or 	today?
	sing songs	read in class.	
	and recite	• Retell the story.	Ask learners to
	familiar	• Discuss the story and have learners recall main events	summarize the main
	rhymes	and characters.	points in the lesson
	-	• Select characters and assign them roles to play.	
		• Let learners dramatise/role-play the story.	
		• Discuss moral values from the story.	
		Have learners say whether or not they have enjoyed	
		the drama and why	
		Assessment: let learners dramatise/role-play stories	
		heard or read	
Tuesday	Engage	B.READING	What have we learnt
	learners to	 Create a story around a theme, using specific key 	today?
	sing songs	words or vocabulary items you wish to teach.	
	and recite familiar	• Have learners use context to find the meaning of the	Ask learners to summarize the main
	rhymes	key words.Have learners make their own sentences using these	points in the lesson
	ingines	key words.	
		key words.	
		Assessment: let learners use context clues to infer	
		meanings of words	
Wednesday	Engage	C. WRITING	What have we learnt
	learners to	• Take learners round to look at charts showing labelled	today?
	sing songs	objects.	
	and recite	 Put learners into groups and ask them to choose an 	Ask learners to
	familiar	area in the environment where they will want to make	summarize the main
	rhymes	a list of objects found there (e.g. home, market, shops	points in the lesson
		etc.).	
		• Let learners draw and label objects from the area	
		studied by their group.	
		• Help them to edit their work particularly spelling and	
		spacing.	

Ideaments to sing songs and recite familiar rhymes• Have learners look at sentences in their class readers to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly.today?FridayEngage learners to sing songs and recite familiarE.EXTENSIVE READING time. • Have a variety of age and level-appropriate books for learners to sing songs and recite familiarWhat have we learners to summarize the mair points in the lessonFridayEngage learners to sing songs and recite familiar rhymesE.EXTENSIVE READING time. • Have a variety of age and level-appropriate books for learners to summarize the mair points in the lessonWhat have we learner today?FridayEngage learners to sing songs and recite familiar• Have a variety of age and level-appropriate books for learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. Assessment: let learners read a variety of age andWhat have we learner today?	VANA FIIFI AC	QUAII		
In their environmentImageThursdayEngage learners to sing songs and recite familiarD.WRITING CONVENTIONS AND GRAMMAR USAGE to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly.Mkat have we learn to abserve how they begin and end. • Ask learners to summarize the main points in the lessonFridayEngage eE.EXTENSIVE READING immediationWhat have we learn to day?FridayEngage immediationE.EXTENSIVE READING immediationWhat have we learn sontences and recite immediationFridayEngage immediationE.EXTENSIVE READING immediationAsk learners to summarize the main points in the lessonFridayEngage immediationImmediation sentences and question marks at the end of questionsAsk learners to summarize the main points in the lessonFridayEngage immediationImmediation sentences and question marks at the end of questionsAsk learners to summarize the main points in the lessonFridayEngage immediationImmediation sentences and question marks at the end of questionsAsk learners to summarize the main points in the lessonFridayEngage immediationImmediation sentences constructionImmediation sentencesAsk learners to summarize the main points in the lessonFridayEngage immediationImmediation sentences constructionImmediation sentencesAsk learners to summarize the main points in th			post their charts on the walls of the classroom for peer	
Iearners to sing songs and recite familiar rhymes• Have learners look at sentences in their class readers to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly.today?FridayEngage learners to sing songs and recite familiarE.EXTENSIVE READING vime. and recite is sentence.What have we learners to sentences and question marks at the end of questionsWhat have we learners today?FridayEngage learners to sing songs and recite familiar rhymesE.EXTENSIVE READING vime. and recite familiar rhymesWhat have we learners to sentences and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. Assessment: let learners read a variety of age andAsk learners to summarize the mair points in the lesson			-	
familiar rhymessentence.sentence.summarize the main points in the lessonFridayEngage learners to sing songs and recite familiarE.EXTENSIVE READING use the Author's chair to introduce the reading/ library time.What have we learn today?FridayEngage learners to sing songs and recite familiarE.EXTENSIVE READING use the Author's chair to introduce the reading/ library time.What have we learn today?FridayEngage learners to sing songs and recite familiarIntroduce narratives, pop-up and flip-the-page texts to learners.Ask learners to summarize the main points in the lessonFridayAssessment: let learners read a variety of age andSentence and a variety of age and sentence.Sentence and a variety of age and sentence.FridayAssessment: let learners to select books.Assessment: let learners read a variety of age andSentence and a variety of age and	Thursday	learners to	• Have learners look at sentences in their class readers	What have we learnt today?
• Present the question mark similarly.Assessment: let learners use full stops at the end of sentences and question marks at the end of questionsFridayEngageE.EXTENSIVE READINGWhat have we learn today?learners to sing songs and reciteUse the Author's chair to introduce the reading/library time.What have we learn today?and recite familiar rhymes• Have a variety of age and level-appropriate books for learners to make a choice.Ask learners to summarize the main points in the lesson to learners.• Introduce narratives, pop-up and flip-the-page texts to learners.• Introduce e-books to learners, if available.• For each reading session, guide learners to select books.Assessment: let learners read a variety of age andAssessment: let learners read a variety of age and• Introduce and		familiar	sentence.	summarize the main
Imagesentences and question marks at the end of questionsFridayEngageE.EXTENSIVE READINGWhat have we learnlearners toUse the Author's chair to introduce the reading/librarytoday?sing songstime.and reciteHave a variety of age and level-appropriate books forAsk learners tofamiliarIearners to make a choice.summarize the mainrhymes• Introduce narratives, pop-up and flip-the-page textspoints in the lessonto learners.• Introduce e-books to learners, if available.• For each reading session, guide learners to selectbooks.Assessment: let learners read a variety of age and• Asi earner				
learners to sing songs and recite familiarUse the Author's chair to introduce the reading/ library time.today?and recite familiar• Have a variety of age and level-appropriate books for learners to make a choice.Ask learners to summarize the main points in the lessonrhymes• Introduce narratives, pop-up and flip-the-page texts to learners.• Introduce e-books to learners, if available.Points in the lesson• For each reading session, guide learners to select books.• Assessment: let learners read a variety of age and• Have a variety of age and			-	
sing songs and recite familiartime.Ask learners to summarize the main points in the lessonrhymes• Have a variety of age and level-appropriate books for learners to make a choice.Ask learners to summarize the main points in the lessonrhymes• Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books.Assessment: let learners read a variety of age and	Friday	Engage	E.EXTENSIVE READING	What have we learnt
and recite familiar• Have a variety of age and level-appropriate books for learners to make a choice.Ask learners to summarize the main points in the lessonrhymes• Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books.Ask learners to summarize the main points in the lessonAssessment: let learners read a variety of age andAssessment:		learners to	Use the Author's chair to introduce the reading/ library	today?
familiar rhymeslearners to make a choice.summarize the main points in the lessonfamiliar rhymes• Introduce narratives, pop-up and flip-the-page texts to learners.• Introduce e-books to learners, if available.• Introduce e-books to learners, if available.• For each reading session, guide learners to select books.• Assessment: let learners read a variety of age and		sing songs	time.	
rhymes• Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books.points in the lessonAssessment: let learners read a variety of age andAssessment: let learners read a variety of age andIntroduce and a variety of age and		and recite	• Have a variety of age and level-appropriate books for	Ask learners to
to learners. Introduce e-books to learners, if available. For each reading session, guide learners to select books. Assessment: let learners read a variety of age and		familiar	learners to make a choice.	summarize the main
 For each reading session, guide learners to select books. Assessment: let learners read a variety of age and 		rhymes		points in the lesson
books. Assessment: let learners read a variety of age and			 Introduce e-books to learners, if available. 	
Assessment: let learners read a variety of age and			 For each reading session, guide learners to select 	
			books.	
			Assessment: let learners read a variety of age and	
level-appropriate books and texts from print			level-appropriate books and texts from print	

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

SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				:e :		
Period :				son :		
Strand : NUMBER Sub-stran			nd : (Counting, Representation	, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.1.1.5				
Content star	ndard (code)	B2.1.1.1.				
Performance	e Indicator	Learners can represent nur on place value and equality		quantities up to 1000 in	equivalent ways focusing	
Leadership (tivity and Innovation Commung and Problem Solving.	unica	tion 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 including ass	sessn	nent)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Demonstrate an understan determines the relative size describing the relative size (i.e., saying whether one nu	e of n of tw	umbers up to 1000 by: o or more numbers	Review the lesson with Learners	

NANA FIIFI ACO	JUAH		l .
	l'm counting	bigger or smaller than another and justifying the answer)	
	one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Demonstrate an understanding of how place value determines the relative size of numbers up to 1000 by: describing the relative size of two or more numbers (i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda	Sing songs		Review the lesson with
y	like:	2 Represent and describe numbers to 1000 in equivalent ways (e.g., 147 is 3 less than 150, is 7 more	Learners
	l'm counting	than 140, is almost half of 300, is a little larger than 145 but a lot larger than 15, etc.)	
	one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	. Arrange groups of up to 100 objects in equal groups in more than 1 way and describe the arrangement; or describe the arrangement and how many are left over	Review the lesson with Learners
	l'm counting	(e.g. arrange 66 as two groups of 33 or six groups of 11, or 3 groups of 22 or 5 groups of 12 and 6 left over)	
	one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one	. Arrange groups of up to 100 objects in equal groups in more than 1 way and describe the arrangement; or describe the arrangement and how many are left over (e.g. arrange 66 as two groups of 33 or six groups of 11, or 3 groups of 22 or 5 groups of 12 and 6 left over)	Review the lesson with Learners
	1 - One is	Assessment: have learners to practice with more examples	

Vetted by :..... Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:		
Day :			Dat	ie :		
Period :			Les	son :	()	
Strand : SYS	TEMS	Sub-stra	nd : ⁻	THE HUMAN BODY SYSTE	MS	
Indicator (co	ode)	B2.3.1.1.1				
Content sta	ndard (code)	B2.3.1.1.				
Performanc	e Indicator	Learners can know the fu	nctio	ns of the human body	parts such as eyes, ears,	
		mouth, nose, arms, legs an	d har	ıds		
Core Compe	etencies: Crea	tivity and Innovation Commu	unica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkii	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
					1	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	sessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	• Learners in a pair share a			What have we learnt	
	learners to	critically and talk about the	•	•	today?	
	sing songs	Engage learners to watch				
	and recite	to an animated song or sho		•	Ask learners to	
	familiar	the human body. (Head, ne	ck, e	yes, nose, mouth,	summarize the	
	rhymes	stomach, legs).			important points of the	
		 Learners talk about the so 	-	-	lesson	
		human body in pairs and di	scus	the uses of the parts of		
		the body.				

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	0,0,11		
		 In groups, learners brainstorm and talk about what 	
		will happen if some parts of the body are absent or not	
		working well.	
		 Learners to present and explain their group ideas 	
		orally and/or by writing.	
		Assessment: let learners mention the uses of the parts	
		of the body.	
Thursday	Engage	 In groups, learners brainstorm and talk about what 	What have we learnt
	learners to	will happen if some parts of the body are absent or not	today?
	sing songs	working well.	Ask learners to
	and recite	 Learners to present and explain their group ideas 	summarize the
	familiar	orally and/or by writing.	important points of the
	rhymes	 Write the main biological functions of the human 	lesson
		body parts being discussed.	
		• Learners draw and colour any two parts of the body.	
		Note: Counsel any physically challenged child before	
		the lesson.	
		Assessment: let learners mention the functions of the	
		human body parts such as eyes, ears, mouth, nose,	
		arms, legs and hands	

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Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Les	son :	()	
Strand : ALL	AROUND US	Sub-stran	d : ٦	he Environment and the	Weather	
Indicator (co	ode)	B2.2.1.1.1.				
Content star	ndard (code)	B2.2.1.1.				
Performance	e Indicator	Learners can describe ways	of r	naking the environment o	clean and safe	
Core Compe	tencies: Crea	tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and	
•	Critical Thinkin	ng and Problem Solving.				
Keywords				<u> </u>		
T. L .R. (s)		Pictures				
Ref:	Our World	Our People curriculum Page	2			
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including asse	essn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Tarda	learning)					
Tuesday	Engage	Take a nature walk of the sc			What have we learnt	
	learners to	observe things in the environ			today?	
	sing songs and recite	natural: water, trees, stones	, dn	imais, buildings, cars,	Ask learners to	
	familiar	tables, chairs, etc.			summarize the main	
	rhymes	Assessment: Let learners me	on things in the	points in the lesson		
	inymes	environment– man made an		-	points in the lesson	
Thursday	Engage	Learners talk about things th			What have we learnt	
mursuay	learners to	environment clean and safe	•		today?	
	sing songs	waste disposal, avoid bush b	-		loudy.	
	and recite	water bodies, legal mining	Juin			
	1					

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	familiar	Assessment: Let learners describe ways of making the	Ask learners to
	rhymes	environment clean and safe	summarize the main
			points in the lesson

Vetted by :..... Date :

SUBJECT: PHYSICAL EDUCATION

Week Ending:				Class size:		
Day :			D	Date :		
Period :				esson :		
Strand : MO	TOR SKILL AN	D MOVEMENT S	Sub-strand	MANIPULATIVE SKILLS		
PATTERNS				_ (`	\sim	
Indicator (co	ode)	B2.1.2.1.3				
Content sta	ndard (code)	B2.1.2.1.				
Performanc	e Indicator			tinuously in an upward on nis bat, tennis racket.)	or forward motion, using a	
		tivity and Innovation ng and Problem Solvi		ation and Collaboration	Personal Development and	
Keywords		C	\bigcirc),		
T. L .R. (s)		Balls				
Ref:	PE curriculu	m Page	\mathcal{O}			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclue	ding assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for learning)					
Friday	Learners	Learners grip a bat/	/paddle wit	n both hands. They stand	What have we learnt	
	jog round a	with the foot oppos	site the thro	owing hand slightly	today?	
	demarcate	forward. Learners s	wing the ba	at/paddle upward and		
	d area in	backward. Learners	swing the	bat/paddle fast to strike	Use answers to	
	files while	a stationary balloor	n from dow	n and upward with a	summarise the lesson.	
	singing and	• •		ovement of the hand at		
	clapping to	the direction of obj	ect movem	ent after striking).		
	warm-up	Organise a table ter	nnis game f	or learners to experience		
	the body	the skill in a real-life	e situation.	End the lesson with cool		
	for	down activities.				
	maximal					

performar	
ce and to	
prevent	
injuries	

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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	g:				Class size:	
Day :			Dat	Date :		
Period :			Lesson :			
Strand : God, His Creation and Attributes Sub-strai			Sub-strar	nd : The Environment		
Indicator (co	ode)	B2. 1.2.1.2				
Content sta	ndard (code)	B2. 1.2.1.				
Performanc	e Indicator	Learners can Demonstrate human activities that destroy God's creation or the				
		environment.				
-		•		inica	tion and Collaboration P	Personal Development and
Leadership (Critical Thinkii	ng and Problem Sol	lving.			
Keywords					\sim	
T. L .R. (s)		Pictures				
Ref:				5		
DAY	Phase 1:	Phase 2: Main	X			Phase 3:
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Group learners to	rs to record data on human activities that			What have we learnt
	learners to	destroy the environment and present to class for			today?	
	sing songs	discussion.				
	and recite					Ask learners to
	familiar	NB Nature walk, v	video clips	and	pictures on	summarize the main
	rhymes	environmental de	egradation	can	be used	points in the lesson
		Assessment: let learners record data on human				
		activities that des	stroy the e	nvirc	nment	

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SUBJECT: HISTORY

Week Endin	g:			Class size:		
Day :			Dat	ie :		
Period :			Les	son :	\mathcal{O}	
Strand : My Country Ghana		Sub-st	trand : ⁻	The People Of Ghana		
Indicator (code)		B2.2.1.1.1				
Content standard (code)		B2.2.1.1.				
Performance Indicator Learn		Learners can s	state the	e characteristics of the et	hnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Pictures				
Ref: History curriculum Page		age				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?	dressing, language, po social and economic a etc.) of some of the e Assessment: let learne		ctivities, taboos, oaths thnic groups in Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson	

Thursday	Engage learners to	Identify the characteristics (food, festivals,	What have we learnt
	sing songs and recite	dressing, language, political institutions,	today?
	familiar rhymes	social and economic activities, taboos, oaths	
		etc.) of some of the ethnic groups in Ghana.	Ask learners to
		Assessment: let learners state the characteristics of the ethnic groups in Ghana	summarize the main
			points in the lesson

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Signature: Date :

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :			Les	son :		
Strand · DER	FORMING AR		o-strand ·	Planning, Making and Co	omnosing	
Strand . T EN			J-Stranu .	ianning, Making and CC	in posing	
Indicator (co	ode)	B2 2.2.3.1				
-	, ndard (code)	B2 2.2.3.				
Performanc		Learners can compose	e own art	works using available pe	rforming arts instruments,	
		resources and metho	ds to repr	esent performing artwo	rks that reflect the history	
		and way of life of peo	ple in othe	er communities in Ghana	à	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a					Personal Development and	
Leadership (Critical Thinki	ng and Problem Solving	ς.			
Keywords			$\langle \cdot \rangle$			
neywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includir	ng assessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	identify the history is	and cultur	e of the people from	today?	
	sing songs other parts of Ghana (e.g. t			• •		
	and recite	staple foods, festivals		•	Ask learners to	
	familiar	available instruments	-		summarize the main	
	rhymes	I role play music, dan		•	points in the lesson	
		the identified commu				
		instruments and reso	urces;			

		Assessment: let learners compose own artworks using	
		available performing arts instruments, resources and	
		methods to represent performing artworks that reflect	
		the history and way of life of people in other	
		communities in Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I create own music, dance and drama to represent	today?
	sing songs	those performed by people in other communities in	
	and recite	Ghana.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners compose own artworks using	points in the lesson
		available performing arts instruments, resources and	
		methods to represent performing artworks that reflect	
		the history and way of life of people in other	
		communities in Ghana	

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SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Class size:		
Day :			D	Date :		
Period :			L	Lesson :		
Strand : Rea	ding		Sub-strand	: Phonics (Blend and Conn	ect Sounds)	
Indicator (code) B2.2.4.2.1 B2			B2.2.4.2.2	2		
Content star	ndard (code)	B2.2.4.2.	B2.2.4.2.			
Performance	e Indicator	sentences	;	hould listen and say words with identical sounds from simple hould read simple poems and recognise rhyming words		
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ed audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	ncluding assessment)		Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	read the words. • Lead learners to sounds among th	o recognise tl e words you en to and say	v words with identical	What have we learnt today?	

	Assessment: let learners say words with identical	Review the lesson with
	sounds from simple sentences	learners
Engage leaners to sing songs and recite familiar rhymes	 Let learners explore a rhyme. Write a simple poem on the board. Lead learners to explore the poem. Call learners to explore the poem individually. Lead learners to explore the poem again with gestures. Assist learners to read simple poems and lead learners to recognise rhyming words. 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Let learners explore a rhyme. Write a simple poem on the board. Lead learners to explore the poem. Call learners to explore the poem individually. Lead learners to explore the poem again with gestures. Assist learners to read simple poems and lead learners to recognise rhyming words. 	What have we learnt today? Review the lesson with learners
	recognise rhyming words	

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TERM ONE BASIC TWO WEEK 7

SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:			
Day : Period :		Dat	son :	S	
Strand :	Sub-strar	nd :	H		
A. Oral Language			rsation		
B. Reading	B. Vo	ocabulary			
C. Writing	C. W	ritin	g Simple Wo	ords and Sente	nces
D. Using Writing Con	ventions D. U	sing	Action Word	ds	
E. Extensive Reading	Ε. Βι	uildir	ng The Love	and Culture of	Reading
Indicator (code)	B2.1.6.1.1 B2.2.6.1.2	B	2.4.5.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1. B2.2.6.1.	B	2.4.5.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin Keywords	(simple truths, inter E. Learners can read a from print and non- tivity and Innovation Commu	ntex simpl he s est, f a var print	t clues to in le sentences simple prese eelings and iety of age	fer meanings o s to express fee ent tense to e opinions) and level-appro	f words lings xpress habitual actions opriate books and texts
T. L .R. (s)	Word cards, sentence cards	, lett	er cards, ha	ndwriting on a	manila card and a class
	library.		, -	0	
	1				

Ref:	English Language curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL 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 special occasions such as birthdays, anniversaries and festivals. Discuss the correct greetings and responses on these occasions. Let learners take turns to demonstrate greetings for special occasions and also practise the appropriate responses. Assessment: let learners use appropriate greetings for special occasions 	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 Create a story around a theme, using specific key words or vocabulary items you wish to teach. Have learners use context to find the meaning of the key words. Have learners make their own sentences using these key words. Assessment: let learners context clues to infer meanings of 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 Put learners in groups to share their feelings. Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." Assessment: let learners write simple sentences to express feelings 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE • Tell learners some of the things you do daily in short and simple sentences.	What have we learnt today?				

	and recite	e.g. I read stories everyday.	Ask learners to
	familiar	 Create situations for learners to use the structure. 	summarize the main
	rhymes	e.g.	points in the lesson
		i. simple truths – Lemons are sour.	
		ii. interest – I like playing football.	
		iii. feelings – I am happy.	
		iv. opinions – He is a good teacher.	
		 Introduce drills for learners to have practice. But learners into small groups to discuss given topics 	
		 Put learners into small groups to discuss given topics, using the structures 	
		using the structures	
		Assessment: let learners use the simple present tense	
		to express habitual actions	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	 Introduce narratives, pop-up and flip-the-page texts 	points in the lesson
		to learners.	
		 Introduce e-books to learners, if available. 	
		 For each reading session, guide learners to select 	
		books.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print	

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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				se :		
Period :			Lesson :			
Strand : NUMBER Sub-stran			nd : (Counting, Representatior	n, Cardinality & Ordinality	
Indicator (code) B2.1.1.1.6						
Content standard (code) B2.1.1.1.			1.1.			
Performance	e Indicator		place value to compare and order whole numbers up to ative language, numbers, and symbols (>, <, or =).			
-	t encies: Creativity an Critical Thinking and I		unica	tion and Collaboration P	ersonal Development and	
/ >						
T. L .R. (s)		Counters				
Ref:	Mathematics curric	culum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning includ		assessment)	Plenary / Reflections	
Monday	Sing songs like: I'm counting one, what is one	. Identify which of tw (or smaller), explain relationship using th	why	-	Review the lesson with Learners	

		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	 Put a small group of numbers in increasing or decreasing order and justify the order using place value Assessment: have learners to practice with more examples 	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value 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.	Solve word problems that involve comparing quantities up to 100 (i.e., Ahmed has 23 chickens. Amina has 46. What can you say?) Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by :..... Date :

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SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:	
Day :			C	Date :		
Period :				.ess	on :	\mathcal{O}
Strand : SYS	TEMS	Su	ıb-strand	: S	DLAR SYSTEM	
Indicator (co	ode)	B2.3.2.1.1:				
Content star	ndard (code)	B2.3.2.1.				
Performance	e Indicator	Learners can identify	/ the sun a	as t	he main source of light	and warmth on earth
-		tivity and Innovation (ng and Problem Solvin		icat	ion and Collaboration P	ersonal Development and
Keywords		c/2				
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage		·			What have we learnt
	learners to	sun look like? Where			•	today?
	sing songs and recite				s out? Why is the sun	Ask learners to
	familiar	important to us here on Earth?In groups, learners discuss and present to the cla			nresent to the class	summarize the
	rhymes	what they use the lig			•	important points of the
	inymes	for.	sin anu th	1C V		lesson

		Assessment: let learners discuss and present to the class what they use the light and the warmth from the sun for.	
Thursday	Engage	• Learners brainstorm on how life without the sun will	What have we learnt
	learners to	be.	today?
	sing songs	 Draw a picture of the sun and colour it. 	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners draw a picture of the main	important points of the
	rhymes	source of light and warmth on earth and colour it	lesson

Vetted by :.....

Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Les	son :	()	
Strand : ALL	AROUND US	Sub-stran	d : T	he Environment and the	Weather	
Indicator (co	ode)	B2.2.1.1.1.				
Content sta	ndard (code)	B2.2.1.1.				
Performanc	e Indicator	Learners can describe ways	of n	naking the environment of	clean and safe	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Leadership						
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essm	ient)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners identify ways of pro			What have we learnt	
	learners to	throw polythene bags, wate	r sao	chet, empty cans on the	today?	
	sing songs	land.				
	and recite				Ask learners to	
	familiar	Assessment: Let learners identify ways of protecting summarize the main				
	rhymes	land			points in the lesson	
Thursday	Engage	Learners draw and colour a d	clea	n environment	What have we learnt	
	learners to				today?	
	sing songs	Assessment: Let learners dra	aw a	nd colour a clean		
	and recite	environment				

ANA FIIFI AC	familiar rhymes		Ask learners to summarize the main points in the lesson
etted by :		Signature:	Date :
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	$\langle \rangle \rangle$		
\mathbb{Z}			

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:					Class size:		
Day :				Dat	2:		
Period :				Lesson :			
Period :				Less	on :		
Strand : MO	TOR SKILL AND MOVE	MENT	Sub-stran	d : N	1ANIPULATIVE SKILLS	$\sim \sim$	
PATTERNS							
Indicator (co	ode)	B2.1.2.1	4				
Content sta	ndard (code)	B2.1.2.1					
Performanc	e Indicator	Learner	s can perfor	rm tl	ne overhand throw patt	ern	
Core Compe	etencies: Creativity and	Innovati	on Commur	nicat	ion and Collaboration P	ersonal Development and	
-	Critical Thinking and Pro				\mathcal{N}		
Keywords					<u> </u>		
Reywords							
T. L .R. (s)		Balls					
Ref:	PE curriculum Page						
DAY	Phase 1:	Phase 2	: Main			Phase 3:	
	Starter	(new lea	arning inclu	ding	assessment)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Friday	Learners jog round a	warm up, pick up a ball and stand with			What have we learnt		
	demarcated area in	shoulders straight. Extend the arm with the		today?			
	files while singing	ball above the head as you step forward with					
	and clapping to	the opposite leg. Swing the extended arm		Use answers to			
warm-up the body f		forward to throw the ball over the hand.		summarise the lesson.			
	for maximal	Learner	s practice th	ne sł	ill and give feedback.		
	performance and to	Allow le	arners to pi	rogr	ess at their pace.		
	prevent injuries	Organis	e a mini har	ndba	II game for learners to		
		experie	nce the skill	l in a	real-life situation. End		
		the less	on with coo	ol do	wn activities.		

Vetted by :..... Date :

	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:					Class size:	
Day :				Date :		
Period :					son :	
renou .						()
Strand : God, His Creation and Attributes Sub-stra			Sub-strar	n d : ⊺	he Environment	X
Indicator (co	ode)	B2. 1.2.1.2				
Content sta	ndard (code)	B2. 1.2.1.				
Performanc	e Indicator	Learners can demo	onstrate	hum	an activities that des	troy God's creation or the
		environment.				
Core Compe	etencies: Crea	tivity and Innovatior	ר Commu	nica	tion and Collaboration	Personal Development and
Leadership (Critical Thinkin	ng and Problem Solv	ing.			
Keywords				$\overline{}$		
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page		5		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Let learners draw a	nd colou	r var	ious aspects of the	What have we learnt
	learners to	environment: - saf	e enviror	nmer	nt, - unsafe	today?
	sing songs	environment, etc.				
	and recite					Ask learners to
	familiar	Assessment: let learners draw and colour various summarize the main				
	rhymes	aspects of the envi unsafe environmer		: - Sa	afe environment, -	points in the lesson

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SUBJECT: HISTORY

Week Ending:				Class size:		
Day :				Date :		
Period :			Les	son :		
Strand : My	Country Ghana		Sub-strar	nd : 1	he People Of Ghana	
Indicator (co	ode)	B2.2.1.1	1			
Content sta	ndard (code)	B2.2.1.1				
Performanc	e Indicator	Learner	s can state	the	characteristics of the eth	nnic groups in Ghana
-	e tencies: Creativity and Critical Thinking and Pro			inica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curriculum	'age	X			
DAY	Phase 1:	Phase 2	: Main			Phase 3:
	Starter	(new lea	arning inclu	uding	g assessment)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Tuesday	Engage learners to	Identify	the chara	cteri	stics (food, festivals,	What have we learnt
	sing songs and	dressing	dressing, language, political institutions, social		today?	
	recite familiar	and economic activities, taboos, oaths etc.) of		· · ·		
	rhymes	some of the ethnic groups in Ghana.		Ask learners to		
					summarize the main	
	What are the	Accore	ont: lat la	orno	rs state the	points in the lesson
characteristics of					thnic groups in Ghana	
	the ethnic groups?	Characte		ne e	unite groups in Ghalla	
	What differentiates					
	one ethnic group					
	from the other?					

Thursday	Engage learners to	Identify the characteristics (food, festivals,	What have we learnt
	sing songs and	dressing, language, political institutions, social	today?
	recite familiar	and economic activities, taboos, oaths etc.) of	
	rhymes	some of the ethnic groups in Ghana.	Ask learners to
			summarize the main
		Assessment: let learners state the	points in the lesson
		characteristics of the ethnic groups in Ghana	\frown

Vetted by :..... Date :

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :			Da	te :		
Period :			Les	ison :		
Strand : VISUAL ARTS Sub-stra			rand :	Displaying and Sharing		
Indicator (code) B2 1.3.4.1						
Content sta	ndard (code)	B2 1.3.4.				
Performanc	e Indicator	Learners can plan for a di	splay o	f own artworks to share c	reative experiences based	
		on ideas from visual artw	orks th	at reflect the history and	culture of people in other	
		Ghanaian communities				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords			0			
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	watch a short video or			today?	
	sing songs	people in other Ghanaiar		•		
	and recite	☑ discuss the need for dis	playin	g portfolio of own visual	Ask learners to	
	familiar	artworks;			summarize the main	
	rhymes		•.		points in the lesson	
		Assessment: let learners	-			
		artworks to share creativ	e expe	riences based on ideas		

		from visual artworks that reflect the history and culture	
		of people in other Ghanaian communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Plan a display of portfolio of own visual artworks (e.g.	today?
	sing songs	drawings, colour work, clay models) to share ideas,	
	and recite	educate and inform the public on the history and	Ask learners to
	familiar	culture of other people in Ghana	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write plan for a display of own	
		artworks to share creative experiences based on ideas	$\boldsymbol{\lambda}$
		from visual artworks that reflect the history and culture	
		of people in other Ghanaian communities	

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Signature: Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:		
Day :			Date :			
Period :			Le	esson :		
Strand : Wri	ting	9	Sub-strand	Penmanship/Handwriting	3	
Indicator (co	ode)	B2.3.1.1.1				
Content star	ndard (code)	B2.3.1.1.				
Performance	e Indicator	Learners sh	hould write	etters clearly and boldly.		
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords						
T. L .R. (s)		Manila cards, mark	kers, record	ed audios visual		
Ref:	Ghanaian La	anguage curriculum	I			
DAY	Phase 1: Starter	Phase 2: Main (new learning inclu	iding assess	ment)	Phase 3: Plenary / Reflections	
	(preparing	(new rearring meru	anig assess	incity	Thendry / Reflections	
	the brain					
	for					
	learning)					
	Engage	• Write the letters	of the alpha	bet boldly on the board.	What have we learnt	
	leaners to					
	sing songs and recite	 Call learners individual 	vidually to s	ay the letters of the		
	familiar	alphabet aloud.				
	rhymes	 Assist learners to 	write lette	s boldly and clearly.		
		Assessment: let lea	arners write	letters clearly and boldly	Review the lesson with learners	

4 -		
Engage	• Write the letters of the alphabet boldly on the board.	What have we learnt
leaners to	• Lead learners to say the letters of the alphabet aloud.	today?
sing songs	 Call learners individually to say the letters of the 	
and recite	alphabet aloud.	
familiar rhymes	 Assist learners to write letters boldly and clearly. 	
	Assessment: let learners write letters clearly and boldly	Review the lesson with learners
Engage	• Write the letters of the alphabet boldly on the board.	What have we learnt
leaners to	• Lead learners to say the letters of the alphabet aloud.	today?
sing songs	Call learners individually to say the letters of the	
and recite	alphabet aloud.	
familiar rhymes	 Assist learners to write letters boldly and clearly. 	
	Assessment: let learners write letters clearly and boldly	Review the lesson with
		learners

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

TERM ONE BASIC TWO WEEK 8

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size	e:	
Day : Period :		Dat	te : son :		
			\geq	$\langle \rangle$	
Strand :	Sub-stra				
A. Oral Language			ersation		
B. Reading		omprehension Vriting Simple Words and Sentences			
C. Writing					ntences
D. Using Writing Conventions D. Using Action Words					
E. Extensive Reading	Е. В	unan	ng The Lov	ve and Culture	or Reading
Indicator (code)	B2.1.6.1.2. B2.2.7.1.	1. B2	2.4.5.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1. B2.2.7.1.	B2	2.4.5.1.	B2.5.4.1.	B2.6.1.1.
Leadership Critical Thinkir	during reading C. Learners can write D. Learners can use (simple truths, inter E. Learners can read from print and non- tivity and Innovation Commu	lustra simp the s rest, f a var print	ations, tex le sentenc simple pre feelings ar riety of ag	at clues and co ces to express esent tense to nd opinions) e and level-ap	o express habitual actions
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class						
Ref:	English Lan	library. Iguage curriculum Page						
DAY	Phase 1:	Phase 2: Main	Phase 3:					
	Starter	(new learning including assessment)	Plenary / Reflections					
	(preparing							
	the brain							
	for							
	learning)							
Monday	Engage	A. ORAL LANGAUGE	What have we learnt					
	learners to	 Introduce the day's topic and show pictures of 	today?					
	sing songs	activities at home.						
	and recite	• Have learners think-pair-share the domestic activities.	Ask learners to					
	familiar	• Have learners talk about which of the events they like	summarize the main					
	rhymes	most and why they like them.	points in the lesson					
	ingines.	Have learners role-play some of the scenes.						
		E.g. People engaged in domestic chores.						
		People at table.						
		Assessment: let learners talk about events at home						
Tuesday	Engage	B.READING	What have we learnt					
,	learners to	• Have learners use text features like title, illustrations	today?					
	sing songs	and text clues to make meaning and inferences.						
	and recite	 Have learners predict, brainstorm on the topic and 	Ask learners to					
	familiar	have them read to confirm their predictions.	summarize the main					
	rhymes	 Have learners pause frequently during reading to 	points in the lesson					
		make predictions to enhance comprehension.						
		Assessment: let learners use illustrations, text clues and						
		context to make predictions during reading						
Wednesday	Engage	C. WRITING	What have we learnt					
weatesday	learners to	• Put learners in groups to share their feelings.	today?					
	sing songs	• Let each one write, at least, one sentence to express a						
\sim / /	and recite	feeling, e.g. "I am happy."	Ask learners to					
	familiar		summarize the main					
	rhymes	Assessment: let learners write simple sentences to	points in the lesson					
		express feelings						
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt					
	learners to	• Tell learners some of the things you do daily in short	today?					
	sing songs	and simple sentences.						
	and recite	e.g. I read stories everyday.	Ask learners to					
	familiar	 Create situations for learners to use the structure. 	summarize the main					
	rhymes	e.g.	points in the lesson					

have we learnt
arners to
arize the main
in the lesson

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Signature: Date :

SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				Dat	e :	
Period :			Lesson :			
Strand : NUMBER Sub-stra			Sub-stran	d : C	counting, Representation	n, Cardinality & Ordinality
Indicator (co	ode)	B2.1.2.1.1	\bigcap			
Content standard (code) B2.1.2.1.						
Performanc	e Indicator	Learners can use c subtract numbers		al understanding of addition and subtraction to add, and		
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	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 including assessment)				Plenary / Reflections
Monday	Sing songs like:	-			vo different ways (e.g. 3 and 3 + 18 + 12) and	Review the lesson with Learners

NANA FIIFI AC	QUAH I'm	ovalaining why the order in which numbers are added	
	counting	explaining why the order in which numbers are added does not change the sum	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Add a given set of numbers in two different ways (e.g.	Review the lesson with
	like:	35 + 54 and 54 + 35 or 18 + 12 + 3 and 3 + 18 + 12) and	Learners
		explaining why the order in which numbers are added	
	ľm	does not change the sum	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	Explain why the difference or sum is the same as the	Review the lesson with
у	like:	initial number when 0 is added or subtracted from a	Learners
		number (e.g., why 27 + 0 = 27 or 55 – 0 = 55)	
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Thursday	Sing songs		Review the lesson with
	like:	Explain why the difference or sum is the same as the	Learners
		initial number when 0 is added or subtracted from a	
	ľm	number (e.g., why 27 + 0 = 27 or 55 – 0 = 55)	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Friday	Sing songs	Explain why the difference or sum is the same as the	Review the lesson with
	like:	initial number when 0 is added or subtracted from a	Learners
	\mathbb{N}	number (e.g., why 27 + 0 = 27 or 55 – 0 = 55)	
1/	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		

Vetted by :..... Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:		
Day :				Dat	2:		
Period :				Less	on :	(\mathcal{O})	
Strand : FORCES AND ENERGY Sub-strar			Sub-strand	nd : SOURCES AND FORMS OF ENERGY			
Indicator (co	ode)	B2.4.1.1.1					
Content sta	ndard (code)	B2.4.1.1.					
Performanc	e Indicator	Learners can iden	tify everyda	ay a	oplications of energy		
Core Compe	tencies: Crea	tivity and Innovatio	on Commur	nicat	ion and Collaboration F	Personal Development and	
-		ng and Problem Sol					
		[\frown				
Keywords		(- / `				
T. L.R. (s) Pictures							
Ref:	Science cur	riculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain	$\langle \rangle$					
	for						
	learning)						
Monday	Engage	•			ties involving the use	What have we learnt	
	learners to	of energy, e.g. jumping, clapping, pushing objects,				today?	
	sing songs	walking, switching					
	and recite	Learners find out what helps them to perform the				Ask learners to	
	familiar	activities mentioned				summarize the	
	rhymes		-		eos on people doing	important points of the	
		activities involving		-		lesson	
			•	-	water from a well,		
			, playing m	usic	etc., to reinforce the		
		use of energy					

		 Learners explain what happens to a person who does not eat food for a long time. Summarise the lesson by explaining that energy is what gives learners and everybody the strength to do 	
		everyday activities	
		Assessment: let learners explain that energy is	
Thursday	Engage	 Create a poster of a person engaging in an activity 	What have we learnt
	learners to	that uses energy, e.g. pushing an object, a farmer	today?
	sing songs	weeding, fishermen paddling a boat, and display them 🔪	Ask learners to
	and recite	for discussion.	summarize the
	familiar	NB: Engage learners in more activities to demonstrate	important points of the
	rhymes	the application of energy	lesson
		Assessment: let learners identify everyday applications	
		of energy	

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:			
Day :				Date :			
Period :				Less	ion :	Č.	
Strand : ALL	AROUND US	S	Sub-strand	d: ⊤	he Environment and the	e Weather	
Indicator (co	ode)	B2.2.1.1.1.					
Content sta	ndard (code)	B2.2.1.1.					
Performanc	e Indicator	Learners can descr	ribe ways o	of m	aking the environment	clean and safe	
Core Compe	tencies: Crea	tivity and Innovation	n Commur	nicat	ion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solvi	ing.		$\langle \rangle$		
Keywords		C),		
		Pictures					
T. L .R. (s) Ref:	Our World (um Dago	_			
Ner.		Our People curriculu	uni rage				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain	$\langle \rangle$					
	for						
	learning)						
Tuesday	Engage				our communities safe	What have we learnt	
	learners to	e.g. the police, fire service perso			nnel.	today?	
	sing songs						
	and recite	Assessment: Let learners draw people who keep ou				Ask learners to	
	familiar	communities safe summarize the ma					
	rhymes					points in the lesson	
Thursday	Engage	Learners demonstra	ate safe p	ract	ices in the community,	What have we learnt	
	learners to	e.g. sweeping schoo	ol compou	und,	picking litter.	today?	
	sing songs						
	and recite						

	familiar rhymes	Assessment: Let learners describe ways of environment clean and safe	making the Ask learners to summarize the main points in the lesson
etted by :		Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION

Week Endin	eek Ending: Class size:					
Day :			Dat	Date :		
Period : Lesson :					\sim	
Strand : MOTOR SKILL AND MOVEMENT Sub-strand : MANIPULATIVE SKILLS						
PATTERNS					\sim	
Indicator (co	ode)	B2.1.2.1.5:				
Content star	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can throw a ball t	оара	artner using the underhar	nd, overhand and sidearm	
		throw pattern.				
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving.				
Keywords			\mathcal{N}			
T. L .R. (s)		Cones. Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
E data	learning)		- 11	data di Athalas Islava		
Friday	Learners	After warm ups pick up a k			What have we learnt	
	jog round a	straight. Extend the arm w			today?	
	demarcate	you step forward with the extended arm forward to				
	d area in files while	Learners to practice the sk			Use answers to	
			summarise the lesson.			
	singing and clapping to	earlier standing pattern bu				
		throwing arm down and fl		-		
	warm-up the body	the throwing arm. Swing t				
	,	to throw the ball forward		-		
	for	upward and forward. Lear				
	maximal	observe and give them fee	upac	ί.		

performan	Organise a handball game for learners to experience	
ce and to	the skill in real-life situation. End the lesson with cool	
prevent	down activities.	
injuries		

Vetted by :	Signature:	Date :
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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : God, His Creation and Attributes Sub-stra			Sub-stran	nd : The Environment		
Indicator (co	ode)	B2. 1.2.1.2				
Content standard (code) B2. 1.2.1.						
Performance	e Indicator	Learners can dem	nonstrate	hum	an activities that destr	oy God's creation or the
		environment.				
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage					What have we learnt
	learners to	Let learners talk a	bout the c	desir	ed environment.	today?
	sing songs					
	and recite					Ask learners to
	familiar	Assessment: let learners descri		scrib	e a desired	summarize the main
	rhymes	environment.			points in the lesson	

/etted by :	Signature:	Date :
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SUBJECT: HISTORY

Week Ending:				Class s	size:	
Day :				Date :		
Period :			Lesson :			
Strand : My Country Ghana Su		Sub-stra	-strand : The People Of Ghana			
Indicator (code)	Indicator (code) B2.2.1.1.1					
Content standard	(code)	B2.2.1.1.				
Performance Indicator Learners can st Ghana Ghana		can stat	ate the characteristics of the ethnic groups in			
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords) .					
T. L .R. (s)		Pictures				
Ref:	History curri	culum Pag	ge			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		cluding	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?	Show documen internet of a fes the ethnic group Discuss what the entails. Assessment: let describe a festiv the ethnic group		ival of one of s documentary earners al of one of	What have we learnt today? Ask learners to summarize the main points in the lesson	

NANA FIIFI ACQUA	н		
Thursday	Engage learners to sing songs and recite familiar rhymes	Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners describe a festival of one of	
		the ethnic group	

Vetted by :..... Date :

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :				Date :		
Period :				esson :		
Strand : PEF	RFORMING AR	TS	Sub-strand	: Displaying and Shari	ng	
Indicator (c	ode)	B2 2.3.4.2				
Content sta	ndard (code)	B2 2.3.4.				
Performanc	e Indicator	Learners can pla	n for a dis	play of own performing	ng artworks to share creative	
		experiences based	d on ideas tl	nat reflect the natural a	and manmade environments in	
		other Ghanaian co	ommunities			
-		tivity and Innovations and Problem Sol		ication and Collaborat	on Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)		Plenary / Reflections		
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to			ows the natural and	today?	
	sing songs			ther parts of Ghana;		
	and recite	-	-	sidering factors such a		
	familiar	creativity and orig	ginality;		summarize the main	
	rhymes	Accoccm anti-lat-la	orp.org	o plop for a display of	points in the lesson	
				e plan for a display of o		
		performing artwo	orks to share	creative experiences		

		based on ideas that reflect the natural and manmade environments in other Ghanaian communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I plan the arrangement of own music, dance and drama	today?
	sing songs	to share ideas on the natural and manmade	
	and recite	environments of other Ghanaian communities	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners write plan for a display of own	points in the lesson
		performing artworks to share creative experiences	
		based on ideas that reflect the natural and manmade	
		environments in other Ghanaian communities	

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

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:		
Day :			Da	ite :		
Period :			Le	sson :		
Strand : Writ	ting	S	Sub-strand :	Penmanship/Handwriting	5	
Indicator (co	ode)	B2.3.1.1.2				
Content star	ndard (code)	B2.3.1.1.				
Performance	e Indicator	• Lear	rners should	write words clearly and	boldly	
Leadership C		tivity and Innovation ng and Problem Solvi		ation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, marke	1anila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	 Call learners individually alphabet aloud. Write short words Lead learners to r Call learners individually 	vidually to s s boldly on mention the vidually to n	he board. words aloud.	What have we learnt today? Review the lesson with learners	

	Assessment: let learners write words clearly and boldly	
Engage leaners to sing songs and recite familiar rhymes	 Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud. Write short words boldly on the board. Lead learners to mention the words aloud. Call learners individually to mention the words. Assist learners to write the words boldly and clearly. 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Write short words boldly on the board. Lead learners to mention the words aloud. Call learners individually to mention the words. Assist learners to write the words boldly and clearly. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners write words clearly and boldly	

Vetted by :....

Signature: Date :

TERM ONE BASIC TWO WEEK 9

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Da	te :		
Period :		Les	sson :	9	
Strand :	S	Sub-strand :			
A. Oral Language		A. Conve			
B. Reading			rehension		
C. Writing			olled Writin	•	
D. Using Writing Con			Action Wor		6 - H
E. Extensive Reading		E. Buildi F.	ng The Love	and Culture	of Reading
Indicator (code)	B2.1.6.1.2. B	2.2.7.1.2.	B2.4.7.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1. B	2.2.7.1	B2.4.7.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator	A. Learners car	n talk about	events at h	ome	
	B. Learners car appropriate		nswer factua	al and inferer	ntial questions about level-
	C. Learners ca	n write or co	py correct s	sentences fro	om substitution tables
	D. Learners ca	n use the	simple pres	ent tense to	express habitual actions
	(simple trut	hs, interest,	feelings and	l opinions)	
	E. Learners ca	n read a va	riety of age	and level-ap	propriate books and texts
	from print a	and non-print	t		
	•		ation and Co	llaboration F	Personal Development and
Leadership Critical Thinkin	ng and Problem Solvi	ing.			
Keywords					

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T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
Ref:	English Lang	library. Juage curriculum Page				
DAY	Phase 1:	Phase 2: Main	2.14.1			
	Starter	(new learning including a	ssassmant)		Phase 3: Plenary / Reflections	
	(preparing the brain		135C3511C11()		Thendry y hencedons	
	for					
	learning)					
Monday	Engage	A. ORAL LANGAUGE			What have we learnt	
	learners to	 Introduce the day's top 	ic and show pictu	ires of	today?	
	sing songs	activities at home.		c		
	and recite	• Have learners think-pai	r-share the dome	estic activities.	Ask learners to	
	familiar	Have learners talk about	it which of the ev	ents they like	summarize the main	
	rhymes	most and why they like th	nem.		points in the lesson	
		• Have learners role-play	some of the scer	ies.		
		E.g. People engaged in do				
		People at table.				
		Assessment: let learners				
Tuesday	Engage	B.READING			What have we learnt	
	learners to	Have learners read leve			today?	
	sing songs	• Guide learners to ask a	Ask learners to			
	and recite familiar	questions on the texts			summarize the main	
	rhymes	Assessment: let learners	ssessment: let learners ask and answer factual and			
	,	inferential questions abo	points in the lesson			
Wednesday	Engage	C. WRITING			What have we learnt	
	learners to	Have a simple 3-4	column substitu	tion table on	today?	
	sing songs	the board. e.g.		I		
	and recite familiar	I Sing	School		Ask learners to summarize the main	
	rhymes	We <u>Play</u>	at Home		points in the lesson	
	\sim	The Read	the park			
		Boys				
			·			
		Have learners ide	ntify the words th	nat make up		
		the table.				
		• With an example, from the substitution tab		sentences		
		Have learners rea		nces and		
		write down their sentence				

		Assessment: let learners write or copy correct sentences from substitution tables	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING CONVENTIONS AND GRAMMAR USAGE Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday. Create situations for learners to use the structure. e.g. i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. Introduce drills for learners to have practice. Put learners into small groups to discuss given topics, using the structures Assessment: let learners use the simple present tense to express habitual actions 	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 Use the Author's chair to introduce the reading/ library time. Have a variety of age and level-appropriate books for learners to make a choice. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available. For each reading session, guide learners to select books. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level-appropriate books and texts from print	

Vetted by :	Signature:	Date :

SUBJECT: MATHEMATICS

Week Endin	g:			Class size:			
Day : Period :				oate : esson :	2		
				$\langle \rangle$	2.		
Strand : NUI	MBER		Sub-strand	: Counting, Re	presentation	, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.2.1.1					
Content star	ndard (code)	B2.1.2.1.	32.1.2.1.				
Performance	e Indicator	Learners can use of subtract numbers	e conceptual understanding of addition and subtraction to add, and rs to 100				
-		tivity and Innovations and Problem Sol		cation and Col	laboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Page	2				
DAY	Phase 1: Starter (preparing the brain for learning)	(new learning including assessment)			Phase 3: Plenary / Reflections		
Monday	Sing songs like:	= 57), missing	. Match a word problem to a missi = 57), missing subtrahend1 (e.a missing minuend (54 = 63) stat			Review the lesson with Learners	

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	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Tuesday	Sing songs		Review the lesson with
	like:	. Match a word problem to a missing addend (e.g.,3 4 +	Learners
		= 57), missing subtrahend1 (e.g. 27 = 24) or	
	ľm	missing minuend (54 = 63) statement	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one	champles	
Wednesda	Sing songs		Review the lesson with
у	like:	Create an addition or subtraction number sentence and	Learners
		word problem for a number up to 100 (i.e., given the	
	ľm	solution 53, create an addition or subtraction sentence	
	counting	with an answer of 53 and a corresponding word	
	one, what	problem).	
	is one		
	13 0110	Assessment: have learners to practice with more	
	•	examples	
Thursday	Sing songs		Review the lesson with
-	like:	Create an addition or subtraction number sentence and	Learners
		word problem for a number up to 100 (i.e., given the	
	ľm	solution 53, create an addition or subtraction sentence	
	counting	with an answer of 53 and a corresponding word	
	one, what	problem).	
	is one		
	13 Offe	Assessment: have learners to practice with more	
Friday	Sing songs	examples	Review the lesson with
inuay		Create an addition or subtraction number sentence and	
	like:	word problem for a number up to 100 (i.e., given the	Learners
		solution 53, create an addition or subtraction sentence	
	l'm	with an answer of 53 and a corresponding word	
	counting	problem).	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	

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SUBJECT: SCIENCE CLASS: TWO

Date :			
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evelopment and			
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/ Reflections			
ave we learnt			
mers to			
rize the			
ant points of the			

	1		
Thursday	Engage	 In groups, learners critique pictures of scenarios of 	What have we learnt
	learners to	someone using electricity in a safe or unsafe way, e.g.	today?
	sing songs	plugging uninsulated (naked) wires into sockets,	Ask learners to
	and recite	climbing electricity pole, touching water being heated	summarize the
	familiar	with a water heater.	important points of the
	rhymes	• Teacher reinforces learners' ideas by mentioning the	lesson
		safety ways of using electricity	
		Assessment: let learners mention the safety ways of	
		using electricity	

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Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:		
Day :			D	Date :		
Period :			L	esson :	\mathcal{O}	
Strand : ALL	AROUND US	Sul	b-strand	Plants and Animals		
Indicator (co	ode)	B2.2.2.1.1.				
Content sta	ndard (code)	B2.2.2.1.				
Performanc	e Indicator	Learners can explore	e the impo	ortant plants in the comm	unity	
-		tivity and Innovation C ng and Problem Solving		cation and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curriculum	n Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Re			Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	maize, shea butter, e important to the com and food Learners see the real these important crop	tc, and ta nmunity. crops, wa	ut crops like cocoa, yam, lk about why they are e.g. they give us money atch pictures/videos of important crops in their	What have we learnt today? Ask learners to summarize the main points in the lesson	

		Assessment: Let learners explain the importance of	
		crop plants in the community	
Thursday	Engage	Learners talk about caring for crop plants	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: Let learners mention ways of caring for	Protect work
	familiar	crop plants	Learners talk to parents
	rhymes		about taking good care
			of important crops
			Ask learners to
			summarize the main
		C \	points in the lesson

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

SUBJECT: PHYSICAL EDUCATION

Week Ending:			Class size:			
Day :				Date	2:	
Period :				Less	on :	\sim
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-stranc	d : №	1ANIPULATIVE SKILLS	
PATTERNS					\sim	\sim
Indicator (co	ode)	B2.1.2.1.6				
Content star	ndard (code)	B2.1.2.1.				
Performanc	e Indicator	Learners can catch	h a flying ba	all b	elow the waist.	
-		tivity and Innovations and Problem Solv		nicat	ion and Collaboration Pe	ersonal Development and
Keywords			\cap			
T. L .R. (s)		Balls				
Ref:	PE curriculu	m Page	5			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners				ulders straight, with	What have we learnt
	jog round a			-	and slightly forward	today?
	demarcate				s stretch their arms and	
	d area in	-	_		spread open. As the	Use answers to
	files while	ball enters their p			-	summarise the lesson.
	singing and		-		es catching the ball	
	clapping to				pact. Learners practice	
	warm-up		-	em	feedback. Learners	
	the body	progress at their c	own pace.			
	for					
	maximal					

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ce and to	
prevent	
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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:			Class size:			
Day :				Date	:	
Period :				Less	on :	\mathcal{O}
Strand : Goo	d, His Creatior	and Attributes	Sub-strand	d : Pi	urpose of God's Creatic	n
Indicator (co	ode)	B2.1.3.1.1	1			
Content sta	ndard (code)	B2.1.3.1.				
Performanc	e Indicator	Learners can expl	lain the pur	pose	of God's creation.	
-		tivity and Innovations and Problem So		nicat	ion and Collaboration F	Personal Development and
Keywords					$\langle \cdot \rangle$	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page		5		
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	Group learners to discuss the usefulness of plants and animals to humankind Assessment: let learners mention the usefulness of plants and animals to humankind			What have we learnt today? Ask learners to summarize the main points in the lesson	

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SUBJECT: HISTORY

Week Ending:				Class s	size:
Day :			Dat	e:	
Period :		Les	son :		
Strand : My Count	try Ghana	:	Sub-strand	: The Peop	le Of Ghana
Indicator (code)		B2.2.1.1.1	L		
Content standard	(code)	B2.2.1.1.1	L		
Performance Indi	cator	Learners Ghana	can state th	e characte	ristics of the ethnic groups in
	es: Creativity and Innovation I Thinking and Problem Solvir		ation and C	ollaboratio	n Personal Development and
Keywords) .	\bigcirc			
T. L .R. (s)		Pictures			
Ref:	History curri	culum Pag	ge		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: (new lear assessme	ning includ	ing	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?	internet of the ethni Discuss w entails. Assessme	hat the doo nt: let learn a festival of	of one of cumentary	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.	What have we learnt today? Ask learners to summarize the main points in the
		Assessment: let learners describe a festival of one of the ethnic group	lesson

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SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	\mathcal{O}
Strand : VIS	UAL ARTS , PE	RFORMING ARTS Sub-stran	1 d : [Displaying and Sharing	
Indicator (co	ode)	B2 1.3.4.2	B2	2.3.5.1	
Content star	ndard (code)	B2 1.3.4.	B2	2.3.5.	
Performanc	e 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 other Ghanaian communities Learners can perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities 			
		in Ghana			
-		tivity and Innovation Commu ng and Problem Solving.	nica	tion 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 assessment) Plenary / Reflections			Plenary / Reflections
Monday	Engage	Learners are to:			What have we learnt
	learners to	I plan a display of own artworks that reflect the people today?			today?
	sing songs	in other Ghanaian cultures;			
	and recite	I plan the arrangement of o	wna	artworks to share,	Ask learners to
	familiar	educate and inform the pub	lic o	n the natural and	summarize the main
	rhymes	manmade environments in o	othe	r Ghanaian cultures.	points in the lesson

		Assessment: let learners write plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I watch a video or live performance of music, dance	today?
	sing songs	and drama of people in other parts of Ghana;	
	and recite	Perform some of the music, dance and drama	Ask learners to
	familiar	performed during festivals of people in those Ghanaian	summarize the main
	rhymes	communities;	points in the lesson
		Perform own music, dance and drama compositions	
		to share ideas, educate and inform the public on the	
		history and culture of people in other parts of Ghana.	
		Assessment: let learners perform own artworks to	
		share creative experiences that reflect the history and	
		culture or way of life of people in other communities in	
		Ghana	

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SUBJECT: GHANAIAN LANGUAGE

Week Ending:			Class size:			
Day :				te :		
Period :			Le	sson :		
Strand : Writ	ting		Sub-strand :	Penmanship/Handwritin	g	
Indicator (co	ode)	B2.3.1.1.3				
Content star	ndard (code)	B2.3.1.1.				
Performance	e Indicator	• Le	arners should	copy simple sentences c	learly and boldly.	
-		tivity and Innovations and Problem Sol		ation and Collaboration P	ersonal Development and	
Keywords			5			
T. L .R. (s)		Manila cards, mar	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculur	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding assess	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for learning)					
	Engage	• Write simple sentences boldly on the board.			What have we learnt	
	leaners to	 Lead learners to 	read the sen	tences.	today?	
	sing songs	 Assist learners t 	o write the se	ntences boldly and		
	and recite	clearly				
	familiar rhymes	Assessment: let le and boldly.	earners copy s	imple sentences clearly	Review the lesson with learners	

Engage	• Write simple sentences boldly on the board.	What have we learnt
leaners to	 Lead learners to read the sentences. 	today?
sing songs	 Assist learners to write the sentences boldly and 	
and recite	clearly	
familiar		
rhymes	Assessment: let learners copy simple sentences clearly	Review the lesson with
	and boldly.	learners
Engage	 Write simple sentences boldly on the board. 	What have we learnt
leaners to	 Lead learners to read the sentences. 	today?
sing songs	 Assist learners to write the sentences boldly and 	
and recite	clearly	
familiar		
rhymes	Assessment: let learners copy simple sentences clearly	Review the lesson with
	and boldly.	learners

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Signature: Date :

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TERM ONE BASIC TWO WEEK 10

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day : Period :		Les	te : son :	5	
Strand :	Sub-str	and :			
A. Oral Language	А.	Listen	ing Compreh	nension	
B. Reading	В.	Comp	rehension		
C. Writing	C .	Contro	olled Writing	S	
D. Using Writing Con	D. Using Writing Conventions D. Using Adjectives				
E. Extensive Reading	E.	Buildi	ng The Love	and Culture of	Reading
Indicator (code)	B2.1.7.1.1 B2.2.7.1	L.2. E	32.4.7.1.1	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.1	L E	32.4.7.1.	B2.5.5.1	B2.6.1.1.
Performance Indicator	A. Learners can liste	en to a	nd interact a	actively with dra	ama
				-	l questions about level-
	appropriate texts				
	C. Learners can writ	e or co	py correct s	entences from	substitution tables
	D. Learners can iden	tify an	d use simple	e sentences to d	describe the weather
	E. Learners can read	d a vai	riety of age a	and level-appro	opriate books and texts
	from print and no	n-print	t		
Core Competencies: Crea	tivity and Innovation Comr	nunica	tion and Col	laboration Pers	sonal Development and
Leadership Critical Thinkin	ng and Problem Solving.				
Keywords					
T. L .R. (s)	Word cards, sentence car	ds, let	ter cards, ha	ndwriting on a	manila card and a class
	library.			_	

Ref:	English Lang	guage curriculum Page	age			
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 Before Reading Activate the previous knowledge of the learners by making them think-pair and share with their friends. Discuss illustrations accompanying the text. Have them predict the content of the text. Teach key vocabulary. During Reading Read the text aloud to learners. Pause often and have learners talk about the content of the text and answer simple questions based on the text. After Reading Have learners retell the story. Let learners role-play the story. 	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 in pairs. Guide learners to ask and answer simple inferential questions on the texts Assessment: let learners answer factual and inferential 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 Have a simple 3-4 column substitution table on the board. e.g. I Sing School We Play at The Read the park	What have we learnt today? Ask learners to summarize the main points in the lesson			

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		 Have learners identify the words that make up the table. With an example, let learners form sentences from the substitution table. Have learners read out their sentences and write down their sentences in their books 	
		Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write or copy correct sentences from substitution tables	
Friday	Engage learners to sing songs and recite familiar rhymes	 E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time. Have a variety of age and level-appropriate books for learners to make a choice. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available. For each reading session, guide learners to select 	What have we learnt today? Ask learners to summarize the main points in the lesson
		books. Assessment: let learners read a variety of age and level-appropriate books and texts from print	

Vetted by :..... Date :

SUBJECT: MATHEMATICS

Week Endin	g:			Class size:		
Day :			Da	ie :		
Period :			Les	Lesson :		
Strand : NUI	MBER	Sub-	strand : (Counting, Representatio	n, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.2.2.1	//			
Content sta	ndard (code)	B2.1.2.2.1				
Performanc	e Indicator	Learners can use the co and subtraction problem		-	equal to" to solve addition	
		tivity and Innovation Corng and Problem Solving.	mmunica	tion and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	; assessn	nent)	Plenary / Reflections	
Monday	Sing songs like:	Explaining that that' "; "not equal to"	≠" means	"not the same as" or	Review the lesson with Learners	

NANA FIIFI ACO			r
	I'm counting one, what is one	 Constructing and drawing two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠ (e.g., □ □ ≠ □ □); Changing two given sets, equal in size, to create sets that are not equal (e.g., change □ □ = □ □ □ to □ □ □ ≠ □ □), explain the changes made and why Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship (e.g., 16 ≠ 8 + 5) 	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Explaining that that' "≠" means "not the same as" or "not equal to"	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	 Constructing and drawing two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠ (e.g., □ □ ≠ □ □); Changing two given sets, equal in size, to create sets that are not equal (e.g., change □ □ = □ □ □ to □ □ □ □ ≠ □ □), explain the changes made and why Assessment: have learners to practice with more 	
Wednesda		examples	Review the lesson with
y	Sing songs like: I'm counting one, what is one	Using a symbol () to represent an unknown in addition/subtraction statements to 100 Assessment: have learners to practice with more examples	Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	. Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend. (For example, that subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40).	Review the lesson with Learners

	alone it		
	shall be.	40 - 28 = What? Means 28 + What? =40	
		Or if given 40 - 28 = change question to 28 + =40. The answer is 12, so 40 - 28 = 12).	
		Assessment: have learners to practice with more examples	\sim
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	 Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend. (For example, that subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40). 40 - 28 = What? Means 28 + What? =40 Or if given 40 - 28 = change question to 28 + =40. The answer is 12, so 40 - 28 = 12). 	Review the lesson with Learners

Vetted by :..... Date :

SUBJECT: SCIENCE CLASS: TWO

Week Ending:					Class size:		
Day :			Dat	e :			
Period :				Les	sson :		
Strand : FOF	CES AND ENE	RGY	Sub-stran	nd : E	LECTRICITY AND ELECTI	RONICS	
Indicator (co	ode)	B2.4.2.1.1	B2.4.2.1.1				
Content sta	ndard (code)	B2.4.2.1.					
Performanc	e Indicator	Learners can reco	gnise the i	mpo	rtance of safety when u	ising electricity	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration F	Personal Development and	
		ng and Problem Sol		incu			
		I	\sim				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding ass	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Monday	learning)	In groups, learners critique pictures of scenarios of What have we learnt					
Monday	Engage learners to					today?	
	sing songs	plugging uninsulated (naked) wires into sockets,					
	and recite	climbing electricity pole, touching water being heated Ask learners to					
	familiar	with a water heater.					
	rhymes				important points of the		
		safety ways of using electricity lesson			lesson		
		Assessment: let learners mention the safety ways of					
		using electricity					

Thursday	Engage learners to sing songs and recite familiar rhymes	 Learners to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals Enquire from learners why electrical gadgets are covered with plastics and wooden materials Assessment: let learners mention basic safety tips on electricity 	What have we learnt today? Ask learners to summarize the important points of the lesson

Vetted by :....

Signature: Date :

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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:			
Day :			Dat	e :			
					\sim		
Period :			Les	son :			
					$\boldsymbol{\lambda}$		
Strand : ALL	AROUND US	Sub-strai	nd : [Map Making and Land Ma	arks		
Indicator (co	ode)	B2.2.3.1.1.					
Content star	ndard (code)	B2.2.3.1. 1.					
Performance	e Indicator	Learners can sketch and lo	cate	things in the classroom			
Core Compe	tencies: Crea	ivity and Innovation Commເ	inica	tion and Collaboration Pe	ersonal Development and		
=		ng and Problem Solving.			·		
Keywords							
		Dictures					
T. L .R. (s)	Our Manlel (Pictures					
Ref:	Our world (Our People curriculum Pag	e				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections		
	(preparing						
	the brain	$\langle \cdot \rangle$					
	for						
	learning)						
Tuesday	Engage	Observe the shape of the classroom.			What have we learnt		
	learners to	Sketch and colour the shape of the classroom, e.g. today?					
\sim	sing songs						
	and recite		Ask learners to				
	familiar	summarize the main					
	rhymes				points in the lesson		
		Square, Rectangle, Round. (Whole-class discussion) :					
		Learners share their work for	or ap	preciation.			

		Assessment: Let learners sketch and locate things in the classroom	
Thursday	Engage	Observe and sketch houses, school buildings and other	What have we learnt
	learners to	facilities in the community.	today?
	sing songs		
	and recite	Note	Ask learners to
	familiar	Learners develop the skills of using technology tools in	summarize the main
	rhymes	observing things around them as a responsible citizen	points in the lesson
		e.g. using a video camera, mobile phone	
			$\boldsymbol{\lambda}$
		Assessment: Let learners sketch houses, school	
		buildings and other facilities in the community.	

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Signature: Date :

SUBJECT: PHYSICAL EDUCATION

Week Ending:				(Class size:		
Day :			[Date :			
Period :			L	Lesso	on :	∇	
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-strand	d : M	ANIPULATIVE SKILLS		
PATTERNS							
Indicator (co	ode)	B2.1.2.1.7					
Content star	ndard (code)	B2.1.2.1.7					
Performance	e Indicator	Learners can Kick a	a stationary	y bal	lusing a smooth contin	uous running approach.	
		tivity and Innovation ng and Problem Solv		nicati	on and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		cones					
Ref:							
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asses	ssme	ent)	Plenary / Reflections	
	(preparing the brain	$\langle \rangle \rangle$					
	for						
	learning)						
Friday	Learners	After taking learne	ers through	war	m up, place a ball at	What have we learnt	
	jog round a	stationary position	n. Move bac	ck ab	out 5m away from	today?	
	demarcate	the ball. Run and kick the ball forward with the instep of					
	d area in					Use answers to	
	files while						
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

performan	
ce and to	
prevent	
injuries	

Vetted by :	Signature:	Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:			Class size:				
Day :		Date :					
Period :				Les	son :	$\langle \rangle$	
Strand : God, His Creation		and Attributes	Sub-stran	d : F	urpose of God's Creation	on	
Indicator (co	ode)	B2.1.3.1.1					
Content sta	ndard (code)	B2.1.3.1.					
Performanc	e Indicator	Learners can expl	ain the pur	pos	e of God's creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Devel Leadership Critical Thinking and Problem Solving.			Personal 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	Let learners identify the uses of animals and plants. Assessment: let learners identify the uses of animals and plants.		What have we learnt today? Ask learners to summarize the main points in the lesson			

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Signature: Date :

SUBJECT: HISTORY

Week Ending:				Class s	ize:
Day :		Da	ite :		
Period :		Le	sson :		
Strand : My Count	Sub-strand : The People Of Ghana				
Indicator (code)		B2.2.1.1	.1		
Content standard	(code)	B2.2.1.1			
Performance Indic	cator	Learners Ghana	can state t	he characte	ristics of the ethnic groups in
-	es: Creativity and Innovation Thinking and Problem Solvin		cation and	Collaboratio	n Personal Development and
Keywords	(2		
T. L .R. (s)		Pictures			
Ref:	History curri	culum Pa	ge		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		ding	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic	internet of a fes the ethnic grou Discuss what th entails. Assessment: let describe a festiv		l of one of ocumentary	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	group from the other? Engage learners to sing songs and recite familiar	the ethnic group Show documentary/pictures/ internet of a festival of one of			What have we learnt today?
	rhymes	the ethn	ic groups		

Discuss what the documentary	Ask learners to summarize
entails.	the main points in the
	lesson
Assessment: let learners	
describe a festival of one of	
the ethnic group	

SUBJECT: CREATIVE ARTS

Week Endin	g:				Class size:	
Day :				Dat	2:	
Period :				Less	ion :	
Strand : VIS	UAL ARTS		Sub-stran	d : D	isplaying and Sharing	
PERI	FORMING ART	ſS		A	ppreciating and Apprais	ing
Indicator (co	ode)	B2 1.3.5.1	B2 2.4	.7.2		
Content sta	ndard (code)	B2 1.3.5.	B2 2.4	.7.	\mathbf{X}	
Performanc	e Indicator	Learners	can display	own	visual artworks to share	creative experiences that
		reflect the	e history a	nd ci	ulture or way of life of	people in other Ghanaian
		communi	ties			
		Learners of	can report o	own	views and feelings about	t the displayed performing
		artworks	and sugges	uggest how the artworks can be modified or improved		
-		tivity and Innovating and Problem So		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref: Creative Ar		ts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Monday	Engage	Learners are to:			What have we learnt	
	learners to	I display portfolio	o of own vi	sual	artworks to educate	today?
	sing songs	and inform the p	ublic on art	worl	ks that reflect the	
	and recite	history and cultur	re of people	e in c	other parts of Ghana.	Ask learners to
	familiar					summarize the main
	rhymes					points in the lesson

NANA TIITACC			
		Assessment: let learners display own visual artworks to	
		share creative experiences that reflect the history and	
		culture or way of life of people in other Ghanaian	
		communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I display (real/photographs/video) selected own and	today?
	sing songs	others' displayed performing artworks	
	and recite	Italk about the works dispassionately using agreed	Ask learners to
	familiar	guidelines;	summarize the main
	rhymes	I 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 artworks.	
		Suggested Process/Steps	
		I talk about, appreciate and appraise own and/or	
		others' compositions and performances using the	
		guidelines above dispassionately;	
		I use the outcome of the appreciation/appraisal to	
		modify the product or to produce a similar or different	
		composition or performance;	
		Precord/document the activity and share using a	
		platform accepted social media by the class/group (e.g.	
		Facebook, Twitter, Instagram, WhatsApp);	
		Assessment: let learners write report own views and	
		feelings about the displayed performing artworks and	
		suggest how the artworks can be modified or improved	
			l

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Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

Week Endin	ig:			Class size:	
Day :			D	ate :	
Period :			L	esson :	
Strand : Wri	iting Convent	ions / Usage	Sub-strand (Capitalizati	: Integrating Grammar in V on)	Vritten Language
Indicator (co	ode)	B2.5.1.1.1. B2.	5.1.1.2 B2.	5.1.1.3	
Content sta	ndard (code)	B2.5.1.1. B2.5	5.1.1. B2.	5.1.1.	
Performanc	e Indicator	• Le	earners shoul	d write proper nouns with	capital letters.
		• Le	earners shoul	d use capital letters to star	t sentences
				d use capital letters after f	•
-		tivity and Innovati ng and Problem So		cation and Collaboration Po	ersonal Development and
Keywords			X		
T. L .R. (s)		Manila cards, ma	irkers, record	ed audios visual	
Ref: Ghanaian Language curriculum			IM		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning including as		sment)	Plenary / Reflections
	for learning)				
	Engage	-	-	f the alphabet as a group.	What have we learnt
	leaners to sing songs		earners to say	/ the letters of the	today?
	and recite	alphabet.	C		
	familiar		r persons and	places on manila card in	
	rhymes	capital letters.			
				mes and discuss the	
		names with them	า.		

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	 Call learners to read the names on their own. 	Review the lesson with
	 Let learners use capital letters to write the proper 	learners
	nouns.	
	Assessment: let learners write proper nouns with	
	capital letters	
Engage	 Revise the lesson on the letters of the alphabet with 	What have we learnt
leaners to	learners.	today?
sing songs	• Write simple sentences on the board and ask learners	
and recite	to recognise the first letter in every sentence.	
familiar	 Lead learners to read the simple sentences aloud. 	
rhymes	Call individual learners to read the sentences.	
	 Let learners write the sentences making sure that 	Review the lesson with
	each sentence is started with a capital letter.	learners
	Assessment: let learners use capital letters to start	
	sentences	
Engage	 Revise the lesson on the letters of the alphabet with 	What have we learnt
leaners to	learners.	today?
sing songs	• Write simple sentences on the board and ask learners	
and recite	to recognise the first letter in each sentence.	
familiar	 Lead learners to read the simple sentences aloud. 	
rhymes	 Call individual learners to read the sentences. 	
	 Let learners write the sentences making sure that 	Review the lesson with
	each sentence is dotted at the end, and another started	learners
	with a capital letter.	
	Assessment: let learners use capital letters after full	

TERM ONE BASIC TWO WEEK 11

SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:
Day : Period :		Date : Lesson :
Strand :	Sub-strar	nd :
A. Oral Language	A. Li	stening Comprehension
B. Reading	B. Co	omprehension
C. Writing	C. C	ontrolled Writing
D. Using Writing Con	ventions D. U	sing Adjectives
E. Extensive Reading	E. BI	uilding The Love and Culture of Reading
Indicator (code)	B2.1.7.1.2 B2.2.7.1.3	B. B2.4.7.1.1 B2.5.5.1.1. B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.1.	B2.4.7.1. B2.5.5.1. B2.6.1.1.
Performance Indicator Core Competencies: Created Creater Crea	middle and end) in c B. Learners can retell l C. Learners can write c D. Learners can identif E. Learners can read a from print and non- tivity and Innovation Commu	evel-appropriate texts in own words or copy correct sentences from substitution tables fy and use simple sentences to describe the weather a variety of age and level-appropriate books and texts
Keywords		
- /		
T. L .R. (s)	Word cards, sentence cards	, letter cards, handwriting on a manila card and a class
	library.	

Ref:	English Lan	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 Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). Assessment: let learners identify sequence of events (beginning, middle and end) in drama 	Monday
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Revise some previous stories told. Have learners retell a story using simple herring-bone strategies Assessment: let learners retell level-appropriate texts in own words. 	Tuesday
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Have a simple 3-4 column substitution table on the board, e.g. I Sing School Home The Read at Home the park Boys Have learners identify the words that make up the table. With an example, let learners form sentences from the substitution table. Have learners read out their sentences and write down their sentences in their books 	Wednesday
		Assessment: let learners write or copy correct sentences from substitution tables	

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	Thursday
	learners to	Use appropriate texts to help learners to describe the	
	sing songs	weather and show quantity and position or order of	
	and recite	people and things, e.g:	
	familiar	weather - It is cold.	
	rhymes	quantity – I have two pens.	
		position or order of people and things – She is on the	
		first row.	
		Assessment: let learners use simple sentences to	
		describe the weather	
Friday	Engage	E.EXTENSIVE READING	Friday
	learners to	Use the Author's chair to introduce the reading/ library	
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	
	familiar	learners to make a choice.	
	rhymes	• Introduce narratives, pop-up and flip-the-page texts	
		to learners.	
		 Introduce e-books to learners, if available. 	
		• For each reading session, guide learners to select	
		books.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print	

Vetted by :.....

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Signature: Date :

SUBJECT: MATHEMATICS

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Lesson :			
Strand : NUI	MBER		Sub-strand	d : C	ounting, Representatior	n, Cardinality & Ordinality	
Indicator (co	ode)	B2.1.2.3.1	\frown				
Content sta	ndard (code)	B2.1.2.3.					
Performanc	e Indicator	Learners can use subtraction facts t		strategies for basic addition facts to 19 and related			
Leadership (tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	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 including assessment) Plenary / Re				Plenary / Reflections	
Monday	Sing songs like:	. Demonstrate fluency with addition and subtraction- related relationships by:				Review the lesson with Learners	

NANA FIIFI ACO	r		
	I'm counting one, what	• Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5	
	is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one.	 Demonstrate fluency with addition and subtraction-related relationships by: Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 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	 Demonstrate fluency with addition and subtraction-related relationships by: Quickly Identifying the double of a number between 1 and 12 Assessment: have learners to practice with more examples 	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	 Demonstrate fluency with addition and subtraction-related relationships by: Quickly Identifying the double of a number between 1 and 12 Assessment: have learners to practice with more examples 	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	 Demonstrate fluency with addition and subtraction-related relationships by: Quickly Identifying the double of a number between 1 and 12 Assessment: have learners to practice with more examples 	Review the lesson with Learners

SUBJECT: SCIENCE CLASS: TWO

Week Ending:				Class size:				
Day :				Date :				
Period :					Lesson :			
Strand : FOF	CES AND ENE	RGY	Sub-strand	d : F	ORCES AND MOVEMEN			
Indicator (co	ode)	B2.4.3.1.1						
Content sta	ndard (code)	B2.4.3.1.						
Performanc	e Indicator	Learners can disco	over the eff	fects	of forces on objects			
Leadership (tivity and Innovatic ng and Problem Sol		nicat	ion and Collaboration P	ersonal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	Science cur	riculum Page	X					
DAY	Phase 1: Starter	Phase 2: Main (new learning incl	uding asse	essm	ent)	Phase 3: Plenary / Reflections		
	(preparing the brain for learning)							
Monday	Engage	Provide differer	nt scenarios	s to	let learners know that	What have we learnt		
	learners to	forces cause object	cts to move	or	stop, e.g. kicking a ball,	today?		
	sing songs	pushing a chair or						
	and recite	Learners engage	Ask learners to					
	familiar	scrambling of pap	summarize the					
	rhymes	the classroom, squeezing empty plastic bottles etc.				important points of the		
		 Learners talk ab 	lesson					
			earners mer	ntio	n the effects of forces			
		on objects						

Thursday	Engage	 Learners engaged to do the following activities: 	What have we learnt
	learners to	scrambling of paper and metal foils, pushing objects in	today?
	sing songs	the classroom, squeezing empty plastic bottles etc.	Ask learners to
	and recite	 Learners talk about the activities they performed. 	summarize the
	familiar	• Emphasise the effects of forces on objects, e.g.	important points of the
	rhymes	changing shape, making it move, changing the direction	lesson
		of movement and reducing the speed of a moving object.	
		Assessment: let learners mention the effects of forces on objects	

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:				
Day :				ate :				
Period :	Period :				Lesson :			
Strand : ALL	AROUND US		Sub-strand :	Population	and Settlemer	it		
Indicator (co	ode)	B2.2.4.1.1.						
Content star	ndard (code)	B2.2.4.1.						
Performance	e Indicator	-			nd adapt to a cl	nange in the total number		
		of people, as a res	·					
		tivity and Innovatic ng and Problem Sol ⁱ		ation and C	ollaboration Pe	ersonal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	Our World (Our People curricu	llum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar			ms of a large family size. s mention the problems of a		What have we learnt today? Ask learners to summarize the main		
Thursday	rhymes Engage	Represent the nur	points in the lesson What have we learnt					
	learners to sing songs	with a bar chart.				today?		

and r	ecite Explain	what happens to the class size when a new	Ask learners to
famil	iar learner	joins or leaves your class.	summarize the main
rhym	es Learne	rs talk about skills needed to accept and adjust	points in the lesson
	to a cha	ange in the total number of people in a place,	
	e.g. res	pect the rights of others, tolerance, sharing	
	Assessr	ment: Let learners explain the need to accept	
	and ada	apt to a change in the total number of people, a	as
	a respo	onsible citizen	

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:						Class size	2:
Day :			Date :				
Period :					Lesson :		
Strand : MOTOR S	KILL AND MO	VEMENT PAT	TERNS	Sub-strar	nd : MANIF	PULATIVE	SKILLS
Indicator (code)			B2.1.2.1.	8			
Content standard	(code)		B2.1.2.1.				
Performance Indic	ator		Learners	can hand-	dribble by	controllin	g a ball for a sustained
			period				
Core Competencie	es: Creativity a	and Innovatio	n Commur	nication an	d Collabor	ation Pers	onal Development and
Leadership Critical	Thinking and	Problem Solv	ving.				
Keywords							
T. L .R. (s)			Balls				
Ref:		PE curriculu					
DAY	Phase 1:		Phase 2: Main Phase 3:				Phase 3:
	Starter		(new learning including assessment) Plenary / Refle				Plenary / Reflections
	(preparing t	he brain					
	for learning)						
Friday	Learners jog	round a	Learners bounce ball continuously on V				What have we learnt
	demarcated	area in files	s the spot or while moving for a today?				today?
	while singing	g and	sustained	l period af	ter warm ເ	Jp.	
clapping to warm-up		Observe learners as they practice and			tice and	Use answers to	
the body for maximal performance and to		give then	n support a	and feedba	ack. Allow	summarise the	
		individuals to progress at his or her lesson.					
	prevent inju	ries	own pace	e. Organise	a mini ha	ndball or	
			basketba	ll game. Er	nd lesson v	vith cool	
			down act	ivities			

 	LESSON PLAN
•	LESSON PLAP

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endin	lg:				Class size:	
Day :			Dat	e :		
Period :				Les	son :	
Strend . Co	d Llic Croation	and Attributor	Sub strag		urpace of Cod's Croatia	
Strand : Goo	a, His Creation	and Attributes	Sub-stran	ia : F	urpose of God's Creation	
Indicator (co	ode)	B2.1.3.1.1				
Content sta	ndard (code)	B2.1.3.1.				
Performanc	e Indicator	Learners can explai	in the pu	rpos	e of God's creation.	
Core Compe	etencies: Crea	tivity and Innovatior	n Commu	nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinkiı	ng and Problem Solv	ing.			
<u> </u>		[
Keywords						
T. L .R. (s)		Pictures	\frown			
Ref: RME curriculum Page						
Ner.	ei. Kivil curriculum rage					
DAY	Phase 1:	Phase 2: Main	\sim			Phase 3:
	Starter	(new learning inclu	iding ass	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage				What have we learnt	
	learners to	Let learners draw and colour			eful plants and animals.	today?
	sing songs					
	and recite					Ask learners to
	familiar	Assessment: let lea	arners dra	aw ai	nd colour useful plants	summarize the main
	rhymes	and animals				points in the lesson

SUBJECT: HISTORY

Week Ending:				Class s	ize:
Day :		Da	te :		
Period :		Les	sson :		
Strand : My Count		Sub-strand : The People Of Ghana			
Indicator (code)		B2.2.1.1	L.1		
Content standard	(code)	B2.2.1.1	L.		
Performance Indi	cator	Learners can state the characteristics of the ethnic groups in Ghana			
	es: Creativity and Innovation I Thinking and Problem Solvin		ication and (Collaboratio	n Personal Development and
Keywords					
T. L .R. (s)	Pictures				
Ref: History curri		culum P	age		
DAY Phase 1: Starter		Phase 2: Main (new learning including		ling	Phase 3: Plenary / Reflections
	(preparing the brain for learning)		assessment)		·····
Tuesday			locumentary t of a festiva nic groups	l of one of	What have we learnt today?
What are the characteristics of the		entails. Assessn	what the do nent: let lear	ners	Ask learners to summarize the main points in the lesson
	ethnic groups? What differentiates one ethnic group from the other?		describe a festival of one o the ethnic group		
Thursday			locumentary t of a festiva nic groups what the do	l of one of	What have we learnt today?

ANA FIIFI ACQUAH	Assessment: let learners describe a festival of one of the ethnic group	Ask learners to summarize the main points in the lesson
/etted by :	Signature:	Date :
		5

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :				Date	2:	
Period :				Less	ion :	\mathcal{O}
Strand : VISU	JAL ARTS ,		Sub-stran	d : A	ppreciating and Apprais	ing
PERF	ORMING ART	S			9	
Indicator (co	ode)	B2 1.4.6.2	B2 2.4.6.2			
Content sta	ndard (code)	B2 1.4.6.	B2 2.4.6.		\mathbf{X}	
 Performance Indicator Learners can agree on guidelines for assessing and deriving mean own and others' displayed visual artworks Learners can agree on guidelines for assessing and deriving mean own and others' performing artworks as representations of a produced or found in other Ghanaian communities 			nd deriving meaning from resentations of artworks es			
Core Competencies: Creativity and Innovation Communication and Collabor Leadership Critical Thinking and Problem Solving. Keywords						
T. L .R. (s)		Pictures				
Ref: Creative Arts curriculum						
DAY	Phase 1: Starter (preparing the brain for learning)	(new learning including assessment) Plenary			Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	 agree on guidelines for deducing the meaning of each displayed; discuss how to use the guidelines to express the meaning of each displayed artwork. 				

		Suggested Drocoss /Stops	
		Suggested Process/Steps	
		I 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 vocabulary to use for appreciating	
		and appraising artworks	
		I agree on what to use the appraisal report for and how	
		to share it;	
		I 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 write guidelines for assessing	
		and deriving meaning from own and others' displayed	
		visual artworks	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I agree on guidelines for deducing the meaning of each	today?
	sing songs	artwork displayed;	
	and recite	I discuss how to use the guidelines to express the	Ask learners to
	familiar	meaning of each displayed artwork	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write guidelines for assessing	
		and deriving meaning from own and others' performing	
		artworks as representations of artworks produced or	
		found in other Ghanaian communities	
			l

Vetted by :	Signature:	Date :

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Le	sson :		
Strand :			Sub-strand :			
Writing Conv	ventions / Usa	age	Integrating G	irammar in Written Langu	age (Punctuation)	
			Integrating G	irammar in Written Langu	age (Use of Action	
			Words)			
Indicator (co	ode)	B2.5.2.1.1. E	32.5.3.1.1			
Content star	ndard (code)	B2.5.2.1. B	32.5.3.1.			
Performance	e Indicator	• Le	earners should	ers should know what the full stop and the comma are.		
				write two-letter present		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developed Leadership Critical Thinking and Problem Solving.			ersonal Development and			
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recorde	d audios visual		
Ref: Ghanaian Language curriculum			im			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (new learning including		luding assess	ment)	Plenary / Reflections	
(preparing						
the brain						
for						
	learning)					
	 Engage Let learners demonstrate Write simple sentences th 				What have we learnt today?	
				·	today:	
	and recite	Lead learners to		full stops and comma).		
	familiar			e sentences individually.		
	rhymes	 Discus what a fille 		•		
				icurrers.		

	• Discuss what a comma is with learners.	Review the lesson with
	• Assist learners to tell what full stop and commas are.	learners
	Assessment: let learners punctuate simple sentences	
Engage	Give a command for learners to respond.	What have we learnt
leaners to	• Call learners in pairs to demonstrate a command and	today?
sing songs	its response.	
and recite	• Write two-letter present tense action words on the	
familiar	board.	\sim
rhymes	Lead learners to read the words.	
	• Let learners read the action words as a group.	Review the lesson wit
	Let learners read the action words one after the	learners
	other.	
	• Demonstrate the action words with the class.	D .
	Let learners write two-letter present tense action	
	words	
	Assessment: let learners write two-letter present tense	
	action words	
Engage	Give a command for learners to respond.	What have we learnt
leaners to	Call learners in pairs to demonstrate a command and	today?
sing songs	its response.	
and recite	Write two-letter present tense action words on the	
familiar	board.	
rhymes	Lead learners to read the words.	
	 Let learners read the action words as a group. 	Review the lesson wit
	 Let learners read the action words one after the 	learners
	other.	
	 Demonstrate the action words with the class. 	
	 Let learners write two-letter present tense action 	
. N/Y	words	
(V/A)		
	Assessment: let learners write two-letter present tense	
	action words	

TERM ONE BASIC TWO WEEK 12

SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:	
Day : Period :		Date : Lesson :	
Strand :	Sub-strar	and :	
A. Oral Language	A. Li	Listening Comprehension	
B. Reading	B. Co	Comprehension	
C. Writing	C. Co	Controlled Writing	
D. Using Writing Con	ventions D. U	Using Adjectives	
E. Extensive Reading	Ε. Βι	Building The Love and Culture of Reading	
Indicator (code)	B2.1.7.1.2 B2.2.7.1.3	.3. B2.4.7.1.1 B2.5.5.1.1. B2.6.1.1.1	
Content standard (code)	B2.1.7.1. B2.2.7.1	B2.4.7.1. B2.5.5.1 B2.6.1.1.	
-	middle and end) in d B. Learners can retell I C. Learners can Write D. Learners can identif E. Learners can read a from print and non-p tivity and Innovation Commu	l level-appropriate texts in own words e or copy correct sentences from substitution tables tify and use simple sentences to describe the weather a variety of age and level-appropriate books and texts	
Leadership Critical Thinkin	ng and Problem Solving.		
Keywords			
T. L .R. (s)	Word cards, sentence cards	ds, letter cards, handwriting on a manila card and a class	
	library.		

English Lang	guage curriculum Page	
Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). Assessment: let learners identify sequence of events (beginning, middle and end) in drama 	What have we learnt today? Ask learners to summarize the main points in the lesson
Engage learners to sing songs and recite familiar rhymes	 B.READING Revise some previous stories told. Have learners retell a story using simple herring-bone strategies Assessment: let learners retell level-appropriate texts in own words 	What have we learnt today? Ask learners to summarize the main points in the lesson
Engage learners to sing songs and recite familiar rhymes	 C. WRITING Have a simple 3-4 column substitution table on the board. e.g. I Sing School We Play at Home The Read the park Have learners identify the words that make up the table. With an example, let learners form sentences from the substitution table. Have learners read out their sentences and write down their sentences in their books 	What have we learnt today? Ask learners to summarize the main points in the lesson
	Phase 1: Starter (preparing the brain for learning) 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	Phase 1: Phase 2: Main (new learning including assessment) Starter (preparing the brain for learning) A. ORAL LANGAUGE Engage learners to sing songs and recite familiar rhymes A. ORAL LANGAUGE Pather and the procedure in B2.1.6.1.2. • Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. • Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). Assessment: let learners identify sequence of events (beginning, middle and end) in drama Engage learners to sing songs and recite familiar rhymes B.READING Engage learners to sing songs and recite familiar rhymes • Revise some previous stories told. Have learners retell a story using simple herring-bone strategies • Revise some previous stories told. • Mave learners retell a story using simple herring-bone strategies • Mave a simple 3-4 column substitution table on the board. e.g. • We Play at The Read the park Boys • Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table. • Have learners read out their sentences and write down their sentences in their books

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Use appropriate texts to help learners to describe the	today?
	sing songs	weather and show quantity and position or order of	
	and recite	people and things, e.g:	Ask learners to
	familiar	weather - It is cold.	summarize the main
	rhymes	quantity – I have two pens.	points in the lesson
		position or order of people and things – She is on the	
		first row.	
		Assessment: let learners use simple sentences to	
		describe the weather	
			$\mathbf{\lambda}$
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	• Introduce narratives, pop-up and flip-the-page texts	points in the lesson
		to learners.	
		 Introduce e-books to learners, if available. 	
		• For each reading session, guide learners to select	
		books.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print	

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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :			Da	te :		
Period :				son :		
Strand : NUI	VIBER	Su	b-strand :	Counting, Represent	ation, Cardinality & Ordinality	
Indicator (code)		B2.1.2.3.1				
Content standard (code)		B2.1.2.3.				
Performanc	e Indicator	Learners can use mental strategies for basic addition facts to 19 and related subtraction facts to 19				
-		tivity and Innovation C ng and Problem Solving		ition and Collaborati	on Personal Development and	
Reywords						
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 includi	ng assessr	nent)	Plenary / Reflections	
Monday	Sing songs like:	E.g. 1. Demonstrate fluency subtraction-related relation			Review the lesson with Learners	

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	I'm counting one, what is one	 Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 Quickly Identifying the double of a number between 1 and 12 Add and subtract combinations to 10 quickly and accurately Assessment: have learners to practice with more 	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	 examples E.g. 1. Demonstrate fluency with addition and subtraction-related relationships by: Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 Quickly Identifying the double of a number between 1 and 12 Add and subtract combinations to 10 quickly and accurately Assessment: have learners to practice with more examples 	Review the lesson with Learners
Wednesda Y	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Other sstrategies to use when adding - 'counting up" when adding - 'making doubles because doubles are easier to add (e.g., instead of 4 + 6 use 5 + 5) - 'making doubles + or - 1 ' (e.g., instead of 4 + 5 use 4 + 4 + 1; instead of 4 + 5 use 5 + 5 - 1) 'making 10s' (e.g., instead of 7 + 5 use 7 + 3 + 2; instead of 7 + 5 use 5 + 5 +) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Some strategies to use when subtracting - counting down (i.e., for 15 - 3, start at the big number, 15, and count on 3 places 14, 13, 12. The answer is 12.) turning a subtraction into an addition, because additions are often easier (e.g., 7 - 3 = can be rephrased as 3 + = 7)	Review the lesson with Learners
	1		l

	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
	alone it		
	shall be.		
Friday	Sing songs		Review the lesson with
	like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Some strategies to use when subtracting - counting down (i.e., for 15 - 3, start at the big number, 15, and count on 3 places 14, 13, 12. The answer is 12.) turning a subtraction into an addition, because additions are often easier (e.g., 7 - 3 = can be rephrased as 3 + = 7) Assessment: have learners to practice with more examples	Learners

Vetted by :....

Signature: Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:	
Day :			I	Date	:	
Period :			I	Less	on :	\mathcal{O}
Strand : FORCES AND ENERGY Sub-stra			Sub-strand	d : F(DRCES AND MOVEMEN	Г
Indicator (co	ode)	B2.4.3.1.1				
Content sta	ndard (code)	B2.4.3.1.				
Performanc	e Indicator	Learners can disco	over the effe	ects	of forces on objects	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal De- Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	X			
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning incl	luding asses	ssme	ent)	Phase 3: Plenary / Reflections
	the brain for learning)					
Monday	Engage learners to sing songs	• Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc.			What have we learnt today?	
	and recite familiar rhymes	 Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc. Learners talk about the activities they performed. 		Ask learners to summarize the important points of the lesson		
		Assessment: let le on objects	earners men	ntion	the effects of forces	

Thursday	Engage	 Learners engaged to do the following activities: 	What have we learnt
	learners to	scrambling of paper and metal foils, pushing objects in	today?
	sing songs	the classroom, squeezing empty plastic bottles etc.	Ask learners to
	and recite	 Learners talk about the activities they performed. 	summarize the
	familiar	• Emphasise the effects of forces on objects, e.g.	important points of the
	rhymes	changing shape, making it move, changing the direction	lesson
		of movement and reducing the speed of a moving object.	
		Assessment: let learners mention the effects of forces on objects	

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :			Les	son :		
						\sim
Strand : ALL	AROUND US	S	Sub-strand	d : F	opulation and Settleme	nt
Indicator (co	ode)	B2.2.4.1. 1.				
Content sta	ndard (code)	B2.2.4.1.				
Performanc	e Indicator	Learners can explai	in the nee	ed to	accept and adapt to a c	hange in the total number
		of people, as a resp	onsible ci	itize	n	
-		-		nica	tion and Collaboration P	ersonal Development and
	Critical Thinkin	ng and Problem Solvi	ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricul	um Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ent)	Plenary / Reflections
	(preparing	$() \times ()$				
	the brain					
	for	$\langle \rangle$				
Turda	learning)					
Tuesday	Engage				to accept and adjust	What have we learnt
	learners to	e				today?
	sing songs	e.g. respect the right	nts of othe	ers,	tolerance, sharing.	Ask learners to
	and recite	Accorrent, Lot lo			an tha chills needed to	
	familiar				on the skills needed to	summarize the main
	rhymes	people in a place,	o a chang	e m	the total number of	points in the lesson
Thursday	Engage	Learners talk about	skills nee	edeo	to accept and adjust	What have we learnt
	learners to	to a change in the t	otal num	ber	of people in a place,	today?
	sing songs	e.g. respect the righ	hts of oth	ers,	tolerance, sharing.	
	and recite					

	familiar	Assessment: Let learners mention the skills needed to	Ask learners to
	rhymes	accept and adjust to a change in the total number of	summarize the main
		people in a place,	points in the lesson

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class s	ize:	
Day :			[Date :		
Period :	Period :			esson :		$\langle \rangle \rangle$
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-strand	: MANIPL	ILATIVE SKILLS	
PATTERNS					\sim	\sim
Indicator (co	ode)	B2.1.2.1.9				
Content sta	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can dem	onstrate th	ne differen	t effects of varyi	ing arm and hand speeds
		when hand-dribbli	ing a ball.			
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	ication and	d Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ving.			
Keywords				$\overline{)}$		
T. L .R. (s)	1	Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asses	ssment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	Learners go throug	-	•		What have we learnt
	jog round a	bounce balls (drib		•		today?
	demarcate		d. Help learners to understand that varying			
	d area in		ds speed enables the players to		Use answers to	
	files while contro				ers practice and	summarise the lesson.
	singing and	ing and give them corrective feedb		-		
	clapping to	Organise a mini ha		-	-	
	warm-up	learners to apply t				
	the body	and enjoyment. Er	nd lesson w	ith slow jo	gging to aid fast	
	for	recovery				
	maximal					

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performan	
ce and to	
prevent	
injuries	

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•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Endir	ng:				Class size:	
Day :				Dat	e :	
Period :				Less	son :	\sim
Strand : God, His Creation an		and Attributes	Sub-stran	id : P	urpose of God's Creatio	n
Indicator (c	ode)	B2.1.3.1.1				
Content sta	ndard (code)	B2.1.3.1.				
Performanc	e Indicator	Learners can expla	in the pu	rpose	e of God's creation.	
Core Compe	etencies: Crea	tivity and Innovatio	n Commu	nicat	tion and Collaboration P	ersonal Development and
		ng and Problem Solv				
		I				
Keywords						
T L D (a)		Diaturas	\frown			
T. L .R. (s)		Pictures				
Ref:	RME curricu	num Page				
DAY	Phase 1:	Phase 2: Main	\sim			Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage					What have we learnt
	learners to	Let learners draw	and colou	r use	ful plants and animals.	today?
	sing songs					
	and recite					Ask learners to
	familiar	Assessment: let lea	arners dra	w ar	nd colour useful plants	summarize the main
	rhymes	and animals				points in the lesson

SUBJECT: HISTORY

Week Ending:				Class s	size:
Day :				Date :	
Period :				Lesson :	
Strand : My Count	try Ghana		Sub-str	and : The Peop	le Of Ghana
Indicator (code)		B2.2.1.1	.1		
Content standard	(code)	B2.2.1.1			
Performance Indi	Learner: Ghana	s can sta	te the characte	ristics of the ethnic groups in	
-	es: Creativity and Innovation I Thinking and Problem Solvir		cation a	nd Collaboratio	n Personal Development and
Keywords) ,	\bigcirc			
T. L .R. (s)		Pictures			
Ref:	History curri	culum Pa	age		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new lea assessm	arning in	cluding	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?	internet the ethr Discuss entails. Assessm	of a fest nic group what the nent: let a festiv	e documentary learners al of one of	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH			
Thursday	Engage learners to sing songs and recite familiar rhymes	Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.	What have we learnt today? Ask learners to summarize the main points in the
		Assessment: let learners describe a festival of one of the ethnic group	lesson

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	(\mathcal{O})
					$\mathbf{\lambda}$
Strand : VIS	UAL ARTS , PE	RFORMING ARTS Sub	b-strand : /	Appreciating and Apprais	ing
Indicator (co	ode)	B2 1.4.6.2 B2 2	2.4.6.2		<u>)</u>
Content sta	ndard (code)	B2 1.4.6. B2 2	2.4.6.		
Performanc	e Indicator	Learners can a	agree on g	uidelines for assessing ar	nd deriving meaning from
		own and othe	rs' display	ed visual artworks	
		Learners can a	agree on g	uidelines for assessing ar	nd deriving meaning from
		own and oth	ers' perfo	rming artworks as rep	resentations of artworks
		produced or fo	ound in ot	ner Ghanaian communitie	es
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme			ersonal Development and		
Leadership (Critical Thinki	ng and Problem Solving	g.		
Kounuondo					
Keywords		$\langle \rangle \rangle$			
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
		$\langle \rangle \rangle$			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includir	ng assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to		for deduc	ing the meaning of each	today?
	sing songs	artwork displayed;			
	and recite	discuss how to use t	-	•	Ask learners to
	familiar	meaning of each displ	layed artw	ork.	summarize the main
	rhymes				points in the lesson
		Suggested Process/St	eps		

		I discuss and accept a guide for appreciating and	
		appraising own and/or others' visual artworks based on	
		the guidelines suggested above;	
		Identify the correct vocabulary to use for appreciating	
		and appraising artworks	
		I agree on what to use the appraisal report for and how	
		to share it;	
		I 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 write guidelines for assessing	
		and deriving meaning from own and others' displayed	
		visual artworks	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I agree on guidelines for deducing the meaning of each	today?
	sing songs	artwork displayed;	
	and recite	I discuss how to use the guidelines to express the	Ask learners to
	familiar	meaning of each displayed artwork	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write guidelines for assessing	
		and deriving meaning from own and others' performing	
		artworks as representations of artworks produced or	
		found in other Ghanaian communities	

Vetted by :....

Signature: Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	<pre>>></pre>
Strand : Exte	ensive Readin	g Sub-s	trand :	Read Aloud With Children	
Indicator (co	ode)	B2.6.1.1.1			
Content sta	ndard (code)	B2.6.1.1.		\mathbf{X}	
Performanc	e Indicator	Learners should read s words	hort pas	sages of simple sentence	s of about four to five
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and		
Keywords			5		
T. L .R. (s)		Manila cards, markers, i	recordeo	audios visual	
Ref: Ghanaian Language curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Let learners sing a tracknow. Provide learners with have a short passage ac prescribed). Lead learners to read Let learners read the passage ac the passage ac prescribed part of the passage ac pa	reading cording the pass	books (the book should to the number of words age in the book.	What have we learnt today? Review the lesson with learners

	 Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. Assessment: let learners read short passages of simple 	
	sentences of about four to five words	
Engage leaners to sing songs and recite familiar rhymes	 Let learners sing a traditional occupational song they know. Provide learners with reading books (the book should have a short passage according to the number of words prescribed). Lead learners to read the passage in the book. Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners read short passages of simple sentences of about four to five words	
Engage leaners to sing songs and recite familiar rhymes	 Let learners sing a traditional occupational song they know. Provide learners with reading books (the book should have a short passage according to the number of words prescribed). Lead learners to read the passage in the book. 	What have we learnt today?
	 Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. 	Review the lesson with learners