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

WHATSAPP 0245350591

TERM ONE KG ONE 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

YEARLY SCHEME OF LEARNING

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	I AM A WONDERFUL AND UNIQUE CREATION	OUR FAMILY VALUES	LIVING AND NON-LIVING THING
2	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	OUR FAMILY VALUES	LIVING THINGS: ANIMALS (DOMESTIC AND WILD)
3	CARING FOR THE PARTS OF MY BODY	MY CULTURAL VALUES	LIVING THINGS: ANIMALS (DOMESTIC AND WILD)
4	KEEPING MY BODY HEALTHY BY EATING GOOD FOOD AND TAKING MY VACCINATION	OUR RELIGIOUS VALUES	WATER
5	KEEPING MY BODY HEALTHY BY EATING GOOD FOOD AND TAKING MY VACCINATION	OUR BELIEFS	AIR
6	MY ENVIRONMENT AND MY HEALTH	OUR BELIEFS	PLANTS -1
7	PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	PLANTS - 2
8	PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	GARDENING
9	TYPES AND MEMBERS OF MY FAMILY	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	LIGHT - DAY AND NIGHT
10	ORIGIN AND HISTORY OF MY FAMILY	KNOWING THE SPECIAL LEADERS	CHANGING WEATHER CONDITIONS
11	FAMILY CELEBRATIONS AND FESTIVALS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
12	MY SCHOOL RULES AND REGULATIONS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY

YEARLY SCHEME OF LEARNING- GHANAIAN LANGUAGE

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	SONGS	CONVERSATION	LISTENING COMPREHENSION
2	SONGS	CONVERSATION	ASKING AND ANSWERING QUESTIONS
3	RHYMES	TALKING ABOUT ONESELF, FAMILY, PEOPLE AND PLACES	GIVING AND FOLLOWING COMMANDS/INSTRUCTIONS
4	RHYMES	LISTENING COMPREHENSION	PRESENTATION
5	LISTENING AND STORY TELLING	LISTENING COMPREHENSION	PRINT CONCEPT
6	DRAMATISATION AND ROLE PLAY	LISTENING COMPREHENSION	PRINT CONCEPT
7	PRE-READING ACTIVITIES	PRINT CONCEPT	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
8	PRE-READING ACTIVITIES	PRINT CONCEPT	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
9	PRE-READING ACTIVITIES	PHONOLOGICAL AND PHONEMIC AWARENESS	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
10	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)	PENMANSHIP/HANDWRITING	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
11	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING
12	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING

TERMLY SCHEME OF LEARNING

KG 1 Term 1

WEEK	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALL	I am a wonderful and Unique	K1.1.1.1.1	K1.1.1.1.1	Poster/ cut out
	ABOUT	creation	К1.1.1.1.2	K1.1.1.1.2	picture.
	ME		K1.1.1.1.3	K1.1.1.1.3	Cut out shapes, big
			К1.1.1.1.4	K1.1.1.1.4	books, counters,
			K1.1.1.1.5	K1.1.1.1.5	crayons
			К1.1.1.1.6	K1.1.1.1.6	
			K1.1.1.1.7	К1.1.1.1.7	
2	ALL ABOUT	THE PARTS OF THE HUMAN BODY	K1.1.2.1.1	K1.1.2.1.1	Poster/ cut out
2	ME	AND THEIR FUNCTIONS	K1.1.2.1.2	K1.1.2.1.2	picture.
			K1.1.2.1.3	K1.1.2.1.3	Cut out shapes, big
			K1.1.2.1.4	K1.1.2.1.4	books, counters,
			K1.1.2.1.5	K1.1.2.1.5	crayons
			K1.1.2.1.6	K1.1.2.1.6	
			K1.1.2.1.7	K1.1.2.1.7	
3	ALL ABOUT	CARING FOR THE PARTS OF MY	K1.1.3.1.1	K1.1.3.1.1	Poster/ cut out
-	ME	BODY	К1.1.3.1.2	K1.1.3.1.2	picture.
			K1.1.3.1.3	K1.1.3.1.3	Cut out shapes, big
			К1.1.3.1.4	K1.1.3.1.4	books, counters,
			K1.1.3.1.5	K1.1.3.1.5	crayons
			K1.1.3.1.6	K1.1.3.1.6	,
			K1.1.3.1.7	K1.1.3.1.7	
			K1.1.3.1.8	K1.1.3.1.8	
4 & 5	ALL ABOUT	Keeping my Body healthy by	K1.1.4.1.1	K1.1.4.1.1	Poster/ cut out
	ME	eating good food and taking my	К1.1.4.1.2	K1.1.4.1.2	picture.
		vaccination	К1.1.4.1.3	K1.1.4.1.3	Cut out shapes, big
			К1.1.4.1.4	К1.1.4.1.4	books, counters,
			K1.1.4.1.5	К1.1.4.1.5	crayons
			К1.1.4.1.6	К1.1.4.1.6	
			K1.1.4.1.7	К1.1.4.1.7	
			K1.1.4.1.8	K1.1.4.1.8	
6	ALL ABOUT	MY ENVIRONMENT AND MY	K1.1.5.1.1	K1.1.5.1.1	Poster/ cut out
	ME	HEALTH	K1.1.5.1.2	K1.1.5.1.2	picture
			K1.1.5.1.3	К1.1.5.1.3	Cut out shapes, big
			K1.1.5.1.4	K1.1.5.1.4	books, counters,
			K1.1.5.1.5	K1.1.5.1.5	crayons
			K1.1.5.1.6	K1.1.5.1.6	
			K1.1.5.1.7	K1.1.5.1.7	
			K1.1.5.1.8	K1.1.5.1.8	

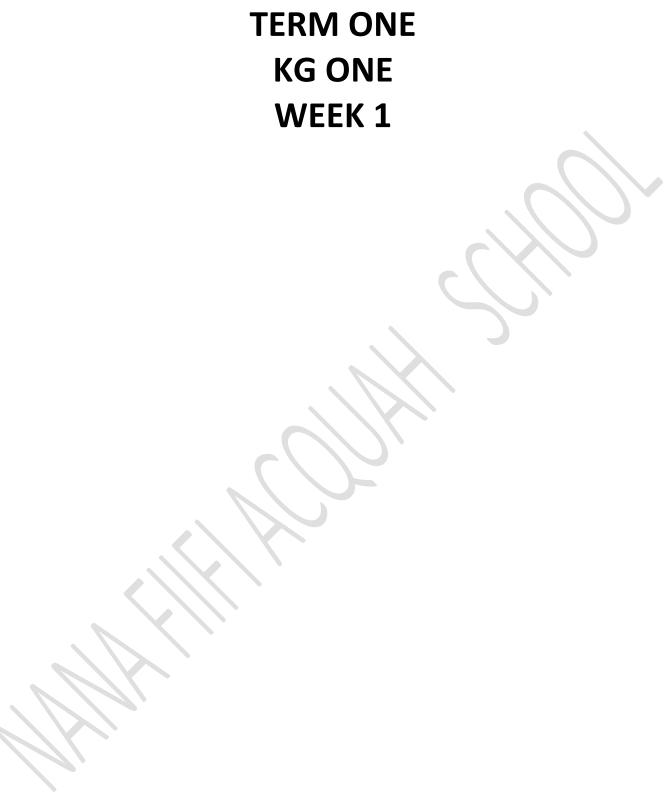
7 & 8	ALL ABOUT	Protecting ourselves from home	K1.1.6.1.1	K1.1.6.1.1	Poster/ cut out
100	ME	and road accidents	K1.1.6.1.2	K1.1.6.1.2	picture.
			K1.1.6.1.2 K1.1.6.1.3	K1.1.6.1.2 K1.1.6.1.3	•
			K1.1.6.1.3 K1.1.6.1.4	K1.1.6.1.4	Cut out shapes, big
					books, counters,
			K1.1.6.1.5	K1.1.6.1.5	crayons
			K1.1.6.1.6	K1.1.6.1.6	
•	N 43/		K1.1.6.1.7	K1.1.6.1.7	
9	MY	Types and members of my Family	K1.2.1.1.1	K1.2.1.1.1	Poster/ cut out
	FAMILY		K1.2.1.1.2	K1.2.1.1.2	picture.
			K1.2.1.1.3	K1.2.1.1.3	Cut out shapes, big
			К1.2.1.1.4	K1.2.1.1.4	books, counters,
			K1.2.1.1.5	K1.2.1.1.5	crayons
			K1.2.1.1.6	K1.2.1.1.6	
			K1.2.1.1.7	K1.2.1.1.7	
10	MY	Origin and History of my Family	K1.2.2.1.1	K1.2.2.1.1	Poster/ cut out
F	FAMILY		K1.2.2.1.2	K1.2.2.1.2	picture.
			К1.2.2.13	K1.2.2.13	Cut out shapes, big
			К1.2.2.14	K1.2.2.14	books, counters,
			K1.2.2.15	K1.2.2.15	crayons
			K1.2.2.16	K1.2.2.16	
			K1.2.2.17	K1.2.2.17	
11	MY	FAMILY CELEBRATIONS AND	K1.2.3.1.1	K1.2.3.1.1	Poster/ cut out
	FAMILY	FESTIVALS	K1.2.3.1.2	K1.2.3.1.2	picture.
			К1.2.3.1.3	K1.2.3.1.3	Cut out shapes, big
			К1.2.3.1.4	K1.2.3.1.4	books, counters,
			К1.2.3.1.5	K1.2.3.1.5	crayons
			K1.2.3.1.6	K1.2.3.1.6	
12	MY	MY SCHOOL RULES AND	K1.2.4.1.1	K1.2.4.1.1	Poster/ cut out
	FAMILY	REGULATIONS	K1.2.4.1.2	K1.2.4.1.2	picture.
			K1.2.4.1.3	K1.2.4.1.3	Cut out shapes, big
			K1.2.4.1.4	K1.2.4.1.4	books, counters,
			K1.2.4.1.5	K1.2.4.1.5	crayons
			K1.2.4.1.6	K1.2.4.1.6	,
13	MY	MY SCHOOL RULES AND	K1.2.4.1.1	K1.2.4.1.1	Poster/ cut out
	FAMILY	REGULATIONS	K1.2.4.1.2	K1.2.4.1.2	picture.
			K1.2.4.1.3	K1.2.4.1.3	Cut out shapes, big
			K1.2.4.1.4	K1.2.4.1.4	books, counters,
			K1.2.4.1.5	K1.2.4.1.5	crayons
			K1.2.4.1.6	K1.2.4.1.6	

TERMLY SCHEME OF LEARNING

KG 1 Ghanaian Language Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS	KG1.1.1.1.1	KG1.1.1.1.1	Drums, drum sticks, recorded audios,
2.	Oral Language	SONGS	KG1.1.1.1.1	KG1.1.1.1.1	Manila cards, recorded audio visuals
3.	Oral Language	Rhymes	KG1.1.2.1.1	KG1.1.2.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Oral Language	Rhymes	KG1.1.1.1.1	KG1.1.2.1.1	Manila cards, markers, recorded audio- visual
5.	Oral Language	Listening and Story Telling	KG1.1.4.1.1	KG1.1.4.1.1	Manila cards, markers, recorded audio- visual
6.	Oral Language	Dramatisation and Role Play	KG1.1.5.1.1	KG1.1.5.1.1	Manila Cards, Class reader
7.	Reading	Pre-Reading Activities	KG1.2.1.1.1	KG1.2.1.1.1	Manila Cards, Markers
8.	Reading	Pre-Reading Activities	KG1.1.1.1.2	KG1.1.1.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Reading	Pre-Reading Activities	KG1.1.1.1.3	KG1.1.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

10.	Writing	Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	KG1.3.1.1.1	KG1.3.1.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing	Penmanship/Handwriting	KG1.3.1.1.1	KG1.3.1.1.1	Reading materials
12.	Writing	Penmanship/Handwriting	KG1.3.1.1.1	KG1.3.1.1.1	Manila Cards, Markers



Week Ending:					Class size:	
Day : Tuesda	ау			Date :		
Period :				Lesson :		
Strand : ALL ABOUT ME Sub-stra				d :	am a wonderful and Un	ique creation
Indicator (co	ode)	K1.1.1.1.1 K1.1	.1.1.2			
Content star	ndard (code)	К1.1.1.1				
		Demonstrate the und	derstan	ding	that all learners are wor	derful and have unique
		body features that m	nake the	em d	ifferent from other peop	le and other God's
		creation in the enviro	onment			
Performance	e Indicator	Learners can	identify	y and	d talk in simple sentence	s, about the features of
		our body tha	it make	us u	nique and different from	other God's creation.
		E.g. animals.				
		 Learners can 	sing an	acti	on song that helps learn	ers name the parts of the
		body and poi	int to th	iem.		
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving	g.			
Keywords						
Reywords						
T. L .R. (s)		Poster/ cut out pictu	re. Cu	tou	t shapes, big books, cour	nters, cravons
	<u> </u>					
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning includi	ing asse	essm	ient)	Plenary / Reflections
	the brain					
for learning)						
Tuesday	Have With learners seated in a big circle outside the Review lesson with					Review lesson with
					Learners by singing	
sing songs learners pass a b						songs in relation to it
	rhymes		•	ositiv	e language to describe	
	that relate	and appreciate them	selves.			
	to the					
	lesson.					

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Have them talk about themselves focusing on the
uniqueness of their names, the homes they are from,
their physical bodies, how tall or short, big or small.
Use the following questions to guide the learners who
cannot talk fluently. E.g. What is your name? age?
Gender? height? What are your likes and dislikes? etc.
The teacher must model the description and scaffold
the learners to do so.
Have learners sing different songs in their local
language and/or in the English language that identify
parts of the body and perform actions on it.
E.g. Learners point to the parts of their bodies as they
sing e.g.
Head, shoulders knees and toes
Knees and toes 2x
And eyes and ears
And mouth and nose
Other examples of action songs are My head, my
shoulder, my knees,
I have one head, two eyes. I am black and beautiful,
someone is fair.
Have learners follow the model of the teacher in
clapping on the rhythm of the song, putting more stress
on the names of the body parts.
Assessment: let learners sing an action song that helps
learners name the parts of the body and point to them

SUBJECT: GHANAIAN LANGUAGE

Week Ending:					Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Oral Language Sub-stra			Sub-strar	n d : S	ONGS	$\langle \rangle$
Indicator (co	ode)	KG1.1.1.1.1:				X
Content star	ndard (code)	KG1.1.1.1.				
Performance	e Indicator	The learner should things heard in the		iliar	songs of about three lin	es and recognise names of
Core Compe	tencies: Com	nmunication and coll	laboratio	n Pe	rsonal development and	l leadership.
Keywords					\mathbb{N}	
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum	'	}		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	iding ass	essm	nent)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	have names of com • Lead learners to r	words the arners to nmon ani mention Lead lear and danc u	ey he liste mals nam ners	ard in the song. In and this song should in the community. es of animals they to sing popular songs the songs	What have we learnt today? Review the lesson with learners

	Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the	
	song	
Engage leaners sing so and recit familiar rhymes	• Sing a song for learners to listen and this song should	What have we learnt today? Review the lesson with learners
Fagage	Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song	What have we learnt
Engage	• Ask learners to sing a song they know.	What have we learnt
leaners		today?
sing sol and recit		
familiar	have names of common animals in the community.	
rhymes	 Lead learners to mention names of animals they 	Review the lesson with
mymes	heard in the song. Lead learners to sing popular songs in the community.	learners
	 Let learners sing and dance to the songs 	
	E.g.: Ga: jata, onufu	
	Twi/ Fante: gyata, abowatsena etc	
	Assessment: let learners sing familiar songs of about	
	three lines and mention names of things heard in the	
	song	
		1

Week Ending	g:			Class size:		
Day : Wedne	esday		Da	Date :		
Period :			Les	Lesson :		
Strand : ALL	ABOUT ME	Sub-st	and :	I am a wonderful and Un	ique creation	
Indicator (co	ode)	K1.1.1.1.3 K1.1.1.1.4				
Content star	ndard (code)	К1.1.1.1				
		Demonstrate the unders	andin	g that all learners are wo	nderful and have unique	
		body features that make	them	different from other peop	ole and other God's	
		creation in the environm	ent.			
Performance		 Learners can recognize and talk about the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts. Learners can use new and positive expressions/vocabulary related to the parts of the body. 				
Leadership C		tivity and Innovation Com ng and Problem Solving.	nunica	ation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
			Plenary / Reflections			
WednesdayHave learners to sing songs and recite 			he fro nem to e hum	nt/cover and the back make connections to an being have unique	Review lesson with Learners by singing songs in relation to it	

NANATIITACQUAIT	-	
	Guide learners do a picture walk through the text. Point	
	to the pictures and let the learners tell stories about the	
	pictures.	
	Show the pages to the class and read the text aloud.	
	Help learners learn more positive words to describe	
	themselves.	
	Read the text again and have learners pay attention to	
	the correct names of the parts of the body.	
	Have learners watch a displayed conversational poster	
	on the wall (parts of the human body) and use the	
	positive descriptive words and expression they learnt to	
	describe themselves.	
	Direct their discussions with questions like (how do you	
	look? How tall are you?	
	E.g. I am fair	
	Assessment: let learners and use the positive	
	descriptive words and expression they learnt to	
	describe themselves.	

Week Endin	g:			Class size:	
Day : Thurso	lay		Da	te :	
Period :			Les	son :	
Strand : ALL	ABOUT ME	Sub-str	and :	I am a wonderful and Un	ique creation
Indicator (co	ode)	K1.3.1.5 K1.1.1.1.	5		$\lambda \cup$
Content star	ndard (code)	K1.1.1.1			
		Demonstrate the understa	ndin	g that all learners are wor	nderful and have unique
		body features that make t	hem	different from other peop	le and other God's
		creation in the environme	nt.		
Performance	e Indicator	Learners car	sing	songs about the body parts	and the letters of the
		alphabet an	d clap	hands on the rhythm of the	e songs.
					mselves and scribble freely
		underneath	· ·		
		tivity and Innovation Comn	unica	ation and Collaboration Po	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solving.			
Keywords					
Reynords					
T. L .R. (s)		Poster/ cut out picture ,	ut o	it shapes hig books cour	nters cravons
		i obtely out out plotaice y			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	sessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
Thursday	for learning) Have	Have learners sit in a sem	circle	using pictures and	Review lesson with
Thursday	learners to	toys, let pupils identify the			Learners by singing
	sing songs		. unic	rent parts of their body.	songs in relation to it
and recite In pairs, have pupils count		t each	other's fingers, toes,		
		write it down on the boar			
	that relate	count the other parts of t			
	to the	on the board as they sing	and c	ap their hands to the	
	lesson.	rhythm.			
		E.g. my head, my shoulde	s, my	knees, my toe	

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Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.	
Learners are asked to draw themselves, colour it nicely, after which they scribble freely underneath.	
Let them talk about what they have written with friends sitting next to them in the classroom.	$\langle 0 \rangle$
Ask learners what they have drawn and write them on the board. e.g. What did you draw? and write it on the board or under their drawing.	
Assessment: let learners draw a beautiful picture of	
themselves and scribble freely underneath the picture	
paper.	

Vetted by :	Signature:	Date :

Week Ending	g:				Class size:		
Day : Friday				Date :			
Period :				Less	son :		
Strand : ALL	ABOUT ME		Sub-strar	n d :	am a wonderfu	Il and Unique creation	
Indicator (co	ode)	K1.1.1.1.7					
Content star	ndard (code)	K1.1.1.1					
		Demonstrate the	understa	nding	that all learner	rs are wonderful and have unique	e
		body features tha	t make the	em d	ifferent from ot	her people and other God's	
		creation in the er	vironment	t.		3	
Performance	e Indicator	Learners o	an create s	sets of human parts that are similar and represent them			
		with num	bers up to 5.				
		tivity and Innovation ng and Problem So		inicat	tion and Collabo	pration Personal Development ar	۱d
Keywords)-			
T. L .R. (s)		Poster/ cut out pi	cture , Cu	ut ou	t shapes, big bo	oks, counters, crayons	
Ref:	Kindergarte	en Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
Starter (new learning including as (preparing the brain for learning)			essm	lent)	Plenary / Reflections		

Friday	Have	In pairs, the learners check on the body parts that are	Review lesson with
	learners to	similar and draw them in Sets, count them and	Learners by singing
	sing songs and recite	represent them with numbers one to five (1-5).	songs in relation to it
	rhymes that relate	Pose story problems about what total number you will get if you put different number of learners together.	
	to the		
	lesson.	What will be the total no of eyes?	
		What will the total number of hands?	
		Give opportunity to learners to count parts of group	
		members and their parts.	
		Assessment: let learners create sets of human parts	
		that are similar and represent them with numbers up to	
		5.	

Vetted by :	Signature:	Date :

TERM ONE KG ONE WEEK 2

Week Endin	g:				Class size:	
Day : Monda	ау			Dat	e:	
Period :				Les	son :	
Strand : ALL	ABOUT ME		Sub-stran	n d : ⊺	THE PARTS OF THE HUM	AN BODY AND THEIR
			FUNCTIO	NS		
Indicator (co	ode)	K1.1.2.1.1	K1.1.2	.1.2		
Content star	ndard (code)	K1.1.2.1.				
				-	of appropriate names o	f the parts of the body
Performanc	o Indicator	and describe the fu	unctions of	от еа	cn part.	
Ferrormanc						
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solv	ving.			
		[
Keywords						
/ >				\sim		
T. L .R. (s)		Poster/ cut out pic	ture, Cu	it ou	t shapes, big books, cou	nters, crayons
D (
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding ass	۵ccm	vent)	Plenary / Reflections
	(preparing		Juing ass	C3311	lenty	Thendry / Reflections
	the brain					
	for learning)					
Monday	Have	-	the song	abo	ut the body parts and	Poster/ cut out picture
	learners to sing songs	what they do.	ha avas di	02 TI	ney can see, they can	Cut out shapes, big
	and recite	see,	ne cycs u	0: 11	icy can see, they can	books, counters,
	rhymes		nal poste	r sho	owing the human body	crayons
	that relate	parts that we can s	see.			
	to the					
	lesson.				ne parts of the human	
		parts that are insic	ie us and	that	we cannot see.	
		Give it to them as	a project	for t	he future.	
		Have them repeat			ngs that teach the	
		functions of the bo	ody parts.			

 Have learners perform different activities to enable them to identify the functions of the body parts, E.g. Activity 1. Blindfold learners and let them search for objects e.g. ball, 2. Cover their mouth and ask them to sing or talk or eat. 3. Fold their arms and ask them what they would do if they are to pick something from the floor. Through "Pick and act" activity, have learners pick cutout body part and act their functions 	
Guide learners demonstrate to how books are read from left to right and top to bottom. Have learners think critically about the illustrations on the cover page of the Big book on body parts and share what the book will be about.	
They do picture reading and share what they think the pictures are saying about the functions of the body parts. They listen attentively to the text and share what they have learnt about the functions of the parts of the Human body.	
Focus on a letter and its corresponding sound and stress on words that the sound appears in the "during reading" stage of the reading Assessment: let learners use new /vocabulary related to	
what they do with the parts of the body	

Week Endin	g:				Class size:		
Day : Tuesda	ау			Date :			
Period :				Les	son :	$\langle \rangle$	
Strand : ALL	ABOUT ME		Sub-stran FUNCTIO		THE PARTS OF THE HUM	AN BODY AND THEIR	
Indicator (co	ode)	K1.2.1.3 K1.1.2	2.1.4				
Content star	ndard (code)	K1.1.2.1.					
		Demonstrate the	understan	ding	of appropriate names o	f the parts of the body	
		and describe the f					
Performance	e Indicator	• Lea	arners can	lear	n and use new /vocabula	ry related to what they do	
		with the p	arts of the	boc	y.		
		• Lea	arners can	cou	nt the number of the na	ames of the body parts in	
		songs thro	ough clapp	ing c	on the rhythm.		
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration P	ersonal Development and	
Keywords				5			
T. L .R. (s)		Poster/ cut out pi	cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections	
	(preparing the brain for learning)						
TuesdayHaveHave learners use differentlearners todifferent actions and use n					, ,	Poster/ cut out picture	
	sing songs and recite	what they are doi	ng.			Cut out shapes, big books, counters,	
	rhymes that relate to the lesson.	Have them sing re the legs do?	elated action	on so	ongs. E.g what can	crayons	

Learners sing three different songs, clap on the rhythm
and count the number of parts they hear in the songs.
E.g. My head, my shoulder, my knee. (3 names).
Help them understand that the last number names is
the number of object or items counted.
Have learners act and count the functions of some
selected body parts (legs, mouth, hands, etc.)
Have them draw more sets, with different parts and
match them with sets of same numbers
Have learners match pictures of the parts of the body
using arrows with pictures showing the functions
Assessment: let learners count the number of the
names of the body parts in songs through clapping on
the rhythm

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :				Lesson :		
Strand : Ora	l Language	Sub-s	trand :	SONGS		
Indicator (co	ode)	KG1.1.1.1:		\mathbf{X}		
Content sta	ndard (code)	KG1.1.1.1.				
Performanc	e Indicator			familiar songs of about th	nree lines and recognise	
0		names of things heard in			Leadersh's	
Core Compe	tencies: Com	munication and collaboration	ation Pe	ersonal development and	leadership.	
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	assessr	nent)	Plenary / Reflections	
	(preparing the brain for learning)					
	Engage	• Ask learners to sing a s	song the	ey know.	What have we learnt	
	leaners to	• Let learners say words	they he	ey heard in the song. today?		
sing songs • Sing a song for learners to			s to list	en and this song should		
and recite familiar • Lead learners to mentior			animal	s in the community.		
			ion nam	ies of animals they	Review the lesson with	
	rhymes	heard in the song. Lead	learner	s to sing popular songs	learners	
		in the community.				
		 Let learners sing and d 	lance to	the songs		
		E.g.: Ga: jata, onufu				

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		Twi/ Fante: gyata, abowatsena etc	
		Assessment: let learners sing familiar songs of about	
		three lines and mention names of things heard in the	
		song	
	Engage leaners to sing songs and recite familiar rhymes	 Ask learners to sing a song they know. Let learners say words they heard in the song. Sing a song for learners to listen and this song should have names of common animals in the community. Lead learners to mention names of animals they heard in the song. Lead learners to sing popular songs in the community. Let learners sing and dance to the songs E.g.: Ga: jata, onufu Twi/ Fante: gyata, abowatsena etc 	What have we learnt today? Review the lesson with learners
		Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song	
	Engage	 Ask learners to sing a song they know. 	What have we learnt
	leaners to	 Let learners say words they heard in the song. 	today?
	sing songs	 Sing a song for learners to listen and this song should 	
	and recite	have names of common animals in the community.	
	familiar	 Lead learners to mention names of animals they 	Review the lesson with
	rhymes	heard in the song. Lead learners to sing popular songs	learners
		in the community.	
		 Let learners sing and dance to the songs 	
		E.g.: Ga: jata, onufu	
		Twi/ Fante: gyata, abowatsena etc	
	\sim		
	11	Assessment: let learners sing familiar songs of about	
		three lines and mention names of things heard in the	
		song	

KINDERGARTEN ONE

Week Ending:				Class size:			
Day : Wedne	esday			Date :			
Period :				Lesson :			
Strand : ALL	ABOUT ME		Sub-stran		THE PARTS OF THE HUM	AN BODY AND THEIR	
Indicator (co	vdo)	К1.2.1.5	FUNCTION	12			
-	ndard (code)	K1.2.1.3					
Content star	iuaiu (coue)		understar	ndina	g of appropriate names of	of the parts of the body	
		and describe the f				or the parts of the body	
Performance	e Indicator					ody parts and perform the	
		actions on					
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflect					
Wednesday	Have	Have learners sing	g songs rel	ated	to functions of the	Review lesson with	
	learners to	body parts and perform actions on it. E.g. What do you				Learners by singing	
	sing songs and recite	do with your eyes, I can see I can see songs in relation to it					
	rhymes that relate to the	Call the body part and have learners perform what they use it for.					
	lesson.	Sing an Alphabet song to conclude the lesson.					
		Assessment: let le	arners sin	g so	ngs about functions of		
		the body parts and	d perform	the	actions on it.		

KINDERGARTEN ONE

Week Ending:				Class size:			
Day : Thurs	day			Date :			
Period :				Lesson :			
Strand : ALI	ABOUT ME		Sub-stran	n d : ⊺	HE PARTS OF THE HUM	AN BODY AND THEIR	
			FUNCTIO	NS			
Indicator (c	ode)	K1.2.1.6					
Content sta	ndard (code)	K1.1.2.1.					
		Demonstrate the	understan	ding	of appropriate names of	of the parts of the body	
		and describe the	functions o	of ea	ch part.		
Performand	ce Indicator	Learners of function.	can colour	an c	outline of a part of the l	body used in performing a	
Leadership		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration F	Personal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection					
ThursdayHaveDisplay an outline of dra colour and tell what the sing songs and recite rhymes that relate to the lesson.Display an outline of dra colour and tell what the with accuracy. E.g. A boy running to scl their art work with frien Assessment: let learners 			nat the illus g to school h friends earners col	. Ha ^r our	ve learners talk about an outline of a part of	Review lesson with Learners by singing songs in relation to it	

KINDERGARTEN ONE

Week Ending:				Class size:			
Day : Friday				Date :			
Period :				Lesson :			
Strand : ALL	ABOUT ME	9	Sub-stran	d : T	HE PARTS OF THE HUM	AN BODY AND THEIR	
		F	FUNCTION	٧S			
Indicator (co	ode)	K1.1.2.1.7					
Content sta	ndard (code)	K1.1.2.1.					
		Demonstrate the u	nderstan	ding	of appropriate names o	f the parts of the body	
		and describe the fu	unctions o	of ea	ch part.		
Performanc	e Indicator	Learners ca	n compar	e lir	nes and other shapes tha	t are same and different.	
Leadership (tivity and Innovatior ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asse	essm	nent)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Friday	Have	Through think-pair	-share. ha	ave l	earners compare lines	Review lesson with	
,	learners to	and shape of their body parts. E.g. the head looks like a Learners by singing					
	sing songs	•			•	songs in relation to it	
	and recite	circle, the arms are straight, the hand looks like a line.					
	rhymes	Compare length and size of different lines.					
	that relate						
to the lesson.		Assessment: let learners compare lines and other					
		shapes that are sar		•			
		-					



Week Ending:				Class size:			
Day : Mond	ау			Date :			
Period :				Lesson :			
Strand : AL	ABOUT ME	Su	ıb-stran	nd : (CARING FOR THE PARTS (DF MY BODY	
Indicator (c	ode)	K1.1.3.1.1	K1.1.3	.1.2			
Content sta	indard (code)		-	-	he importance of person		
Performand	ce Indicator	 care for my body parts e. g. hand, feet finger nails- washing, face washing, nose Learners can sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it. e.g. This is the way we wash our face Learners can watch a short video clip and talk about how to care for the various parts of the body. 					
			Commu			ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assess			nent)	Phase 3: Plenary / Reflections	
Monday Have learners to sing songs and recite rhymes that relate to the lesson.		time), sing a song (Th brush my teeth, 2×) a should be cared for a to show comprehens E.g. I brush my teeth, Show a video clip and	ng (This is the way I brush my teeth, , 2×) and call out parts of the body that d for and have learners touch that part ehension. teeth, I cut my fingernails short, etc. lip and let the learners watch the correct r each part of the body using the		Review lesson with Learners by singing songs in relation to it.		

(Use the ICT tool if available) Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. Classify the cleaning materials according to their	
colours Assessment: let learners talk about how to care for the various parts of the body.	

Vetted by :....

Signature: Date :

Week Ending:				Class size:		
Day : Tuesda	ау			Date :		
Period :				Les	son :	
Strand : ALL	ABOUT ME	:	Sub-strar	n d : (CARING FOR THE PARTS O	DF MY BODY
Indicator (co	-		<1.1.3.1.4	-		
Content sta	ndard (code)	K1.1.3.1.		c .		
			-	-	he importance of persor	
Defe					d, feet finger nails- wash	
Performanc	e indicator				what we use in caring for en to a read aloud text.	the numan body in our
			-			ks are open from right to
		left.			,	
				inica	tion and Collaboration Po	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ving.		2,	
Keywords						
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Tuesday	Have	Have learners liste	n to the (BIG	BOOK) again as you	Review lesson with
	learners to	read aloud again a	nd demo	nstra	te how to care for the	Learners by singing
	sing songs and recite	different parts of the body. E.g. wash your face and songs in relat				songs in relation to it
	rhymes	hands, brush your teeth, cut your finger nails etc.).				
	•	-		and guide the learners		
to the to demonstrate the pro-					of washing the face,	
	lesson.	hands and other be	ody parts	•		
		Take learners thro	ough diffe	rent	activities to	
		demonstrate how	to take ca	are o	f their body.	

Set different centres in the classroom and have them rotate to care for their body parts. Give opportunity to as many learners.
Let learners talk about the front/cover page of the big book to be read.
Do a picture walk through the book going page by page with the learners.
Have the learners tell you the direction you are going as you open the pages.
Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality.
Using "Pair share repeat" have learners classify the pictures according to size in their rows
Assessment: let learners explain why learners' books are open from right to left.

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : Ora	l Language		Sub-strand	d : F	hymes		
Indicator (co	ode)	KG1.1.2.1.1					
Content sta	ndard (code)	KG1.1.2.1.		1			
Performance	e Indicator		r should explore familiar rhymes of about four lines and discuss of things heard in them				
Core Compe	tencies: Com	munication and co	collaboration Personal development and leadership.				
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculur	n				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflecti					
	Engage leaners to sing songs and recite familiar rhymes	 Explore a rhyme for learners to listen. Allow learners to explore popular rhymes in the community. Do the gestures that accompany the rhyme and allow the learners to do same. Ask learners to say a rhyme they know. Let the whole class say the rhyme again. 		What have we learnt today? Review the lesson with learners			

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	 Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community. Let learners mention some of the animals they heard in the rhyme. E.g.: Tiger, lion, snake, tortoise, ant, etc 	
	Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song	
Engage leaners to sing song and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing song and recite familiar rhymes	 Explore a rhyme for learners to listen. Allow learners to explore popular rhymes in the 	What have we learnt today? Review the lesson with learners

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Vetted by :	Signature:	Date :
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Week Ending	g:				Class size:	
Day: Wedne	esday			Date :		
Period :				Les	son :	
Strand : ALL ABOUT ME Sub-stra			ub-stran	d : (CARING FOR THE PARTS C	DF MY BODY
Indicator (co	ode)	K1.1.3.1.5 K1.1.3.1.6				
Content star	ndard	K1.1.3.1.				
(code)		Demonstrate under	rstanding	g of t	he importance of person	al hygiene and how to
		care for my body pa	arts e.g.	han	d, feet finger nails- washi	ng, face washing, nose
Performanco	e Indicator	 Learners can stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails. Learners can match the parts of the body to the tools we use in caring for the body and colour them with same colour. E.g. soap matched with the hand and brush with the teeth. 				
		tivity and Innovation inking and Problem S		nica	tion and Collaboration Pe	ersonal Development
Keywords						
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big boo			t shapes, big books, cour	nters, crayons		
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: MainPhase 3:(new learning including assessment)Plenary / Reflections				
Wednesda y	Have learners to sing songs and recite rhymes that relate to the lesson.	 Have learners repeat the song: this is the way I wash my face, clapping the rhythm to stress on the care words. Model for them how to stress the words and have them follow along just doing the actions. Repeat the lines several times. 				Learners by singing

With the aid of cut-out pictures of body cleaning tools,
have learners pick and demonstrate appropriate way of
how that tool is used to clean the body.
Introduce the letter of the week activity (one letter a
week)
Display an outline of drawing on a paper for pupils to
match the tools with the body part and use same
colour for each body part and its tool.
Talk about the colouring with their friends.
Tell what the illustration is about to friends with
accuracy.
E.g. An outline of soap, toothbrush, toothpaste, etc.
Assessment: let learners match the parts of the body to
the tools we use in caring for the body and colour them
with same colour.

Vetted by :..... Date :

Week Endin	g:				Class size:		
Day : Thursc	lay			Date :			
Period :				Les	son :		
Strand : ALL	ABOUT ME	9	Sub-stran	d : (CARING FOR THE PARTS (OF MY BODY	
Indicator (co	ode)	K1.1.3.1.7					
Content sta	ndard (code)	K1.1.3.1.					
		Demonstrate unde	rstanding	; of t	he importance of persor	nal hygiene and how to	
		care for my body p	arts e. g.	hand	d, feet finger nails- wash	ing, face washing, nose	
Performanc	e Indicator	Learners can use nu	umber nai	mes	to count, find out how m	any and match body parts	
		with other part wit	h same n	umb	oer (1- 5).		
Core Competencies: Creativity and Innovation Communica Leadership Critical Thinking and Problem Solving.			nica	tion and Collaboration P	ersonal Development and		
Keywords		6			2,		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main	•			Phase 3:	
	Starter	(new learning inclu	iding asse	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain for learning)						
Thursday	Have	Show picture of dif	ferent pa	rts r	out in a set e.g. two	Review lesson with	
	learners to					Learners by singing	
	sing songs						
	and recite						
	rhymes that relate				earners in small groups		
	to the	match body parts with the same number.					
	lesson.			1			
		Repeat the activity learners to describ		•••	-		

Extend the activity using other non-body parts objects in the given sets. Have learners match similar activity/task in their workbook	
Assessment: let learners use number names to count, find out how many and match body parts with other part with same number (1- 5).	

Vetted by :....

Signature: Date :

KINDERGARTEN ONE

Week Ending:				Class size:				
Day : Friday				Dat	e :			
Period :				Less	son :			
Strand : ALL ABOUT ME Sub-stra		Sub-stran	d : C	ARING FOR THE PARTS	OF MY BODY			
Indicator (co	ode)	K1.1.3.1.8				$\boldsymbol{\lambda}$		
Content sta	ndard (code)	K1.1.3.1.						
		Demonstrate unde	erstandin	g of t	he importance of perso	nal hygiene and how to		
		care for my body pa	arts e. g.	hanc	l, feet finger nails- wash	ing, face washing, nose		
Performanc	e Indicator	Learners ca	n use nu	mbe	r names to count, find	out how many and match		
		body parts v	with othe	er pai	rt with same number (1-	- 5)		
		tivity and Innovatior ng and Problem Solvi		nicat	ion and Collaboration P	ersonal Development and		
Keywords								
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarte	n Curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections						
Friday	Have learners to sing songs and recite rhymes that relate	Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes.Review lesson with Learners by singing songs in relation to itModel how to match and have learners match them in their workbookNodel how to match and have learners match them in their workbook						
	to the lesson.	Assessment: let lea find out how many	their workbook. Assessment: let learners use number names to count, find out how many and match body parts with other part with same number (1- 5)					

Vetted by :..... Date :

TERM ONE KG ONE WEEK 4

Week Ending	g:				Class size:			
Day : Monda	у			Dat	e :			
Period :				Lesson :				
Strand : ALL	ABOUT ME	S	Sub-stran	n d : k	Ceeping my Body healthy	by eating good food and		
		t	taking my	/ vac	cination			
Indicator (co	de)	K1.1.4.1.1	K1.1	.4.1.	2			
Content stan	dard (code)	K1.1.4.1						
					that eating good food a	nd taking all my		
D (childhood vaccinati						
Performance	Indicator	names of things he			liar rhymes of about four	r lines and discuss the		
Core Compet	tencies: Crea				tion and Collaboration P	ersonal Development and		
		ng and Problem Solvi		inicu				
		0	J					
Keywords								
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarte	n Curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inclu	iding ass	essn	nent)	Plenary / Reflections		
	(preparing the brain							
	for learning)	$\langle \rangle$						
	Have	Learners sit in a ser	mi-circle	(con	munity circle time) and	Review lesson with		
	learners to	talk about the subt	heme for	r the	week.	Learners by singing		
	sing songs					songs in relation to it.		
	and recite	Through questions	and ansv	vers	, find out from learners			
	rhymes that relate	the things we have	to do to	kee	healthy and strong.			
	to the	-		-				
	lesson.	Show them two conversational posters, one on						
		different types of fo	ood and	one	at the hospital. With			
					ilk about the types of			
		balanced food we r						
		For instance: We ha	ave					

NANATIITACQUAIT	
	1. Fats and Oil Foods: Such foods are high in fat and
	sugar
	2. Protein (beef, chicken),
	3. Carbohydrates (starchy food, bread, cereal and rice
	group),
	4. Calcium Rich Foods help the bones,
	5. Fruit and Vegetable,
	6. Whole Grain food such as bread, wheat,
	7. Food and drinks high sugar. Encourage learners to
	share experiences
	Another day you can let them talk about the
	importance of taking all their childhood vaccination.
	Have learners talk about the pictures in the book and
	ask them to make connections to the written symbols.
	Learners retell story read to.
	Using word of the day, encourage learners to give
	examples of words that contain the prominent sound in
	the word of the day e.g. mug: jug, hug, tug, etc.
	Assessment: let learners tell their own short stories
	about pictures in the Big book to be read.

Vetted by :....

Signature: Date :

Week Ending:			Class size:			
Day : Tuesda	ау			Date :		
Period :				Les	son :	\sim
Strand : ALL ABOUT ME Sub-stra			Sub-strar	nd : H	eeping my Body healthy	by eating good food and
			taking my			
Indicator (co	ode)	K1.1.4.1.3	K1.1.4	.1.4		
Content star	ndard (code)	K1.1.4.1				
		Demonstrate the	understan	ding	that eating good food a	nd taking all my
		childhood vaccina	tions will	keep	me growing	
Performance	 Performance Indicator Learners can listen attentively, respond to an information text about we eat to keep healthy and use new content words learnt to create s sentence (orally) on how to keep healthy. Learners can count and clap the keywords in songs about types of for 			ds learnt to create simple		
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords)		
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing the brain for learning)					
Tuesday	Have	Have learners sit in a semi-circle (community circle Review lesson with				Review lesson with
	learners to sing songs and recite	time), as they listen attentively to the Teacher -read- aloud text on balanced diet.				
	rhymes that relate to the lesson.		n the bool		nt food types we have I on the conversational	

Have learners count the examples of foods identified
under the given food group/types and represent them
in sets.
Guide learners to examine the food they eat at home
and/or bring to school, to find out whether they are
eating a balanced meal.
Talk about some food items that are not very healthy,
e.g. sugar drinks.
Mention some food items in the environment that they
need to be eating and draw their favourite. E.g. They
should add kontomire and other green leaf to their
food and also eat a lot of different types of fruit.
Have learners use the new words learnt to construct
simple sentences orally in relation to keeping healthy.
simple sentences or any intelation to keeping nearthy.
In whole class group, model how to sing and clap and
count words in a song.
Learners follow your example and sing, clap and count
number of words in the song about food
They can also jump on each word and count and share
with their friends the number of the keywords in the
song.
SonB.
Assessment: let learners count and clap the keywords in
songs about types of food.
songs about types of toou.

Vetted by :....

Signature: Date :

Week Ending:					Class size:	
Day : Wedne	esday			Date :		
Period :				Les	son :	
Strand : ALL	ABOUT ME	9	Sub-stran	nd : K	eeping my Body healthy	by eating good food and
		1	taking my	/ vac	cination	
Indicator (co	ode)	K1.1.4.1.5	K1.1	.4.1.	6	
Content star	ndard (code)	K1.1.4.1				
		Demonstrate the u	Inderstan	ding	that eating good food a	nd taking all my
		childhood vaccinat	ions will	keep	me growing	
Performance	e Indicator	 Learners can sing alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/ Learners can draw a picture of any food item that has its name beginning 				
-			n Commu		e the letter underneath. tion and Collaboration P	ersonal Development and
Keywords				5		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)					Plenary / Reflections
Tuesday	Wednesda	Learners sing an al	phabet so	ong a	ind identify the letter	Review lesson with
	У	that begins the name of the food item.Learners by singing songs in relation to it				
Create letter cards with t		with the	h the letter and picture of the			
		food item.				
					learners will pick the	
		letter card that ma	tches wit	h ot	ner food items with the	

same beginning letter [E.g. banana, beans, banku,	
bread, boodoo,]	
Mix the picture cards of food items that do not have /b/	
starting their names with other cards.	
Through "Show and Tell" have learners pick the picture	
card that matches with a 'B' food item and show it to	
the class.	
Have them pronounce the names of the food item first	
and if it does not begin with the letter for the week,	
they put the picture aside.	
Have them group words in sets according to the	
following:	
Set A: Words that begin with the letter of the week	
Set B: Words that do not begin with the letter of the	
week	
WEEK	
The teacher models how to write the letter in the air	
and have the learners do same.	
After much practice as a whole class and in small	
groups, the learners write the letter in the sand and	
finally use crayon to draw a food item and write the	
letter underneath it.	
Have learners talk about their work	
~	
Assessment: let learners draw a picture of any food	
item that has its name beginning with the letter B and	
write the letter underneath.	

Vetted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Les	Lesson :		
Strand : Ora	l Language	Sub-	-strand : F	Rhymes		
Indicator (co	ode)	KG1.1.2.1.1				
Content star	ndard (code)	KG1.1.2.1.				
Performance	e Indicator	The learner sho	ould explo	ore familiar rhymes of ab	out four lines and discuss	
		the names of things heard in them				
Core Compe	tencies: Com	nmunication and collabo	oration Pe	rsonal development and	leadership.	
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	g assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
	Engage	• Explore a rhyme for le	earners t	o listen.	What have we learnt	
	leaners to	 Allow learners to exp 	lore popu	ılar rhymes in the	today?	
	sing songs	community.				
	and recite	• Do the gestures that	accompa	ny the rhyme and allow		
	familiar	the learners to do same	e.		Review the lesson with	
	rhymes	 Ask learners to say a 	rhyme th	vme they know. learners		

NANA FIIFI AC	LUUAN		
		 Let the whole class say the rhyme again. 	
		• Explore a rhyme for learners to listen. e.g. the rhyme	
		should have names of common animals in the	
		community.	
		• Let learners mention some of the animals they heard	
		in the rhyme.	
		E.g.: Tiger, lion, snake, tortoise, ant, etc	
		Assessment: let learners sing familiar songs of about	
		four lines and mention names of things heard in the	
			$\mathbf{\lambda}$
	_	song	
	Engage	 Explore a rhyme for learners to listen. Allow learners to explore pepular rhymes in the 	What have we learnt
	leaners to	 Allow learners to explore popular rhymes in the community. 	today?
	sing songs and recite	 Do the gestures that accompany the rhyme and allow 	
	familiar	the learners to do same.	Review the lesson with
	rhymes	 Ask learners to say a rhyme they know. 	learners
	mymes	 Let the whole class say the rhyme again. 	
		• Explore a rhyme for learners to listen. e.g. the rhyme	
		should have names of common animals in the	
		community.	
		 Let learners mention some of the animals they heard 	
		in the rhyme.	
		E.g.: Tiger, lion, snake, tortoise, ant, etc	
		Assessment: let learners sing familiar songs of about	
		four lines and mention names of things heard in the	
		song	
	Engage	• Explore a rhyme for learners to listen.	What have we learnt
	leaners to	 Allow learners to explore popular rhymes in the 	today?
	sing songs	community.	
	and recite	 Do the gestures that accompany the rhyme and allow 	
	familiar	the learners to do same.	Review the lesson with
	rhymes	 Ask learners to say a rhyme they know. 	learners
	•	 Let the whole class say the rhyme again. Evaluate a rhyme for learners to listen on a the rhyme 	
		• Explore a rhyme for learners to listen. e.g. the rhyme	
		should have names of common animals in the	
		community.	
		 Let learners mention some of the animals they heard 	
		in the rhyme. E.g.: Tiger, lion, snake, tortoise, ant, etc	

Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song	
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Vetted by :....

Signature: Date :

Week Endin	g:				Class size:		
Day : Thurso	lay			Date :			
Period :				Lesson :			
Strand : ALL	ABOUT ME		Sub-strar	nd : k	Ceeping my Body healthy	by eating good food and	
		1	taking my	/ vac	cination		
Indicator (co	ode)	K1.1.4.1.7				$\lambda \cup$	
Content star	ndard (code)	K1.1.4.1					
				-	that eating good food a	nd taking all my	
		childhood vaccinat	ions will	keep	me growing		
Performance	e Indicator					under the six food groups	
		and sort the	e food ite	ems t	hat keep the body health	ny into shapes	
				inica	tion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solv	ring.				
Keywords				-			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
(- <i>1</i>							
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding ass	essn	nent)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Thursday	Have	Bring different foo	d items to	o the	class. Explain the food	Review lesson with	
	learners to	groups to them aga	ain.		·	Learners by singing	
	sing songs					songs in relation to it	
	and recite	U 1 7	them cla	ssify	the food items into the		
	rhymes that relate	six food groups.					
	to the		c				
Have learners sort food iter							
		healthy into shape	s and talk		out them.		
		Extend the activity	to other	non	-food items (e.g. tables,		
		chairs, cups, etc.).		1011	וטטע ונפוווש (כ.צ. נמטופט,		
		, <u>,</u> , , .					

	Have them compare the quantities and work on "less than" and "more than" at the centres.	
	Assessment: let learners sort and classify different food	
	items under the six food groups and sort the food items	
	that keep the body healthy into shapes	

Vetted by :....

Signature:

Date :

KINDERGARTEN ONE

Week Ending:			Class size:			
Day : Frida	y			Date :		
Period :				Les	son :	\bigcirc
Strand : AL	L ABOUT ME	9	Sub-strar	nd : k	eeping my Body healthy	y by eating good food and
		t	taking my	/ vac	cination	
Indicator (code)	K1.1.4.1.8				
Content sta	andard (code)	K1.1.4.1				
		Demonstrate the u	nderstan	ding	that eating good food a	nd taking all my
		childhood vaccinat	ions will	keep	me growing	
Performan	ce Indicator	Learners ca	n sing an	d da	nce to traditional songs	about foods.
-		tivity and Innovatior ng and Problem Solv		inica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	Y			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding ass	sessment)		Plenary / Reflections
	(preparing					
	the brain for learning)					
Friday	Have	Have learners sing	tradition	al so	ngs about food in your	Review lesson with
,	learners to	-			strument and dance to	Learners by singing
7.	sing songs	the tunes to keep t	he body	,		
	and recite rhymes					
		ve learners do oral classification of foods mentioned				
that relate in songs under th			ie food groups			
	to the lesson.					
	1635011.	Assessment: let lea songs about foods.		g an	d dance to traditional	

Vetted by :..... Date :

TERM ONE KG ONE WEEK 5

Week Endin	g:				Class size:	
Day : Monda	ау			Date :		
Period :				Les	son :	
Strand : ALL	ABOUT ME	5	Sub-stran	d : k	Ceeping my Body healthy	by eating good food and
			taking my	vac	cination	
Indicator (co	ode)	K1.1.4.1.1	K1.1	.4.1.	2	$\lambda \cup$
Content star	ndard (code)	K1.1.4.1				
					that eating good food an	nd taking all my
Performance	e Indicator	childhood vaccinat			lifferent types of food th	ev eat at home and
					ake them grow healthy. (
		, energy givir				
		 Learners ca 	n tell the	ir ov	n short stories about pic	ctures in the Big book to
		be read.		-		
		tivity and Innovatior		nica	tion and Collaboration Pe	ersonal Development and
		ig and Froblem Solv	ing.			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asso	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Monday	Have	Learners sit in a ser	mi-circle	(con	munity circle time) and	Review lesson with
	learners to	talk about the subt	heme for			
	sing songs					songs in relation to it.
rhymes			and ansv	vers	find out from learners	
			to do to	keep	healthy and strong.	
	to the					
	lesson.	Show them two co	nversatio	nal	oosters, one on	
		different types of f	ood and o	one	at the hospital.	

NANA FIIFI ACQUAR	
	With the aid of pictures, have them talk about the
	types of balanced food we need to eat to help us grow.
	For instance: We have
	1. Fats and Oil Foods: Such foods are high in fat and
	sugar
	2. Protein (beef, chicken),
	3. Carbohydrates (starchy food, bread, cereal and rice
	group),
	4. Calcium Rich Foods help the bones,
	5. Fruit and Vegetable,
	6. Whole Grain food such as bread, wheat,
	7. Food and drinks high sugar.
	Encourage learners to share experiences
	Another day you can let them talk about the
	importance of taking all their childhood vaccination.
	Have learners talk about the pictures in the book and
	ask them to make connections to the written symbols.
	ask them to make connections to the written symbols.
	Learners retail stery read to
	Learners retell story read to.
	Using word of the day, encourage learners to give
	examples of words that contain the prominent sound in
	the word of the day e.g. mug: jug, hug, tug, etc.
	Assessment: let learners tell their own short stories
	about pictures in the Big book to be read

Vetted by :....

Signature: Date :

Week Ending:					Class size:		
Day : Tuesda	ау			Date :			
Period :				Les	son :	\sim	
Strand : ALL	ABOUT ME					by eating good food and	
			taking my				
Indicator (co	-	K1.1.4.1.3	K1.1.4	4.1.4			
Content star	ndard (code)	K1.1.4.1					
					that eating good food a	nd taking all my	
		childhood vaccinat					
Performance	e Indicator					ormation text about foods	
						ds learnt to create simple	
		•			to keep healthy.	a about turnes of food	
Core Compe	toncios: Croa				lap the keywords in song	ersonal Development and	
-		ng and Problem Solv		inica		ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding ass	essn	ient)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Tuesday	Have	Have learners sit ir	n a semi-o	ircle	(community circle	Review lesson with	
	learners to				o the Teacher -read-	Learners by singing	
sing songs aloud text on balanced diet				•		songs in relation to it	
and recite							
	rhymes	Mention and discu	iss the dif	fere	nt food types we have		
	that relate				I on the conversational		
	to the	poster you show to		x unt			
	lesson.		o them.				

ANA FIIFI ACQUAH		
	Have learners count the examples of foods identified	
	under the given food group/types and represent them	
	in sets.	
	Guide learners to examine the food they eat at home	
	and/or bring to school, to find out whether they are	
	eating a balanced meal.	
	Talk about some food items that are not very healthy,	
	e.g. sugar drinks.	
	Mention some food items in the environment that they	
	need to be eating and draw their favourite. E.g. They	
	should add kontomire and other green leaf to their	
	food and also eat a lot of different types of fruit.	
	Have learners use the new words learnt to construct	
	simple sentences orally in relation to keeping healthy.	
	In whole class group, model how to sing and clap and	
	count words in a song.	
	Learners follow your example and sing, clap and count	
	number of words in the song about food T	
	hey can also jump on each word and count and share	
	with their friends the number of the keywords in the	
	song.	
$\langle V \rangle \rangle$	Assessment: let learners count and clap the keywords in	
	songs about types of food.	

Vetted by :....

Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

Week Ending:			Class size:				
Day :			Date :				
Period :			Lesson :				
Strand : Ora	l Language	Sub-stra	nd : I	istening and Story Tellin.	g		
Indicator (co	ode)	KG1.1.4.1.1					
Content star	ndard (code)						
Performance	e Indicator	The learner should	discu	ss the characters in a give	en story		
Core Compe	tencies: Com	nmunication and collaborati	on Pe	rsonal development and	leadership.		
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculum					
DAY	Phase 1: Starter (preparing the brain for learning) Engage leaners to sing songs	 Phase 2: Main (new learning including as Let learners sing a song a Let learners mention nar animals they heard in the song a s	nd da	ance to it.	Phase 3: Plenary / Reflections What have we learnt today?		
	and recite familiar rhymes	 Ask if learners have hear animals. Tell a simple story Ask learners to mention the story. 	for l	earners to listen.	Review the lesson with learners		

	A	Assessment: let learners describe the characters in a	
	g	given story	
sing	ers to songs a recite iliar nes	 Let learners sing a song and dance to it. Let learners mention names of some of the names of animals they heard in the song. Ask if learners have heard a story about any of the animals. Tell a simple story for learners to listen. Ask learners to mention the name of a character in the story. 	What have we learnt today? Review the lesson with learners
		Assessment: let learners describe the characters in a given story	\sim
sing	age ers to songs recite	 Let learners sing a song and dance to it. Let learners mention names of some of the names of animals they heard in the song. Ask if learners have heard a story about any of the 	What have we learnt today?
rhym	nes e	 animals. Tell a simple story for learners to listen. Ask learners to mention the name of a character in the story. 	Review the lesson with learners
		Assessment: let learners describe the characters in a given story	

Vetted by :..... Date :

Week Ending:				Class size:			
Day: Wedne	esday			Date :			
Period :				Les	son :		
Strand : ALL	ABOUT ME	Su	ub-stran	d : k	eeping my Body healthy	by eating good food and	
			• •		cination		
Indicator (co	-	: K1.1.4.1.5	K1.1	4.1	.6		
Content star	ndard (code)	K1.1.4.1					
				-	that eating good food an	nd taking all my	
		childhood vaccinatio					
Performance	e Indicator				bet song about food and		
					on food item in season i	n the environment. E.g.	
		Banana begir					
						at has its name beginning	
Coro Comino	toncion (roo				e the letter underneath.		
		ng and Problem Solving		nica		ersonal Development and	
			.0.				
Keywords							
T. L .R. (s)		Poster/ cut out pictu	ıre, Cu	t ou	t shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page					
D 414							
DAY	Phase 1:	Phase 2: Main	•			Phase 3:	
	Starter (preparing	(new learning includi	ing asse	essm	ient)	Plenary / Reflections	
	the brain						
	for learning)						
Wednesday	Have			-	ind identify the letter	Review lesson with	
	learners to						
	sing songs and recite	recite					
rhymes			vith the	lette	er and picture of the		
	, that relate	food item.					
	to the						
	lesson.	Play a memory game			-		
		letter card that matc	ches wit	h ot	her food items with the		

NANA FIIFI ACQUAH		
	same beginning letter [E.g. banana, beans, banku,	
	bread, boodoo,]	
	Mix the picture cards of food items that do not have /b/	
	starting their names with other cards.	
	Through "Show and Tell" have learners pick the picture	
	card that matches with a 'B' food item and show it to	
	the class.	
	Have them pronounce the names of the food item first	$\lambda \bigcirc$
	and if it does not begin with the letter for the week,	
	they put the picture aside.	
	Have them group words in sets according to the	
	following:	
	Set A: Words that begin with the letter of the week	
	Set B: Words that do not begin with the letter of the	
	week	
	The teacher models how to write the letter in the air	
	and have the learners do same.	
	After much practice as a whole class and in small	
	groups, the learners write the letter in the sand and	
	finally use crayon to draw a food item and write the	
	letter underneath it.	
	Have learners talk about their work	
	Assessment: let learners draw a picture of any food	
	item that has its name beginning with the letter B and	
	write the letter underneath.	

Vetted by :	Signature:	Date :
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Week Ending:				Class size:			
Day : Thurso	lay			Dat	ate :		
Period :				Les	son :		
Strand : ALL	ABOUT ME		Sub-strar	nd : k	Keeping my Body healthy	by eating good food and	
			taking my	/ vac	cination		
Indicator (co	ode)	K1.1.4.1.7				$\lambda \cup$	
Content star	ndard (code)	K1.1.4.1					
		Demonstrate the ι	understan	ding	that eating good food a	nd taking all my	
		childhood vaccinat	tions will	keep	me growing		
Performanc	e Indicator					under the six food groups	
		and sort th	e food ite	ems t	hat keep the body health	ny into shapes	
				inica	tion and Collaboration Po	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solv	ving.				
Keywords				_			
Reyworus			$\langle \rangle$)		
T. L .R. (s)		Postor/ cut out pic	turo Ci	it ou	t shapes, big books, cour	ators cravons	
1. L .N. (3)		Poster/ cut out pit	luie, ci		t shapes, big books, cour	iters, crayons	
Ref:	Kindergarte	n Curriculum Page	\sim				
nen.	Kindergarte	in curriculuin ruge					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections	
	(preparing		-				
	the brain						
Thursday	for learning)	Bring different foo	d itoms t	a the		Review lesson with	
Thursday	Have learners to	Builg different 100		June	CldSS.	Learners by singing	
	sing songs	Explain the food g	rouns to t	hom	again	songs in relation to it	
	and recite			nem	uguin.	0	
	rhymes	In small groups, let	t them cla	assif∖	the food items into the		
	that relate	six food groups.		,			
	to the						
	lesson. Have learners sort food iter			ms tł	nat keep the body		
		healthy into shape	s and talk	c abc	out them.		
			y to other	non	-food items (e.g. tables,		
		chairs, cups, etc.).					

Have them compare the quantities and work on "less than" and "more than" at the centres.	
Assessment: let learners sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes	

Vetted by :....

Signature: Date :

KINDERGARTEN ONE

Week Ending:				Class size:			
Day : Friday				Date :			
Period :				Les	son :		
Strand : ALL	ABOUT ME	S	Sub-stran	d : k	Keeping my Body healthy	by eating good food and	
		t	aking my	vac	cination		
Indicator (co	ode)	K1.1.4.1.8				$\lambda \cup$	
Content star	ndard (code)	K1.1.4.1					
		Demonstrate the u	nderstan	ding	; that eating good food a	nd taking all my	
		childhood vaccinati	ions will l	keep	o me growing		
Performanc	e Indicator	Learners ca	n sing an	d da	nce to traditional songs	about foods.	
-		tivity and Innovation ng and Problem Solvi		nica	tion and Collaboration P	ersonal Development and	
Keywords					2		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page	V				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	ding asse	essn	nent)	Plenary / Reflections	
	(preparing						
	the brain for learning)						
Friday	Have	Have learners sing	tradition	al so	ngs about food in your	Review lesson with	
,	learners to	-			istrument and dance to	Learners by singing	
	sing songs	the tunes to keep t				songs in relation to it	
	and recite						
	rhymes	Have learners do o	ral classif	icati	ion of foods mentioned		
	that relate	in songs under the					
	to the lesson.						
	1033011.	Assessment: let lea	rners sin	g tr≈	aditional songs about		
		foods.		0			

Vetted by :..... Date :

TERM ONE KG ONE WEEK 6

Week Endin	g:				Class size:	
Day : Mond	ау			Date :		
Period :				Lesson :		
Strand : AL	L ABOUT ME		Sub-strar	nd : №	IY ENVIRONMENT AND	MY HEALTH
Indicator (co	ode)	K1.1.5.1.1	K1.:	1.5.1.	2	
Content sta	ndard (code)			-		and school environment
Performanc	e Indicator	Learners can talk about how we can keep our environment clean in order to avoid getting sick. Learners can recognize that written symbols in books carry important information about the pictures.				
		tivity and Innovatic ng and Problem Sol ⁱ		unicat	ion and Collaboration F	Personal Development and
Keywords				2		
T. L .R. (s)		Poster/ cut out pie	cture, Cu	ut out	shapes, big books, cou	inters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)					Phase 3: Plenary / Reflections
: Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit i time) and sing a so environment clear Show them a conv defecating around Teacher and pupil	ong relate n. versationa d their hor	ed to l al pos mes a	ter with people nd at school	Review lesson with Learners by singing songs in relation to it.

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	Teacher asks the learners how our environment can	
	cause us to be sick.	
	Using think-pair-share, have learners contribute to how	
	we make the environment dirty.	
	E.g. Some ideas can be: when we throw papers/rubbish	
	about, bushy and gutters are choked., Animals walking	
	through rivers, learners walking in the garbage area,	
	people washing in the rivers. etc.	
	Create more situations of a dirty village	$\lambda \bigcirc$
	and ask learners to think about how to change the	
	situation and avoid sickness.eg.	
	What do we do make our classroom/school compound	
	clean from litter?	
	What do we do to stop people from going to toilet all	
	around our home and the school compound? What do	
	we do to avoid getting sick?	
	E.g. Washing hand with soap and water, put rubbish or	
	unwanted papers and rubbish in bins, etc.	
	Teacher and people do a picture walk through the Big	
	book page by page.	
	book page by page.	
	Ask learners to tell a story about the pictures they see.	
	Ask learners to tell a story about the pictures they see.	
	Through interactive reading of a hig book, have learners	
	Through interactive reading of a big book, have learners	
	compare their story to the author's version to see if	
	they are similar or different.	
	Assessment: let learners tell a story about the pictures	
	they see	
	Assessment: let learners	

Vetted by :..... Date :

Week Endin	g:				Class size:		
Day : Tuesda	ау			Date :			
Period :				Lesson :			
Strand : ALL	ABOUT ME	S	Sub-stran	id : N	AY ENVIRONMENT AND	MY HEALTH	
Indicator (co	-	K1.1.5.1.3	K1	.1.5.	1.4		
Content star	ndard (code)	K1.1.5.1					
					now keeping our home a	nd school environment	
		clean can keep us h	-		-		
Performance	e Indicator					text and share what they	
					ses we can get from dirty		
						s in the book to be read to	
				_		ages are hidden in books.	
-		tivity and Innovatior ng and Problem Solvi		nica	tion and Collaboration P	ersonal Development and	
Keywords			ш <u>ь</u> .				
,,							
T. L .R. (s)		Poster/ cut out pict	ture, Cu	it ou	t shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page					
		//					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding ass	essn	nent)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Tuesday	Have	Introduce learners	to KWL s	trate	egy as you read the	Review lesson with	
	learners to	informational book	on the D	Disea	ses we get from the	Learners by singing	
	sing songs	environment.				songs in relation to it	
	and recite						
	rhymes that relate	Explain the KWL strategy as K: What do you know, W:					
	to the	What do you want to know and L: What have you learnt					
	lesson.	K-Before reading, I	have lear	ners	tell you all they know		
		about how dirty en	ivironme	nt ca	n make people sick.		
		W- Ask learners wh	nat they v	vant	to know about how the		
		environment affect	ts our hea	alth			

During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share
their understanding of the text. (BIG BOOK).
L- Have learners share what they have learnt about the
theme
Learners should be given the opportunity to walk round
the school campus and clean, throwing away tins and
empty cans with water that could breed mosquitoes
which could make people sick of Malaria.
Learners create their own stories about the pictures in
the Big book before it is read aloud to them.
Stress on cleanliness words during the reading activity
(e.g. neat, clean, tidy, clear, etc.).
Learners come up with rules about how to take good
care of books because books contain important
information.
Have learners draw clean classroom and talk about
their drawing.
Help learners sound out cleanliness words on word card
and have them fill in the missing letters of selected
ones written on the board.
They can also have vocabulary games with cut out
words and letters on cleanliness words.
Have learners count and classify words by colour and
length
Assessment: let learners create their own stories about
the pictures in the Big book

SUBJECT: GHANAIAN LANGUAGE

leanerstoleaners• Ask learners to mention some of the characters in the movie. and recite • Lead learners to discuss what they saw in the movie.today?	Week Ending:				Class size:		
Strand : Oral Language Sub-strand : Dramatisation and Role Play Indicator (code) KG1.1.5.1.1 Content standard (code) KG1.1.5.1. Performance Indicator The learner should perform a sketch of a story. Core Competencies: Communication and collaboration Personal development and leadership. Keywords Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) (new learning including assessment) Phase 3: Plenary / Reflections Engage and recite familiar rhymes • Ask learners to tell a movie they have watched. • Lead learners to discuss what they saw in the movie. • Tell a short story and direct learners to dramatise the rhymes What have we learnet to day?							
Indicator (code) KG1.1.5.1.1 Content standard (code) KG1.1.5.1. Performance Indicator The learner should perform a sketch of a story. Core Competencies: Communication and collaboration Personal development and leadership. Keywords Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: (new learning including assessment) Phase 3: (new learning including assessment) Engage I e brain for learning) • Ask learners to tell a movie they have watched. What have we learnt today? Engage I and recite familiar • Ask learners to discuss what they saw in the movie. What have we learnt today?	Period :			Les	ison :		
Content standard (code) KG1.1.5.1. Performance Indicator The learner should perform a sketch of a story. Core Competencies: Communication and collaboration Personal development and leadership. Keywords Manila cards, markers, recorded audios visual T. L.R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: (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 Ask learners to tell a movie they have watched. What have we learnt today?	Strand : Ora	al Language		Sub-strand :	Dramatisation and Role P	lay	
Performance Indicator The learner should perform a sketch of a story. Core Competencies: Communication and collaboration Personal development and leadership. Keywords Manila cards, markers, recorded audios visual T. L.R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Engage leaners to sing songs and recite familiar rhwmes Ask learners to tell a movie they have watched. What have we learnt today?	Indicator (c	ode)	KG1.1.5.1.1				
Core Competencies: Communication and collaboration Personal development and leadership. Keywords T. L. R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Engage • Ask learners to tell a movie they have watched. sing songs and recite familiar rhwmes • Ask learners to discuss what they saw in the movie. • Tell a short story and direct learners to dramatise the integration What have we leason with today?	Content sta	ndard (code)	KG1.1.5.1.				
Keywords Manila cards, markers, recorded audios visual T. L.R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Engage leaners to sing songs and recite familiar rhymes • Ask learners to tell a movie they have watched. • Lead learners to discuss what they saw in the movie. • Tell a short story and direct learners to dramatise the rhymes What have we leason with	Performanc	e Indicator	The learne	er should perfo	orm a sketch of a story.		
T. L.R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Engage leaners to sing songs and recite familiar rhymes • Ask learners to tell a movie they have watched. What have we learnt today? Engage leaners to sing songs and recite familiar rhymes • Lead learners to discuss what they saw in the movie. What have we learnt today?	Core Compe	etencies: Con	nmunication and co	ollaboration Pe	rsonal development and	leadership.	
Ref: Ghanaian Language curriculum DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: DAY Phase 1: (new learning including assessment) Phase 3: Image Phase 2: Main (new learning including assessment) Phase 3: Image Phase 3: Plenary / Reflections Image Plenary / Reflections Plenary / Reflections Image Plenary / Reflections Plenary / Reflections Image: Plenary / Reflections Plenary / Reflections Image: Plenary / Reflections Plenary / Reflections Image: Plenary / Reflections <th>Keywords</th> <th></th> <th colspan="5"></th>	Keywords						
DAY Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Engage leaners to sing songs and recite familiar rhymes • Ask learners to tell a movie they have watched. • Ask learners to tell a movie they have watched. • Ask learners to mention some of the characters in the movie. • Lead learners to discuss what they saw in the movie. • Tell a short story and direct learners to dramatise the rhymes What have we learnt today?	T. L .R. (s)		Manila cards, markers, recorded audios visual				
Starter (preparing the brain for learning)(new learning including assessment)Plenary / ReflectionsEngage leaners to sing songs and recite familiar rhymes• Ask learners to tell a movie they have watched. • Ask learners to mention some of the characters in the movie. • Lead learners to discuss what they saw in the movie. • Tell a short story and direct learners to dramatise the hour story and direct learners to dramatise thePlenary / Reflections Plenary / Reflections What have we learn today?	Ref:	Ghanaian La	anguage curriculu	m			
 Ieaners to sing songs and recite familiar rhymes Ask learners to mention some of the characters in the movie. Ask learners to mention some of the characters in the movie. Ead learners to discuss what they saw in the movie. Tell a short story and direct learners to dramatise the Review the lesson with the movie. 	DAY	Starter (preparing the brain		luding assessr	nent)		
Assessment: let learners perform a sketch of a story		leaners to sing songs and recite familiar	 Ask learners to movie. Lead learners to Tell a short stor story. 	mention some o discuss what y and direct le	of the characters in the they saw in the movie. arners to dramatise the	Review the lesson with	

le si ar fa	ngage eaners to ng songs nd recite amiliar nymes	 Ask learners to tell a movie they have watched. Ask learners to mention some of the characters in the movie. Lead learners to discuss what they saw in the movie. Tell a short story and direct learners to dramatise the story 	What have we learnt today? Review the lesson with learners
		Assessment: let learners perform a sketch of a story	
le si	ngage eaners to ng songs nd recite	 Ask learners to tell a movie they have watched. Ask learners to mention some of the characters in the movie. Lead learners to discuss what they saw in the movie. 	What have we learnt today?
	amiliar nymes	• Tell a short story and direct learners to dramatise the story. Assessment: let learners perform a sketch of a story	Review the lesson with learners

Vetted by :..... Date :

Week Ending:				Class size:		
Day: Wedne	esday			Date :		
Period :				Lesson :		
Strand : ALL	ABOUT ME		Sub-strar	id : MY ENVIRONMENT AND I	MY HEALTH	
Indicator (co	ode)	K1.1.5.1.5	K1.1	.5.1.6		
Content star	ndard (code)	K1.1.5.1				
		Demonstrate und	lerstanding	g of how keeping our home a	nd school environment	
		clean can keep us	,	<u> </u>		
Performance	e Indicator			sing alphabet songs that contair begin to write letters of the alph		
			on Commu	nication and Collaboration Pe		
Keywords				$\langle V \rangle$		
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main	\frown		Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections				
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Introduce the letter for the week, e.g. the lower case of the vowel /a/Review lesson wi Learners by singi- songs in relationWrite it boldly on the whiteboard or chalkboard.Introduce a key word in which they can find the letter of the week.He word should be related to a disease from the environment such as malaria, cholera, etc.He word and let learners repeat it three times after you. Hold letter cards of different names andHe wiew lesson wi Learners by singi- songs in relation				
		-		fy the letter 'a' in it.		

Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.	
Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song.	
Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate.	
Have them practice writing the letter on the back of their friends. Have them talk about their experience	
Assessment: let learners write letters of the alphabet	

Vetted by :..... Date :

Week Ending:					Class size:	
Day : Thurso	lay			Date :		
Period :				Les	son :	
Strand : ALL	ABOUT ME		Sub-stran	d : N	IY ENVIRONMENT AND	MY HEALTH
Indicator (co	ode)	K1.1.5.1.7				
Content sta	ndard (code)	K1.1.5.1				
		Demonstrate unde	erstanding	of ł	ow keeping our home a	nd school environment
		clean can keep us	healthy an	nd st	rong.	
Performanc	e Indicator	Learners o	can prepa	re	posters with pictures	cut from calendar and
		newspaper	rs to post i	n th	e environment cautionir	ng people not to make the
		place dirty.				
-		tivity and Innovationg and Problem Solv		nica [.]	tion and Collaboration P	ersonal Development and
Keywords		. (}		
T. L .R. (s)		Poster/ cut out pic	ture, Cu	t ou	t shapes, big books, cou	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	showing what peo have pupils (in sma big "NO" on each p one colour from th	ple do to r all groups) poster with ne three se their final	mes pre h ea elect	ctures from calendars s the environment and pare posters and write ch group choosing just ed colours. rks into same colours	Review lesson with Learners by singing songs in relation to it

Take learners for a walk outside and have them post "NO" poster all over the school compound to encourage cleanliness practice.	
Assessment: let learners prepare posters with pictures cut from calendar and newspapers	

Vetted by :....

Signature: Date :

. . . .

Week Ending:					Class size:	
Day : Friday				Date :		
Period :			Les	son :		
Strand : ALL	ABOUT ME	5	Sub-stran	d : N	MY ENVIRONMENT AND I	MY HEALTH
Indicator (co	ode)	K1.1.5.1.8				X
Content star	ndard (code)	K1.1.5.1				
		Demonstrate unde	rstanding	; of ł	now keeping our home a	nd school environment
		clean can keep us h	nealthy ar	nd st	rong.	
Performance	e Indicator	Learners ca	n describ	e th	e attributes of 3-D object	ts and draw them.
-		tivity and Innovatior ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords			\cap		27	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	V			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	iding asso	essm	nent)	Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	empty cans, etc.). Have each child de	ature wal ng other e scribe the	k ar exan e 3-D		Review lesson with Learners by singing songs in relation to it
			ds like big	, litt	le, round like a box or a	

	Learners assess each other whether all the objects	
	brought are truly 3-D materials.	
	Assessment: let learners describe the attributes of 3-D	
	objects	

Vetted by :....

TERM ONE KG ONE WEEK 7

Week Ending:					Class size:	
Day : Monda	ay			Date :		
Period :			Lesson :			
Strand : ALL	ABOUT ME	:	Sub-strar	nd : F	Protecting ourselves from	home and road
			accidents			
Indicator (co	ode)	K1.1.6.1.1	K1.:	1.6.1	.2	X
Content star	ndard (code)	K1.1.6.1				
			-	g of r	neasures to take to keep	safe (from accidents,
. (hurts, and harms).		••••		
Performance	e Indicator	Learners can talk a safety measures, w	•			t home and at school and
		•			ken words are represente	ed in written language in
		books.		SPO		
Core Compe	tencies: Crea	tivity and Innovation	n Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	/ing.			
Karananda			()	\rightarrow		
Keywords						
		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
T. L .R. (s)		roster cut out picture, cut out snapes, big books, counters, crayons				
Ref:	Kindorgarto	n Curriculum Page				
NET.	Kinuergarte	an cumculum rage				
DAY	Phase 1:	Phase 2: Main				Phase 3:
2711	Starter	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections
	(preparing		(new learning including assessment)			
	the brain					
N. A. a. a. l.a.	for learning)					De la lassa lik
Monday Have During the community circle time, when learners sit in a Review less						
	learners to sing songs	semi-circle,				Learners by singing songs in relation to it.
	and recite				ave them talk about the	
	rhymes	possible home and	d/or road	accio	dents that occur.	
	that relate		المحمد			
	to the		-	•	os and ask them to	
	lesson.			-	s of how such accidents	
		happen at home, a	at school,	and	on the way to school.	

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	Have them present their findings by role-playing the
	various accidents and how to avoid them.
	Have learners suggest safety measures we can take to
	avoid such accidents
	Teach the rhyme "if you see a traffic light, there is
	something you should know, red means stop" and
	have learners recite it with you with actions.
	Teacher and learners do a picture walk through the Big
	book, page by page.
	Ask learners to tell their story about the pictures. Using
	LEA (Language Experience Approach) have learners
	dictate their stories to you and write it down.
	Read it and have learners echo you word by word. Read
	the story to them and have learners compare their
	story to the author's version to see if they are similar or
	different.
	Through art work, have learners indicate the part of the
	story they liked most
	Assessment: let learners indicate the part of the story
	they liked most

Vetted by :..... Date :

Week Endin	g:				Class size:	
Day : Tuesda	ау			Dat	e:	
Period :				Les	son :	
Strand : ALL ABOUT ME Sub-stra			Sub-stran	d : F	Protecting ourselves from	home and road
			accidents			
Indicator (co	ode)	K1.1.6.1.3	K1.1.6	.1.4		$\lambda \cup$
Content sta	ndard (code)	K1.1.6.1				
		Demonstrate unde	rstanding	; of r	measures to take to keep	safe (from accidents,
		hurts, and harms).				
Performanc	e Indicator		to and re	espo	nd to a read aloud text a	bout keeping safe in the
		environment.		. 11		
Coro Compo	toncios: Croa				ables in longer words.	ersonal Development and
-		ng and Problem Solvi		nica		ersonal Development and
Keywords					3	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main	•			Phase 3:
	Starter	(new learning inclu	iding ass	accm	nent)	Plenary / Reflections
	(preparing	(new rearring meru	iung asso			richary / Keneetions
	the brain					
	for learning)					
Tuesday	Have	•			previous lesson, let the	
	learners to				know about the sub-	Learners by singing
	sing songs and recite	theme, what they want to know, before you read (the songs in relation to it				
rhymes		BIG BOOK) to them	۱.			
that relate						
	to the			-	ve learnt about safety	
	lesson.			•	event accidents (hurts,	
			rp object	s, el	ectricity, boiling water,	
		etc.).				

NANA FIIFI ACQUAR	
	Practice some safety measures of how to cross the
	road, how to hold a knife.
	Learners role play using these safety measures at home.
	(Reference: A big book on protection against hurt,
	harms, sharp objects, strangers, electricity and hot
	water.)
	Introduce learners to reading longer words such as
	objects (2 syllables), strangers (2 syllables), electricity (5
	syllables) and water (2 syllables), Traffic (2 syllables)
	etc.
	Let them know that we break words according to the
	syllables.
	Synables.
	Practice clapping these words and counting the number
	of syllables in them.
	or synables in them.
	Have learners add the syllables in some selected words
	e.g. water and understand (2 syllables + 3 syllables = 5
	syllables). Extend the activity to include other objects.
	synaples). Extend the activity to include other objects.
	Assessment: let learners clap and count syllables in
	longer words.

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Class size:		
Day :			Dat	:e :		
Period :			Les	son :		
Strand : Rea	ding	S	Sub-strand : F	Pre-Reading Activities		
Indicator (co	ode)	KG1.2.1.1.1		\mathbf{X}		
Content sta	ndard (code)	KG1.2.1.1.				
Performance	e Indicator	The learner should	sort out mat	terials and objects by col	ours.	
Core Compe	tencies: Con	nmunication and coll	aboration Pe	rsonal development and	leadership.	
Keywords			<i>S</i>			
T. L .R. (s)		Manila cards, mark	markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning) Engage	Phase 2: Main (new learning incluster) • Show objects of d	lifferent colo	urs to learners to	Phase 3: Plenary / Reflections What have we learnt	
	leaners to sing songs and recite familiar rhymes	red, white and blac Let learners sort of 	ecognise nar k. out the objec	nes of the colours e.g.	today? Review the lesson with learners	

	Assessment: let learners sort out materials and objects	
	by colours.	
Engage	• Show objects of different colours to learners to	What have we learnt
leaners to sing songs	mention the names of the objects.Lead learners to recognise names of the colours e.g.	today?
and recite	red, white and black.	Review the lesson with
familiar	• Let learners sort out the objects by colour.	learners
rhymes	 Let learners draw any of the objects and choose a 	learners
	colour to colour it.	
	Assessment: let learners sort out materials and objects	
	by colours.	
Engage	 Show objects of different colours to learners to 	What have we learnt
leaners to	mention the names of the objects.	today?
sing songs	 Lead learners to recognise names of the colours e.g. 	
and recite	red, white and black.	
familiar rhymes	 Let learners sort out the objects by colour. 	Review the lesson with
inymes	 Let learners draw any of the objects and choose a 	learners
	colour to colour it.	
	Assessment: let learners sort out materials and objects	
	by colours.	

Vetted by :....

Week Ending	g:				Class size:		
Day : Wedne	esday			Date :			
Period :				Lesson :			
Strand : ALL	ABOUT ME		Sub-strand : Protecting ourselves from home and road				
			accidents	5			
Indicator (code) : K1.1.6.1.5							
Content star	ndard (code)	: K1.1.6.1				$\mathbf{\lambda} \mathbf{\nabla}$	
		Demonstrate und	erstandin	g of I	neasures to take to keep	safe (from accidents,	
		hurts, and harms)					
Performance	e Indicator	Learners of	can use vo	ocab	ulary learnt to express	and demonstrate how to	
		protect th	emselves	fron	n hurt, harm, strangers,	sharp objects, electricity	
		and water	•				
-		•		inica	tion and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Sol	ving.				
Keywords				-			
Reywords			()		J .		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
1. L .N. (S)		roster, cut out picture, cut out shapes, big books, counters, crayons					
Ref:	Kindorgarto	n Curriculum Page					
Ner.	Kindergarte	in curriculum rage					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter		cluding assessment)			Plenary / Reflections	
	(preparing						
	the brain						
Wednesday	for learning)	In pairs learners	ucowordo	200	uired from the read-	Review lesson with	
weunesuay	Have learners to				ow to avoid accidents	Learners by singing	
	sing songs					songs in relation to it	
	and recite	occurring from file, electricity, sharp objects, clossing					
	rhymes	the road.					
that relate		E.g. Don't go near, Don't touch electrical wires.					
	to the			•			
	lesson.	Using "Show and	tell" have	lear	ners pick drawn cut out		
		U			and tell how they can		
		keep safe from th			and ten now they call		

Have learners match objects with their related accidents they can cause	
Assessment: let learners use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	

Vetted by :	Signature:	Date :
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Week Ending: Class size:					Class size:		
Day : Thurso	lay			Date :			
Period :				Lesson :			
Strand : ALL	ABOUT ME			d : F	Protecting ourselves from	n home and road	
			accidents				
Indicator (co	-	K1.1.6.1.6					
Content star	ndard (code)	K1.1.6.1					
			rstanding	; of r	neasures to take to keep	safe (from accidents,	
		hurts, and harms).					
Performance	e Indicator				ne attributes of 3-D obje	ects and sort objects into	
		planes and	•	_			
				nica	tion and Collaboration P	ersonal Development and	
Leadership C		ng and Problem Solv	ing.				
Keywords			\sim				
-		6					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asse	essn	nent)	Plenary / Reflections	
	(preparing the brain	$\langle \rangle$					
	for learning)						
Thursday	Have	Revise the descript	ion of the	e att	ributes of 3-D and call	Review lesson with	
	learners to	learners to show yo	ou show e	exan	ples of 3-D objects in	Learners by singing	
	sing songs	the classroom. so		songs in relation to it			
	and recite						
rhymes Ask learners to sort that relate from home into play							
to the examples.			anes and s	300	bjects and bring other		
	lesson.	examples.					
		Have each child dra	aw two 3I	D ob	jects e.g. A Tin and box.		
		Learners review the			-		

	Assessment: let learners d	escribe the attributes	of 3-D	
	objects			
tted by :	 S	ignature:	Date : .	
			()	
		C		
		$\langle N \rangle$		
		R		

KINDERGARTEN ONE

Week Endin	g:				Class size:	
Day : Friday				Date :		
Period :				Lesson :		
					Protecting ourselves from	home and road
			accidents			
Indicator (co	ode)	K1.1.6.1.7				
Content star	ndard (code)	K1.1.6.1				
		Demonstrate unde	erstanding	g of r	measures to take to keep	safe (from accidents,
		hurts, and harms).				
Performance	e Indicator	Learners ca	n draw ar	nd co	blour five harmful objects	s that can cause accidents.
-		tivity and Innovatior ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords					2	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	Y			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Friday	Have	Give learners an ou	Itling of h	arm	ful objects to colour or	Review lesson with
Thuay	learners to				-	Learners by singing
	sing songs	(, , , , , , , , , , , , , , , , , , ,				
	and recite	harmful objects and situations around their homes. E.g. songs in relation to it knife, pointed stick, fire, a person crossing the road.				
	rhymes	kille, politieu stick	, me, a p	erso	in crossing the road.	
that relate			about the	من م	rowing.	
	to the	Have learners talk			awiligs.	
	lesson.	Assassment	arnors dra		nd colour five harmful	
		objects that can ca				
			use acciù	ents		

Vetted by :..... Date :

TERM ONE KG ONE WEEK 8

Week Endin	g:				Class size:	
Day : Monda	ау			Date :		
Period :			Lesson :			
			Sub-stran		Protecting ourselves from	home and road
Indicator (co	ode)	K1.1.6.1.1	K1	.1.6.	1.2	
Content standard (code) K1.1.6.1			nderstanding of measures to take to keep safe (from accidents, s).			
Performance		Learners can talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. Learners can recognize that spoken words are represented in written language in books.				
		tivity and Innovatic ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords				2		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	Phase 2: Main new learning including assessment)			Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	semi-circle, introd talk about the pos that occur. Put them in three up with practical e	luce the su ssible hom smaller gr examples o	ub-th e an roup of ho	ne, when learners sit in a neme and have them od/or road accidents s and ask them to come ow such accidents on the way to school.	Review lesson with Learners by singing songs in relation to it.

NANATIITACQUAIT		
	Have them present their findings by role-playing the	
	various accidents and how to avoid them. Have learners	
	suggest safety measures we can take to avoid such	
	accidents	
	Teach the rhyme "if you see a traffic light, there is	
	something you should know, red means stop" and	
	have learners recite it with you with actions.	
	Teacher and learners do a picture walk through the Big	
	book, page by page. A	
	sk learners to tell their story about the pictures. Using	
	LEA (Language Experience Approach) have learners	
	dictate their stories to you and write it down.	
	Read it and have learners echo you word by word. Read	
	the story to them and have learners compare their	
	story to the author's version to see if they are similar or	
	different.	
	Through art work, have learners indicate the part of the	
	story they liked most	
	Assessment: let learners indicate the part of the story	
	they liked most	

Vetted by :.....

Week Endin	g:				Class size:	
Day : Tuesda	ау			Date :		
Period :			Lesson :			
Strand : ALL	ABOUT ME		Sub-strar	nd : F	Protecting ourselves from	home and road
			accidents			
Indicator (co	-	K1.1.6.1.3	K1.1.6	5.1.4		$\lambda \cup$
Content sta	ndard (code)			g of r	measures to take to keep	safe (from accidents,
Performanc	e Indicator	keeping sa	fe in the e	envir		a read aloud text about nger words.
-		tivity and Innovatic ng and Problem Sol		inica	tion and Collaboration Po	ersonal Development and
Keywords		. (
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: MainPhase 3:(new learning including assessment)Plenary / Reflection				Phase 3: Plenary / Reflections
TuesdayHaveUsing the KWL strategy as in Learners tol sing songs and recite rhymes that relate to the lesson.Using the KWL strategy as in Learners tell you what learn theme, what they want to k BIG BOOK) to them.Let learners share what the measures we need to take t and harm from sharp object etc.).		iers l now y hav	know about the sub- , before you read (the ve learnt about safety event accidents (hurts,	Review lesson with Learners by singing songs in relation to it		

Practice some safety measures of how to cross the
road, how to hold a knife. Learners role play using these
safety measures at home.
(Reference: A big book on protection against hurt,
harms, sharp objects, strangers, electricity and hot
water.)
Introduce learners to reading longer words such as
objects (2 syllables), strangers (2 syllables), electricity (5
syllables) and water (2 syllables), Traffic (2 syllables)
etc.
Let them know that we break words according to the
syllables.
Practice clapping these words and counting the number
of syllables in them.
Have learners add the syllables in some selected words
e.g. water and understand (2 syllables + 3 syllables = 5
syllables). Extend the activity to include other objects.
Assessment: let learners clap and count syllables in
longer words

Vetted by :....

Week Ending:				Class size:			
Day: Wedne	esday			Date :			
Period :				Les	son :		
Strand : ALL	ABOUT ME		Sub-strar	d : F	Protecting ourselves from	m home and road	
			accidents				
Indicator (co	ode)	K1.1.6.1.5					
Content star	ndard (code)						
		Demonstrate und	derstandin	g of	measures to take to kee	p safe (from accidents,	
		hurts, and harms)					
Performance	e Indicator					and demonstrate how to	
		protect th	emselves	fron	n hurt, harm, strangers	, sharp objects, electricity	
		and water					
-		=		nica	tion and Collaboration F	Personal Development and	
Leadership (critical Thinkin	ng and Problem Sol	ving.				
Keywords			$ \rightarrow $	\rightarrow			
T. L .R. (s)		Poster/ cut out pi	picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main	Main			Phase 3:	
	Starter	(new learning including assessment)				Plenary / Reflections	
	(preparing the brain						
	for learning)						
Wednesday	Have	In pairs, learners	use words	acqı	uired from the read-	Review lesson with	
	learners to	aloud text to tead	h each oth	ner h	ow to avoid accidents	Learners by singing	
	sing songs	occurring from fire, electricity, sharp objects, crossing songs in relation					
	and recite	the road. E.g.					
	rhymes that relate	Don't go near,					
to the Don't touch el			rical wires				
	lesson.						
		Using "Show and	tell" have	learr	ners pick drawn cut out		
		objects that can c	ause accid	ents	and tell how they can		
		keep safe from th	at object.				

Have learners match objects with their related accidents they can cause	
Assessment: let learners use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day :			Da	:e :		
Period :			Les	Lesson :		
Strand : Rea	ding	Sub-stra	nd :	Pre-Reading Activities		
Indicator (co	ode)	KG1.1.1.1.2				
Content star	ndard (code)	KG1.1.1.1.				
Performance	e Indicator	The learner should	sort o	out materials and objects	by shapes.	
Core Compe	tencies: Com	nmunication and collaboration	on Pe	rsonal development and	leadership.	
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 (preparing the brain for learning)	(new learning including as	sessr	nent)	Plenary / Reflections	
Engage leaners• Display objects of difference • Lead learners to recognis • Let learners sort them ou			e the	names of the objects.	What have we learnt today?	
and recite familiar rhymes and recite square, triangle and rectang • Let them draw shapes of t		-	choice and colour them	Review the lesson with learners		
		Assessment: let learners so by shapes.	ort ou	t materials and objects		

Engage leaners to sing songs and recite familiar rhymes	 Display objects of different shapes in the classroom. Lead learners to recognise the names of the objects. Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle. Let them draw shapes of their choice and colour them 	What have we learnt today? Review the lesson with learners
,	Assessment: let learners sort out materials and objects by shapes.	
Engage leaners to sing songs and recite	 Display objects of different shapes in the classroom. Lead learners to recognise the names of the objects. Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle. 	What have we learnt today?
familiar rhymes	• Let them draw shapes of their choice and colour them .	Review the lesson with learners
	Assessment: let learners sort out materials and objects by shapes.	

Vetted by :	Signature:	Date :
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Week Endin	g:				Class size:		
Day : Thurso	lay			Date :			
Period :				Les	son :		
Strand : ALL	ABOUT ME	Su	b-stran	d : P	rotecting ourselves fror	n home and road	
			cidents				
Indicator (co	-	K1.1.6.1.6					
Content star	ndard (code)	K1.1.6.1					
			tanding	of r	neasures to take to kee	o safe (from accidents,	
		hurts, and harms).					
Performanc	e Indicator				e attributes of 3-D obj	ects and sort objects into	
		planes and 3-	-	_			
				nica	tion and Collaboration P	ersonal Development and	
Leadership (Tritical Thinkir	ng and Problem Solving	g.				
Keywords				_			
,,							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page	$\overline{}$				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includi	ing asse	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Thursday	Have	Revise the descriptio	n of the	att	ributes of 3-D and call	Review lesson with	
	learners to	learners to show you	ı show e	exam	ples of 3-D objects in	Learners by singing	
	sing songs and recite	the classroom. songs in relation				songs in relation to it	
rhymes Ask learners to sort the difference to the that relate to the examples.							
			es and 3	SD 0	bjects and bring other		
	lesson.	examples.					
		Have each child drav	w two 3I	o 3D objects e.g. A Tin and			
		box.					
		Learners review the o	definitio	on o	f a 3-D object.		

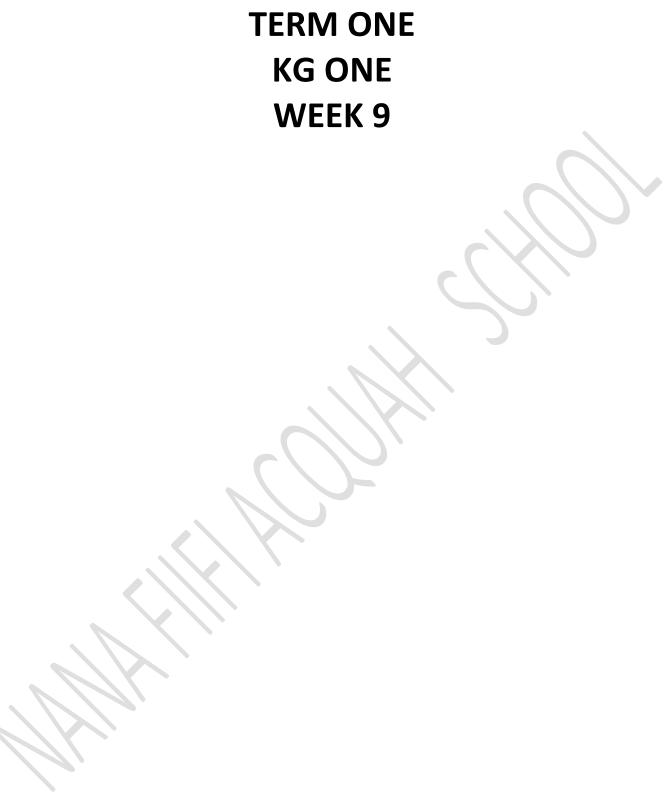
Assessment: let learners o objects	lescribe the attributes of 3-D
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Vetted by :	Signature:	Date :
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KINDERGARTEN ONE

Week Endin	g:				Class size:	
Day : Friday				Date :		
Period :				Les	son :	
Strand : ALL	ABOUT ME		Sub-stran	nd : F	Protecting ourselves from	n home and road
			accidents			
Indicator (co	ode)	K1.1.6.1.7				
Content star	ndard (code)	:K1.1.6.1				
		Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).				
Performance	e Indicator	Learners ca	in draw ai	nd co	blour five harmful object	s that can cause accidents.
Leadership (tivity and Innovation ng and Problem Solv		inica	tion and Collaboration P	ersonal Development and
Keywords			\sim		2,	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	Y			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections				
Friday	Have	Give learners an ou	utline of h	narm	ful objects to colour or	Review lesson with
learners to sing songs and recite rhymes that relate to the lesson.				Learners by singing songs in relation to it		
		Assessment: let lea	arners dra	aw a	nd colour five harmful	
		objects that can ca	use accid	ents		

Vetted by :..... Date :

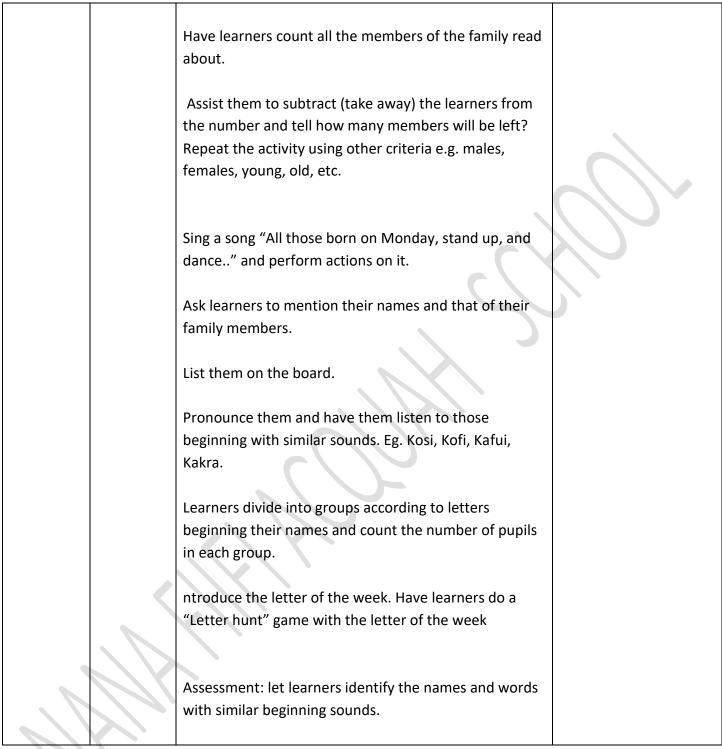


Week Endin	g:			Class size:			
Day : Monda	ау		D	Date :			
Period :			Le	esson :			
Strand : MY	FAMILY	Sub-s	rand	Types and members of m	y Family		
Indicator (co	ode)	K1.2.1.1.1 K1.	2.1.1.2	2			
Content star	ndard (code)	K1.2.1.1 Demonstrate understand members	ling of	the importance, roles and	d responsibilities of family		
Performance		Learners can discuss different types of family they have at home, their roles and responsibilities. Learners can demonstrate that print matches with illustration in a book.					
		tivity and Innovation Com ng and Problem Solving.	munio	ation and Collaboration P	ersonal Development and		
Keywords		$C(\mathcal{O})$					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	Phase 3: Plenary / Reflections				
that relate to the lesson.		hey se all hav nt thir do to	e each person do. We different people in our og is the role of the help the family.	Review lesson with Learners by singing songs in relation to it.			
		Show a conversational p have learners observe th share strategy, have lear the members of families	e pict ners t	ure and using a think-pair			

Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home.	
Help learners identify the key elements of a book's front matter (Title, Author/Writer, and Illustrator). Using interactive reading, have learners track the text as you read.	
Run a pointer under the words as you read. Pause often and have learners tell you the number of words in a sentence.	
Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).	
Have them draw (replicate) their favourite illustration.	
Assessment: let learners identify the illustration(s) that matched well with the print	
Assessment: let learners	

Vetted by :..... Signature:

Week Ending:				Class size:			
Day : Tuesda	ау			Date :			
Period :				Less	son :		
		I					
Strand : MY	FAMILY	Sub	b-stran	d : ⊺	ypes and members of m	y Family	
Indicator (co	-	K1.2.1.1.3	K1.2.1	L.1.4			
Content sta	ndard (code)	K1.2.1.1		. .			
			tanding	g of t	he importance, roles and	d responsibilities of family	
		members.					
Performanc	e Indicator				act actively in a read alou ne new vocabulary learn	-	
					eir family members.	t to describe the roles	
		•				similar beginning sounds.	
Core Compe	tencies: Crea			_		ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving	g.		27		
Keywords							
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includir	ng asse	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Tuesday	Have	Do a picture walk and	d have l	learr	ers predict what the	Review lesson with	
	learners to	story will be about. In	ntroduc	e th	e vocabulary related to	Learners by singing	
sing songs appropriate titles of ex			extende	ed fa	mily members to the	songs in relation to it	
and recite learners.							
	that relate						
	to the	Use the title to have them talk about the members in					
	lesson.				ading, pause often and		
		have learners talk abo		•			
		and what they do to h	•		•		
		E.g. Father, mother, u	uncle, s	ister	, brother.		



Vetted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Class size:		
Day :			Date :			
Period :			Lesson :			
Strand : Rea	ding	Sub-stran	d : F	Pre-Reading Activities		
Indicator (co	ode)	KG1.1.1.1.3				
Content sta	ndard (code)	KG1.1.1.1.				
Performance	e Indicator	The learner should sort out i	mat	erials and objects by size	s.	
Core Compe	tencies: Com	munication and collaboration	ו Pe	rsonal development and	leadership.	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	 Show objects of different so discuss the concept of size w Display objects of different let learners sort them out ac Small, big, large. Assessment: let learners sort by sizes. 	vith t size core	learners. es in the classroom and ding to their sizes. E.g.	What have we learnt today? Review the lesson with learners	

Engage	 Show objects of different sizes on a manila 	What have we learnt
leaners to	card and discuss the concept of size with learners.Display objects of different sizes in the	today?
sing songs and recite familiar rhymes	classroom and let learners sort them out according to their sizes. E.g. Small, big, large.	Review the lesson with learners
	Assessment: let learners sort out materials and objects by sizes.	
Engage	 Show objects of different sizes on a manila card and 	What have we learnt
leaners to	discuss the concept of size with learners.	today?
sing songs	• Display objects of different sizes in the classroom and	
and recite	let learners sort them out according to their sizes. E.g.	\sim
familiar rhymes	Small, big, large.	Review the lesson with learners
	Assessment: let learners sort out materials and objects	
	by sizes.	

Vetted by :..... Date :

Week Ending:					Class size:		
Day : Wedne	esday			Date :			
Period :				Les	son :		
Strand : MY	FAMILY		Sub-stran	nd : 1	ypes and memb	ers of m	y Family
Indicator (co	ode)	: K1.2.1.1.5.					
Content star	ndard (code)	K1.2.1.1					$\lambda \cup$
		Demonstrate unde members.	erstanding	g of t	he importance, i	roles and	responsibilities of family
Performance	e Indicator	Learners can talk a bottom.	about the	basi	c concepts of wr	iting, fro	m left to right, and top to
		tivity and Innovationg and Problem Solv		inica	tion and Collabo	ration Pe	ersonal Development and
Keywords					$\langle \rangle$		
T. L .R. (s)		Poster/ cut out pic	icture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	uding ass	essn	ient)		Plenary / Reflections
	(preparing the brain for learning)						
Wednesday	Have learners to sing songs and recite						
	rhymes that relate to the lesson.	Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard.					
		Have learners prac strokes on their ta		ng tł	e vertical straig	ht-line	

Assessment: let learners write the vertical straight-line	
strokes on their tables	

Vetted by :	Signature:	Date :
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Week Ending:				Class size:			
Day : Thurso	lay			Date :			
Period :				Lesson :			
Strand : MY	FAMILY	S	Sub-strar	n d : ⊺	ypes and members of m	y Family	
Indicator (co	ode)	: K1.2.1.1.6.				$\boldsymbol{\lambda}$	
Content sta	ndard (code)	K1.2.1.1 Demonstra	ate unde	rstar	iding of the importance,	roles and responsibilities	
		of family members.	•				
Performanc	e Indicator			conc	ept "more than" to learr	ners and solve some word	
		puzzles with the co	•				
				inica	tion and Collaboration P	ersonal Development and	
Leadership	Lritical Ininkir	ng and Problem Solvi	ing.				
Keywords				$\overline{}$			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	ding ass	essn	ient)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Thursday	Have	Collect a guick data	a on num	ber (of people with different	Review lesson with	
,	learners to				esent the numbers with	Learners by singing	
	sing songs	milk tins.				songs in relation to it	
	and recite						
	rhymes	Use this informatio		•			
	that relate to the	ate group has more members than the other(s)?					
	lesson.						
		Ask the question: V	Vhich gro	oup ł	as more members		
		Assessment: let lea	irners sol		ome word puzzles with		
		"more than"					

Week Ending:				Class size:		
Day : Friday				Date :		
Period :	Period :			Les	son :	
Strand : MY	FAMILY		Sub-stran	n d : ⊺	ypes and members of m	y Family
Indicator (co	ode)	K1.2.1.1.7				
Content sta	ndard (code)	K1.2.1.1				
		Demonstrate unde	erstanding	g of t	he importance, roles an	d responsibilities of family
		members				
Performanc	e Indicator	Learners ca	an role-pla	ay th	e responsibilities of fam	ily members
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords			$\overline{)}$)	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	X			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	dad, mom and oth	highlight t	ers c he r: ll att		Review lesson with Learners by singing songs in relation to it

	Assessment: let learners role-play the responsib	ilities of
	family members	
tted by :	Signature:	Date :
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TERM ONE KG ONE WEEK 10

Week Ending:				Class size:		
Day : Monda	ау			Date :		
Period :	Period :				on :	
Strand : MY	FAMILY	S	Sub-strar	nd : C	rigin and History of my	Family
Indicator (co	ode)	K1.2.2.1.1 K1.2	2.2.1.2.			X
Content star	ndard (code)	: K1.2.2.1 Demonstrate know	ledge of	the c	origin and history of our	families.
Performanc	e Indicator	members.			Il stories about origin ar e that print matches wit	nd history of their family h illustration in a book.
-		•		inicat	ion and Collaboration P	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Solvi	ing.			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	V			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)					Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	languages just to fir classroom and whe the languages they	s to gree nd out th ether the speak. ne by tell ibes in yo	ne div learr ing th our re	ers know the name of the learners a story of egion. E.g.	Review lesson with Learners by singing songs in relation to it.

	1
Kumasi -the Ashantis,	
Accra-the Gas,	
Tamale –the Dagombas or Gonjas etc.	
Discuss the front matter of the book to be read with the learners.	
Have learners use the front-page illustration to predict the story.	
During the reading, have learners track the text as you read.	
Pause often and let them count the words in the last sentences.	
Write the number of words in the last sentence of each page on the board.	
Compare and identify which of the sentences has more words than the other(s).	
Assessment: let learners use the front-page illustration to predict the story.	

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Lesson :			
Strand : Wri	ting		Sub-stranc	d : P	honics: Letter Sound Kn	owledge (Blend and	
			Connect So	oun	ds)		
Indicator (co	ode)	KG1.3.1.1.1			\mathbf{X}		
Content star	ndard (code)	KG1.3.1.1.					
Performance	e Indicator	• Th muscles.	ne learner s	learner should move the wrist up and down to develop their			
Core Compe	etencies: Com	munication and co	ollaboration	Pei	rsonal development and	leadership.	
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculu	m				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections				Plenary / Reflections	
	Engage leaners to sing songs and recite • Demonstrate the moveme learners. • Ask learners to move thei					What have we learnt today?	
	familiar rhymes	Assessment: let le to develop their r		ve tl	he wrist up and down	Review the lesson with learners	

leaners to sing songs and recite familiar	learners.Ask learners to move their wrist up and down.	today? Review the lesson with
and recite	 Ask learners to move their wrist up and down. 	Review the lesson with
		Review the lesson with
familiar		
rhymes	Assessment: let learners move the wrist up and down to develop their muscles.	learners
Engage	• Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs and recite	• Ask learners to move their wrist up and down.	(\mathcal{V})
familiar		Review the lesson with
rhymes	Assessment: let learners move the wrist up and down	learners
	to develop their muscles.	
E le s a	ingage eaners to ing songs and recite	 to develop their muscles. Ingage Demonstrate the movement of the wrist in front of learners to learners. Ask learners to move their wrist up and down. Ask learners to move their wrist up and down. Assessment: let learners move the wrist up and down

Vetted by :....

Week Ending:					Class size:		
Day : Tuesda	ау			Date :			
Period :				Les	son :		
Strand : MY	FAMILY		Sub-stran	n d : (Drigin and History of my	Family	
Indicator (co	ode)	K1.2.2.1.3	K1.2.	2.1.4	1	X	
Content star	ndard (code)	K1.2.2.1 Demonstrate know	vledge of	the o	origin and history of our	families	
Performanco	e Indicator	 Learners can listen, interact actively in a read aloud session on a story about the origin and history of a child's family. Learners can identify the names and words with similar beginning sounds. 					
=		tivity and Innovation Communication and Collaboration Personal Development and ng and Problem Solving.					
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding ass	essm	nent)	Plenary / Reflections	
	(preparing the brain for learning)						
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.Guide learners to talk about book.Do a picture walk and have story will be about. Introdu 			learr ce th nd w	ners predict what the e vocabulary related to where they are in Ghana.	Review lesson with Learners by singing songs in relation to it	
		•	are from	ı usir	help them identify ng thread (Use a pin to ccra, Cape Coast, etc.		

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	and string a thread to where they come
	from/hometown).
	Read the story, pausing often and have learners relate
	the story to their lives. Let them share their history as
	their parents told them.
	Have learners dance to a traditional music in their place
	they come from (Have a recorded collection of
	traditional music from different region in Ghana for this
	activity. You can use your mobile phone)
	activity. Tou can use your mobile priorie)
	Cing a cong "All these from Kumasi stand up and
	Sing a song "All those from Kumasi, stand up, and
	dance" and perform actions on it.
	Ask learners to mention the names of the hometowns
	of their family members. List them on the Chalkboard
	(Whiteboard).
	Pronounce them and have them listen and identify the
	towns with similar initial sounds. Eg. Kumasi, Konongo,
	Mankessim, Mamfe.
	Call learners to form a group according to the letter
	beginning the names of their towns.
	ave learners group and count towns with similar initial
	sounds. Compare the group with the highest number.
	Assessment: let learners identify the names and words
	with similar beginning sounds.
	with similar beginning sounds.

Vetted by :..... Signature:

Week Ending:			Class size:			
Day : Wedne	esday			Date :		
Period :	Period :			Lesson :		
Strand : MY	FAMILY		Sub-stran	d : (Drigin and History of my	Family
Indicator (co	ode)	K1.2.2.1.5				$\boldsymbol{\lambda}$
Content star	ndard (code)	K1.2.2.1				
		Demonstrate know	wledge of	the	origin and history of our	families
Performance	e Indicator	 Learners can talk about the basic concepts of writing: write from left to right, and top to bottom. 				
-		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords		6			2,	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)					Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	learn movement. Introduce the learn	eir fingers nd at a tin ners to wr o it and let	one ne a iting	e at a time on their nd another as they g curves on a straight. m follow the direction	Review lesson with Learners by singing songs in relation to it

Encourage more practice with learners writing in the
sand and on their tablets.
Have learners draw the heads of the members they are
living with following the left to right and top to bottom
direction.
In pairs, have learners count the number of males and
females in their drawings (Heads of their family
members)
membersy
Assessment: let learners write curves on a straight line
from left to right

Vetted by :..... Date :

Week Ending:					Class size:	
Day : Thurso	lay			Date :		
Period :				Lesson :		
Strand : MY	FAMILY	S	Sub-stran	d : (Drigin and History of my	Family
Indicator (co	ode)	K1.2.2.1.6				
Content sta	ndard (code)	K1.2.2.1				
		Demonstrate know	ledge of	the o	origin and history of our	families
Performanc	e Indicator	• Lear	rners can	use	comparative language/p	hrases "more than", "less
		than", or "s	ame as" t	to de	escribe relationship betw	veen quantities
				nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Solvi	ing.			
Keywords						
T. L .R. (s)		Poster/ cut out pict	ture, Cu	t ou	t shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Thursday	Have	Through interactive	e read alo	oud.	introduce the concept	Review lesson with
	learners to				ne as" in comparing	Learners by singing
	sing songs	objects.			1 0	songs in relation to it
	and recite					
	rhymes	Collect a quick data	a on the d	liffei	ent languages groups	
	that relate	in the classroom. R	epresent	the	numbers with milk tins.	
	to the					
	lesson.	Use comparative la	anguage "	mor	e than", "less than", or	
		"same as" to descri	ibe the re	elatio	onship between the	
		milk tins collected f	for the la	ngua	iges.	
		Ask the question				

"Which language group has more members? Or: "Which groups have same members?	
Assessment: let learners use comparative language/phrases "more than", "less than", or "same as" to describe relationship between quantities	

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KINDERGARTEN ONE

Week Ending:					Class size:	
Day : Friday				Date :		
Period :				Les	son :	\langle
Strand : MY	FAMILY	S	ub-stran	i d : (Drigin and History of my	Family
Indicator (co	ode)	K1.2.2.1.7.				X
Content sta	ndard (code)	K1.2.2.1				
		Demonstrate know	ledge of	the	origin and history of ou	r families
Performanc	e Indicator	• Learı Grandma.	ners car	n dr	raw a family tree tha	t includes Grandpa and
				nica	tion and Collaboration F	Personal Development and
	Critical Thinki	ng and Problem Solvi	ng.			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	5	5		
DAY	Phase 1:	Phase 2: Main	\sim			Phase 3:
	Starter (preparing the brain for learning)					Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	compare their draw Learners in small gr number of girls and	eir own. Deat, hav vings. Oups, co I boys in age such rners dra	e lea unt a their as "r	arners talk about and and compare the r family tree using more than", "less than" family tree that	Review lesson with Learners by singing songs in relation to it

Vetted by :..... Date :

TERM ONE KG ONE WEEK 11

Week Ending:				Class size:			
Day : Monda	ау			Date :			
Period :				Lesson :			
Strand : MY	FAMILY		Sub-strar	l d : F	FAMILY CELEBRATIONS A	ND FESTIVALS	
Indicator (co	ode)	K1.2.3.1.1	K1	.2.3.	.1.2		
Content star	ndard (code)	K1.2.3.1 Demonstrate the k families celebrate	Demonstrate the knowledge of celebrations and festivals that the individual				
Performance		 Learners can talk about some special family days and activities e.g. birthdays, naming, festivals, etc. Learners can demonstrate the proper way to handle a book. 					
-		tivity and Innovation ng and Problem Solv		nica	ition and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	people celebrating Have learners obse share strategy, talk of families do. Put learners into si	a festiva erve the p about w maller gro ations to	l. victu hat ⁻ oups	onversational poster of re and using a think-pair they see the members and let them talk about n other and then share		

NANATIITACQUAIT		
	Have them talk about how they celebrate their	
	birthdays.	
	Have learners sing and dance to some of celebration	
	songs e.g. Happy birthday to you Bronya aba o, afe pa	
	ato hɛn etc.	
	Have learners observe and practise how to hold the	
	book upright and open it cautiously as part of your pre-	
	reading activities.	
	Using a Big book, have some of the learners	
	demonstrate the proper way of handling a book.	
	During the interactive reading stage, call some of the	
	learners to demonstrate how to open the pages.	
	Repeat this activity throughout the reading. Have	
	learners count the number of sheets or pages of the	
	book read.	
	Assessment: let learners demonstrate the proper way	
	to handle a book.	
	Assessment: let learners	

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:			
Day :			Da	Date :			
Period :			Le	Lesson :			
Strand : Wri	ting	Sub	b-strand :	Penmanship/Handwritin	g		
Indicator (co	ode)	KG1.3.1.1.1					
Content star	ndard (code)	KG1.3.1.1					
Performance	e Indicator						
Core Compe	tencies: Com	munication and collab	ooration P	ersonal development and	l leadership.		
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	inguage curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection					
	Engage leaners to sing songs and recite	 Demonstrate the m learners. Ask learners to mov 		of the wrist in front of ist up and down.	What have we learnt today?		
	familiar rhymes	Assessment: let learn to develop their muse		the wrist up and down	Review the lesson with learners		

En	ngage	• Demonstrate the movement of the wrist in front of	What have we learnt
lea	aners to	learners.	today?
sin	ng songs	 Ask learners to move their wrist up and down. 	
an	nd recite		Review the lesson with
	miliar iymes	Assessment: let learners move the wrist up and down to develop their muscles.	learners
En	ngage	• Demonstrate the movement of the wrist in front of	What have we learnt
lea	aners to	learners.	today?
an	ng songs nd recite	• Ask learners to move their wrist up and down.	(\mathcal{V})
_	miliar		Review the lesson with
rhy	iymes	Assessment: let learners move the wrist up and down	learners
		to develop their muscles.	

Vetted by :....

Week Endin	g:				Class size:		
Day : Tuesday				Date :			
Period :				Lesson :			
Strand : MY	FAMILY	S	Sub-stran	d : F	AMILY CELEBRATIONS A	ND FESTIVALS	
Indicator (co	ode)	K1.2.3.1.3					
Content star	ndard (code)	K1.2.3.1					
		Demonstrate the kr	nowledge	e of (celebrations and festivals	s that the individual	
		families celebrate.	ate.				
Performance	e Indicator	• Lear	ners can	liste	en, interact actively in a	read aloud session on a	
						ry learnt to describe the	
		roles and re	esponsibi	ities	of their family members	5.	
-		-		nica	tion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solvi	ing.				
Keywords		(Ż	<u> </u>		
T. L .R. (s)		Poster/ cut out nict	ture Cu	it ou	t shapes, big books, cour	nters cravons	
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclue	ding ass	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Tuesday	Have	Using a KWL strateg	gy for yo	ur re	ad aloud, have learners	Review lesson with	
	learners to	say what they know	v about s	ome	local festivals and	Learners by singing	
	sing songs					songs in relation to it	
and recite							
rhymes that relate Explain the new vocabula			cabulary	and	have learners use some		
to the of them to form sentences			ntences.				
	lesson.						
		During the reading	stage, us	e qu	estions that will		
		highlight the new c	oncepts	the l	earners want to know		
		the new vocabulary	y as well.				

After the reading the book, have learners share what they have learnt.	
Learners use the vocabulary learnt to talk about family celebrations. i.e. birthday, gifts, happy, etc.	
Draw their favourite part of the book and tell why	
Assessment: let learners use the new vocabulary learnt to describe the roles and responsibilities of their family members.	

Vetted by :..... Date :

Week Ending:					Class size:	
Day : Wedne	esday			Date :		
Period :				Lesson :		
Strand : MY	FAMILY	S	Sub-stran	n d : F	AMILY CELEBRATIONS A	ND FESTIVALS
Indicator (co	ode)	K1.2.3.1.4				
Content star	ndard (code)	K1.2.3.1				
		Demonstrate the k	nowledge	e of (celebrations and festival	s that the individual
		families celebrate.				
Performance	e Indicator	• Lear	ners can	talk	about the basic concept	ots of writing: from left to
		right, and to	op to bot	tom		
-		-		nica	tion and Collaboration F	Personal Development and
Leadership (Critical Thinkir	ng and Problem Solvi	ing.			
Keywords			\square			
()						
T. L .R. (s)		Poster/ cut out pict	ture , Cι	it ou	t shapes, big books, cou	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding ass	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Wednesday	Have	Learners have a wa	rm up ex	erci	se.	Review lesson with
	learners to					Learners by singing
	sing songs	Have pupils snap t	heir finge	ers o	ne at a time on their	songs in relation to it
	and recite	thumb.				
rhymes that relate						
to the Learners shake their hands			n th	e air several times. Do		
lesson. one hand at a time and ano			and ano	ther.		
		Introduce the learn	ners to wi	riting	g Vertical straight-line	
		strokes from top to	o down ai	nd sh	now them the direction	
		of writing them on	a line fro	m le	ft to right.	

Have learners practice writing the vertical straight-line strokes on their tablets	
Assessment: let learners write curves on a straight line from left to right	

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Week Endin	g:				Class size:		
Day : Thurso	lay			Date :			
Period :				Les	son :		
Strand : MY	FAMILY		Sub-strar	nd : 1	AMILY CELEBRATIONS A	ND FESTIVALS	
Indicator (co	ode)	K1.2.3.1.5					
Content sta	ndard (code)	K1.2.3.1					
		Demonstrate the k families celebrate	knowledge	e of	celebrations and festivals	s that the individual	
Performance	e Indicator	Learners can use c show relation betv	-			ss than", or "same as" to	
		tivity and Innovation ng and Problem Solv		inica	tion and Collaboration Po	ersonal Development and	
Keywords			$\langle \cdot \rangle$		27		
T. L .R. (s)		Poster/ cut out pic	icture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections	
Thursday	Have learners to sing songs	Collect a quick dat born.	a on the r	non	ths that the learners are	Review lesson with Learners by singing songs in relation to it	
and recite rhymes that relateRepresent the numbers with empty cans/tins or any other object.							
	to the lesson.	Use this information different months.	on to com	pare	e learners born in		
			nich group	has	orn on January, February more members than language:		

"more than"," less than",
or "same as"
Use questions like " Which group has more number of people?
"Which groups have the same number of people? etc.
to guide learners.
"Which group has more members? "
Assessment: let learners use comparative language
"more than"," less than", or "same as" to show relation
between quantities/numbers

Vetted by :....

KINDERGARTEN ONE

Week Endin	g:				Class size:	
Day : Friday				Date :		
Period :				Lesson :		
Strand : MY FAMILY Sub-str				id : F	AMILY CELEBRATIONS A	ND FESTIVALS
Indicator (co	ode)	K1.2.3.1.6				X
Content sta	ndard (code)	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.				
Performanc	e Indicator	Learners can creat and drawing tools	•	birth	day cards for loved one	s using different writing
Leadership (tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords					K.	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide special cards with different colours and allow learners to use any writing tool to design different birthday cards for their family members. Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc.			Review lesson with Learners by singing songs in relation to it	
					special birthday cards riting and drawing tools.	

Vetted by :..... Date :

TERM ONE KG ONE WEEK 12

Week Endin	ig:				Class size:		
Day : Mond	ау			Date :			
Period :				Les	son :	\cap	
Strand : MY	FAMILY	S	Sub-stran	nd : [MY SCHOOL RULES AND F	REGULATIONS	
Indicator (c	ode)	К1.2.4.1.1 К1.2.	.4.1.2				
Content sta	ndard (code)		2.4.1 emonstrate understanding of the rules and regulations that governs the embers of the school				
Performanc		 Learners can talk about the members of the school, activities they do and create rules and regulations that should govern their classroom. Learners can demonstrate that print matches with illustration in a book. 					
-		tivity and Innovation ng and Problem Solvi		inica	tion and Collaboration P	ersonal Development and	
Keywords		C			2,		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	ding ass	essn	ient)	Phase 3: Plenary / Reflections	
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	the previous lesson learners the opport and peers about the Ask leading question theme, 'Who are the What are some of the school?' What rules should we live in peace?	is for the tunity to e theme. ons to gui ne memb the specia we create	the talk de t ers o al ac e to	strategy as described in me introduction. Give freely with the teacher he discussion on the of the school family? tivities that go on in help the school family ts for the classroom	Review lesson with Learners by singing songs in relation to it.	

 - 4 -		
	Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover. Discuss the meaning of the keywords with learner. During the reading, run a pointer under the words as you read to assist the learners track the text. Pause often and encourage learners to use illustration to predict the content/print on the page. Have leaners count and tell the number of words in a sentence and sum up words in some selected sentences. Have learners draw a member of their school family and give a brief description of it.	
	Assessment: let learners draw a member of their school family and give a brief description of it.	

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Class size:	
Day :			Di	ate :	
Period :			Le	sson :	
Strand : Wri	ting		Sub-strand :	Penmanship/Handwrit	ing
Indicator (co	ode)	KG1.3.1.1.1			
Content star	ndard (code)	KG1.3.1.1.		NYI	
Performance	e Indicator				
Core Compe	etencies: Com	munication and co	ollaboration P	ersonal development a	nd leadership.
Keywords			$\langle \cdot \rangle$		
T. L .R. (s)		Manila cards, mai	rkers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding assess	ment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	learners. • Ask learners to	move their w earners move	of the wrist in front of rist up and down. the wrist up and down	What have we learnt today? Review the lesson with learners

Engage	 Demonstrate the movement of the wrist in front of 	What have we learnt
leaners	to learners.	today?
sing sc	ngs • Ask learners to move their wrist up and down.	
and rec	te	Review the lesson with
familiar rhymes	Assessment: let learners move the wrist up and down	learners
	to develop their muscles.	
Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners	to learners.	today?
sing sc and rec	Ask learners to move their whist up and down.	$\langle \rangle \rangle$
familiar		Review the lesson with
rhymes	Assessment: let learners move the wrist up and down	learners
	to develop their muscles.	

Vetted by :..... Date :

Week Ending:				Class size:				
Day : Tuesday				Date :				
Period :				Less	on :			
Strand : MY	FAMILY		Sub-stran	Sub-strand : MY SCHOOL RULES AND REGULATIONS				
Indicator (co	ode)	K1.2.4.1.3						
Content sta	ndard (code)	К1.2.4.1						
		Demonstrate understanding of the rules and regulations that governs the						
		members of the s	school					
Performanc	e Indicator	Learners can use rules and regulation				oud session to prepare		
Core Compe	etencies: Crea					Personal Development and		
		ng and Problem So				•		
Keywords					Κ.			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarte	n Curriculum Page						
DAY	Phase 1:	Phase 2: Main	\frown			Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	luding asse	Plenary / Reflections				
Tuesday	Have	In a community c	ircle, have l	learn	ers observe the	Review lesson with		
	learners to	picture and use the title of the big book on the theme				Learners by singing		
1,	sing songs and recite	to predict what w	songs in relation to it					
	rhymes	Pick out five new						
	that relate to the	them using illustr						
	lesson.							
	Read the text pausing often			en and have learners				
		•	0	in the text using the context				
		clues.			2			

Let them answer factual questions on the text e.g. Who are the members of the school family? What rules govern their school? What do they do for the lawless learners who
misbehave? Guide learners to create their own simple classroom rules for the using simple pictures and different colours to design the rules and post it on the classroom wall.
Using the number line, have learners play "one more" to show the number of rules made guide behaviours in their classroom
Assessment: let learners use the vocabulary acquired to prepare rules and regulations to govern your school.

Vetted by :..... Date :

Week Ending:				Class size:			
Day : Wednesday			Date :				
Period :			Lesson :				
Strand : MY	FAMILY	S	Sub-strand : MY SCHOOL RULES AND REGULATIONS				
Indicator (co	ode)	K1.2.4.1.4					
Content star	ndard (code)	К1.2.4.1					
		Demonstrate understanding of the rules and regulations that governs the					
		members of the sch					
Performance	eindicator	related to school.	ry and lo	ок то	or more rhyming words in	n different rhymes	
-		tivity and Innovation ng and Problem Solvi		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	en Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includ	ding ass	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Wednesday	Have	Talk about some of	the diffe	rent	activities we do at	Review lesson with	
learners to school one of which is to learn sing songs				ırn a	nd recite rhymes.	Learners by singing songs in relation to it	
and recite rhymes		Have learners recite common rhymes and identify some					
		common rhyming sounds at the end.					
	to the lesson.	Learners should fish out the rhyming words as new					
		vocabulary e.g.					
		Hey diddle, diddle,					
		The cat and fiddle,					
		The cow jumped over the mo					

NANATIITACQUAIT		
	The little dog laughed	
	To see such sport,	
	And the dish ran away with the spoon	
	Have learners draw any object or animal mentioned in	
	the rhyme. Have learners identify and group animals	
	and other objects in two sets, one containing the	
	animal(s) and one containing the other objects.	
	Have learners count the number of items in each set 🔪	()
	and add them.	
	Assessment: let learners look for more rhyming words	
	in different rhymes related to school	

Vetted by :..... Date :

Week Ending:				Class size:				
Day : Thursday			Date :					
Period :			Lesson :					
Strand : MY FAMILY Sub-stran			d : MY SCHOOL RULES AND REGULATIONS					
Indicator (co	ode)	K1.2.4.1.5						
Content star	ndard (code)	К1.2.4.1						
		Demonstrate understanding of the rules and regulations that governs the members of the school						
Performance Indicator		Learners can recog words related to th			tify the target letter nam	ie for the week in given		
-		tivity and Innovatior ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and		
Keywords								
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarte	en Curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing	(new learning inclu	iding ass	essn	nent)	Plenary / Reflections		
	the brain for learning)	$\langle \rangle$						
Thursday	Have	Write the letter for	r the wee	k bo	ldly on the	Review lesson with		
	learners to	chalkboard/whiteb			1	Learners by singing		
	sing songs					songs in relation to it		
	and recite	Teach the pronunciation and show where it is in the						
rhymes keywords. E.g. /s/ for school, sobolo, suk that relate				dolo, suku etc.				
	to the	Put up a chart and have learners show you where the						
	lesson.	sound is located in the words, either at the initial, middle or ending.						
		Demonstrate how take turns to praction			etter in the air. Learners the air with you.			

Have them repeat this activity on other appropriate
surfaces.
surfaces.
Learners should practise writing the letter 5 times on
their table and/or in their book.
Learners who have this letter in their names should call
Learners who have this letter in their names should call
out their names.
Assessment: let learners identify the target letter name
in given words related to the school.

Vetted by :....

Week Ending:					Class size:			
Day : Friday				Date :				
Period :				Lesson :				
Strand : MY	FAMILY	Sul	b-strand	d : N	1Y SCHOOL RULES AND F	REGULATIONS		
Indicator (co	ode)	K1.2.4.1.6						
Content sta	ndard (code)	K1.2.4.1						
		Demonstrate understanding of the rules and regulations that governs the						
		members of the scho						
Performanc	e Indicator					guage "more than", "less		
				- AL	tion between quantities			
-		ig and Problem Solving		nicat	ion and Collaboration P	ersonal Development and		
			5.					
Keywords								
					J			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarte	n Curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning including	ng asse	ssm	ent)	Plenary / Reflections		
	(preparing the brain							
	for learning)							
Friday				k-da	y birthday" song and	Review lesson with		
	learners to	collect quick data on	the nun	nbei	of people born on	Learners by singing		
	sing songs	different days in the v	week.			songs in relation to it		
	and recite							
rhymes that relate		Guide learners to solve problems on "Which group has						
to the less members than the ot			ne other	?				
	lesson.							
		Practice with differen	nt numb	ers	and sets of people,			
		money and other obj	ects. Sh	ow	the sign to learners and			
		have them write it do	e them write it down at the appropriate place in an					
		equation/inequality of	on Chalk	kboa	rd.			

Assessment: let learners solve story problems using comparative language "more than", "less than", or "same as" to show relation between	
quantities/numbers	

Vetted by :....