

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

WHATSAPP 0245350591

NANA FIIFI ACQUAH

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

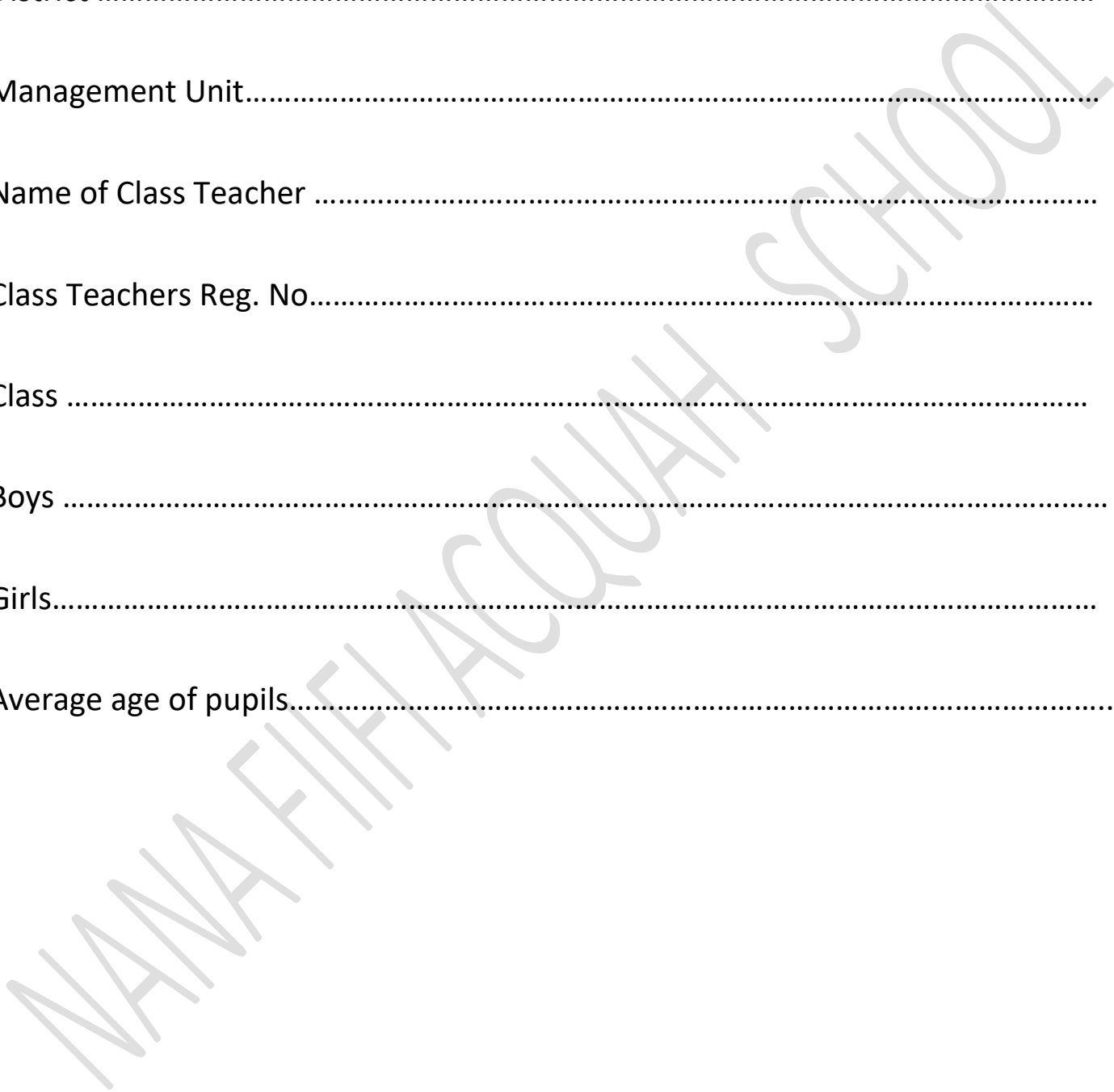
Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....



YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

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

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

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

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

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YEARLY SCHEME OF LEARNING

MATHS

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

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YEARLY SCHEME OF LEARNING

SCIENCE

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

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YEARLY SCHEME OF LEARNING

OWOP

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

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YEARLY SCHEME OF LEARNING

RME

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

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YEARLY SCHEME OF LEARNING

HISTORY

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

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

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

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

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

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

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

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

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

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 ENGLISH LANGUAGE

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

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

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

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 HISTORY OF GHANA

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

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

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 SCIENCE

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

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 MATHEMATICS

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

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

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TERMLY SCHEME OF LEARNING

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

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

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 PHYSICAL EDUCATION

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

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring	B2 1.1.1.	B2 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B2 2.1.1.	B2 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B2 1.2.2.	B2 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B2.2.2.2.	B2.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.5.	B2 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing	B2 1.4.6. B2 2.4.6.	B2 1.3.4.2 B2 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B2 1.4.7. B2 2.4.7.	B2 1.3.5.1 B2 2.4.7.2	-do-
11	Performing Arts	Appreciating and Appraising	B2 2.3.4.	B2 1.4.6.2 B2 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B2.1.4.7. B2.2.4.7.	B2 1.4.6.2 B2 2.4.6.2	-do-

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TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1 RELIGIOUS AND MORAL EDUCATION

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

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TERMLY SCHEME OF LEARNING

Scheme of Learning GHANAIAN LANGUAGE for P2 Term 1

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

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10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization)	B2.5.1.1. B2.5.1.1. B2.5.1.1.	B2.5.1.1.1 B2.5.1.1.2 B2.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words)	B2.5.2.1. B2.5.3.1.	B2.5.2.1.1 B2.5.3.1.1	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud With Children	B1.6.1.1.	B1.6.1.1.1	Manila Cards, Markers

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**TERM ONE
BASIC TWO
WEEK 1**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Phonics B. Penmanship/ Handwriting C. Using Capitalisation D. Building The Love and Culture of Reading	
Indicator (code)	B2.2.2.1.1	B2.4.2.1.1	B2.5.1.1.1. B2.6.1.1.1
Content standard (code)	B2.2.2.1.	B2.4.2.1.	B2.5.1.1. B2.6.1.1
Performance Indicator	A. Learners can blend syllables to produce words B. Learners can copy sentences clearly C. Learners can use capital letter to write names of particular places and days of the week D. Learners can read a variety of age and level-appropriate books and texts from print and non-print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce the lesson with a recital that links the letters of the alphabet. • Have learners work in pairs, groups or individually to blend syllables to form meaningful words. • Use word families as a guide to help build on the words <p>Assessment: let learners blend syllables to produce words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Demonstrate copying (sentences) on the board. • Let learners practise writing legibly and correctly on the board or into their books. • Have learners copy sentences from a book into their books. • Draw attention to inter and intra word spacing and alignment of letters, as well as clarity of writing. <p>Assessment: let learners copy sentences clearly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide a sample text and have learners identify names of particular places and days of the week. • Have them compare the initial letters of these names and other common names and share their observations with the class. • Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters. <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. 	<p>What have we learnt today?</p>

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	familiar rhymes	<ul style="list-style-type: none">• Introduce narratives, pop-up and flip-the-page texts to learners.• Introduce e-books to learners, if available.• For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	Ask learners to summarize the main points in the lesson
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SUBJECT: MATHEMATICS

CLASS: TWO

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

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can know the basic structure of plants (roots, stem, leaves, flowers)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	Observe pictures or watch a video on different plants. <ul style="list-style-type: none"> Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class. Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers). Learners describe the basic physical features of plants (roots, stem and leaves and flowers) Teacher asks learners some questions: 	What have we learnt today? Ask learners to summarize the important points of the lesson

		1) Which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil? Assessment: let learners identify the basic parts of plants	
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B2.1.1.1.1.		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can mention the attributes of God that reveal His nature as Sustainer of life		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups, learners mention the attributes of God as sustainer of life: i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air Learners mention these attributes of God in their local languages Assessment: Let learners mention the attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B2.1.1.1.1:		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through general and specific warm ups. Lead them to identify the pathways such as straight, curved, and zigzag. Mark these pathways and guide them to move through walking, and running, etc. Allow the advance learners to help others as well as progress into the next skill of interest. End the lesson with cool down.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can mention attributes of God that reveal His nature as Sustainer of life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> In groups, lead learners to discuss the attributes of God as the Sustainer of life: - Giver of rain and sunshine, - the One who makes plants grow, - the Giver of air, etc. Let learners mention other attributes of God in their local languages <p>Assessment: let learners mention attributes of God that reveal His nature as Sustainer of life.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Identify the administrative regions of Ghana. Assessment: let learners mention the administrative regions of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Identify the administrative regions of Ghana.	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 1.1.1.1		
Content standard (code)	B2 1.1.1.		
Performance Indicator	Learners can explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ watch documentaries on the history and culture of people from other parts of Ghana; ☑ identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos, religion, festivals, buildings, symbols of authority; ☑ interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Akan, Dagaare), heads of institutions and traditional leaders;</p> <ul style="list-style-type: none">☑ visit historical sites, museums, galleries, etc;☑ document and record the visits by taking photographs, making videos, making line sketches and collecting objects of historical importance to develop a ‘historical learning corner’ in the classroom;☑ draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks. <p>Assessment: let learners describe visual artworks that reflect the history and culture of people in other Ghanaian communities</p>	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

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

		<ul style="list-style-type: none"> • Lead learners to discuss how the play is performed and the song associated with the play. • Let learners sing a popular play song as a group and individually. • Discuss the importance of work and play songs with learners. <p>E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc. Play songs – creates unity, develops one’s creativity, provides enjoyment and inspiration.</p> <p>Assessment: let learners write the importance of work and play songs</p>	<p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>		<ul style="list-style-type: none"> • Show a picture of a playground to learners. • Lead learners to talk about the picture. • Discuss the various traditional plays in the community with learners. • Pick one traditional play and teach how it is performed. • Teach the song that is sung when playing the game. • Let learners sing song again. • Put learners into groups to perform the play. E.g. Moonlight play songs etc. <p>Assessment: let learners identify different types of play songs</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>		<ul style="list-style-type: none"> • Let learners sing a familiar traditional song. • Show a picture of someone weaving to learners. • Discuss the picture with learners. • Discuss the various traditional occupations in the community with learners. • Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation. • Let learners sing the song in groups and then individually. • Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners identify different types of work songs	
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**TERM ONE
BASIC TWO
WEEK 2**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Songs B. Phonics C. Penmanship/ Handwriting D. Using Capitalisation E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.1.1.1	B2.2.2.1.1	B2.4.2.1.1	B2.5.1.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.1.1.	B2.2.2.1.	B2.4.2.1	B2.5.1.1.	B2.6.1.1.
Performance Indicator	A. Learners can interpret familiar songs B. Learners can blend syllables to produce words C. Learners can copy sentences clearly D. Learners can use capital letter to write names of particular places and days of the week E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Identify some familiar songs from learners' locality. • Teach the songs with themes from their locality. • Discuss the moral values of the songs. • Let learners sing songs using gestures appropriately. • Have learners interpret the songs in their own words. <p>Assessment: let learners interpret familiar songs</p>	Monday
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Introduce the lesson with a recital that links the letters of the alphabet. • Have learners work in pairs, groups or individually to blend syllables to form meaningful words. • Use word families as a guide to help build on the words <p>Assessment: let learners blend syllables to produce words</p>	Tuesday
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Demonstrate copying (sentences) on the board. • Let learners practise writing legibly and correctly on the board or into their books. • Have learners copy sentences from a book into their books. • Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing. <p>Assessment: let learners copy sentences clearly</p>	Wednesday
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide a sample text and have learners identify names of particular places and days of the week. • Have them compare the initial letters of these names and other common names and share their observations with the class. • Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of 	Thursday

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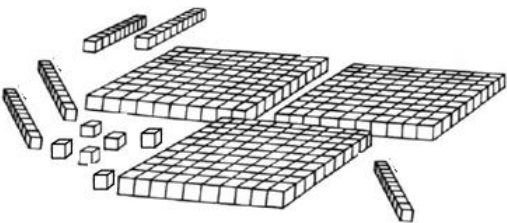
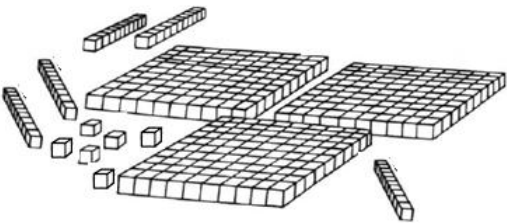
		<p>particular places and days of the week, with capital letters.</p> <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce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

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SUBJECT: MATHEMATICS

CLASS: TWO

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

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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : LIVING AND NON-LIVING THINGS		Sub-strand : DIVERSITY OF MATTER	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can know the basic structure of plants (roots, stem, leaves, flowers)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners describe the basic physical features of plants (roots, stem and leaves and flowers) Teacher asks learners some questions: 1) which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil? Assessment: let learners describe the basic physical features of plants	What have we learnt today? Ask learners to summarize the important points of the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B2.1.2.1.1.		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can identify things to do to develop a sense of self identity and self-worth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about themselves individually and appreciate the way God created them e.g. "I am black and beautiful, I like the way God created me. I have great qualities". Assessment: Let learners describe their individual qualities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners role play scenarios and engage in activities that teach them the importance of developing a strong self-identity	What have we learnt today?

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	and recite familiar rhymes	The need to feel special, more worthy and valued, more confident, more optimistic in order to do well in school and in life in general. Assessment: Let learners mention the importance of developing a strong self-identity	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : LOCOMOTOR, SKILLS		Sub-strand : MOTOR SKILL AND MOVEMENT PATTERNS	
Indicator (code)	B2.1.1.1.2:		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can forward and backward skip without a rope.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Organise the warm up activities using rats and rabbits. From a standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to observe. Guide them to skip on the spot using personal space. Observe learners as they practice and give corrective feedback. Let learners progress at their own pace. Guide learners to cool down by jogging slowly to end the lesson	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B2.1.1.1.1		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can mention attributes of God that reveal His nature as Sustainer of life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air. Assessment: let learners explain the attributes of God relevant to their daily life	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can Identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which ethnic groups are there in your region?	Locate the ethnic groups in each region on a map of Ghana. Assessment: let learners locate the ethnic groups in each region on a map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Locate the ethnic groups in each region on a map of Ghana.	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 2.1.1.1		
Content standard (code)	B2 2.1.1.		
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ watch documentaries on the history and culture of people from other parts of Ghana; ☑ identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs; ☑ listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ visit historical sites such as centres for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Where possible, record the visits by taking photographs, making videos, making line sketches and collecting samples of objects that show the history and culture of people from other parts of Ghana; ☑ organise collection of samples to create a 'history learning corner' in the classroom; ☑ draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied <p>Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

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

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

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TERM ONE
BASIC TWO
WEEK 3

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Rhymes B. Word Families-Rhyming Endings and Common Digraph C. Writing Letters – Small and Capital D. Using Capitalisation E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.2.1.1.	B2.2.3.1.1.	B2.4.3.1.1	B2.5.1.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.2.1.	B2.2.3.1.	B2.4.3.1.	B2.5.1.1.	B2.6.1.1.
Performance Indicator	A. Learners can interpret rhymes and tongue-twisters in their own words B. Learners can use common rhyming/endings to decode simple words C. Learners can copy words in lower and upper case using correct spacing D. Learners can use capital letter to write names of particular places and days of the week E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Select a rhyme from learners. • As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times). • Recite lines of the rhyme as learners join in and repeat lines after you. • Teach the accompanying actions through demonstration. • Let learners repeat lines of the rhyme on their own accompanied with appropriate actions. • Through questions, have learners interpret the rhymes in their own words <p>Assessment: let learners interpret the rhymes in their own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce learners to simple word formation by changing the beginning letter of words. e.g. pan, man, fan (You may use a phonic slide to give practice). • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Assessment: let learners use common rhyming/endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Let learners write letters, both in upper and lower cases. • Copy words from learners' reading book on the board as learners observe. • Let learners take turns to read out words from the list. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Draw attention to appropriate spelling and alignment of letters. • Let learners copy the words. Let them check correct spelling, formation of letters and spacing. <p>Assessment: let learners copy words in lower and upper case using correct spacing</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide a sample text and have learners identify names of particular places and days of the week. • Have them compare the initial letters of these names and other common names and share their observations with the class. • Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters. <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

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

	<p>I'm counting one, what is one</p>	<p>convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 327 1068 688"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	
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<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 1115 1057 1444"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>Review the lesson with Learners</p>
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<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 1871 1078 1934"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> </table>	24	48	75	12	<p>Review the lesson with Learners</p>																
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	<p>alone it shall be.</p>	<table border="1" data-bbox="456 132 1078 380"> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827					
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<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.</p> <table border="1" data-bbox="456 892 1094 1241"> <tr> <td>24</td> <td>48</td> <td>75</td> <td>12</td> </tr> <tr> <td>16</td> <td>18</td> <td>86</td> <td>40</td> </tr> <tr> <td>115</td> <td>259</td> <td>134</td> <td>529</td> </tr> <tr> <td>203</td> <td>325</td> <td>719</td> <td>686</td> </tr> <tr> <td>685</td> <td>915</td> <td>982</td> <td>827</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>Review the lesson with Learners</p>
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Assessment: have learners to practice with more examples							

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can know the common properties of materials such as soft, hard, rough		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners collect and bring a variety of everyday materials from the home, school and community. Materials should include items such as cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen, straws. Learners sort and group the materials based on texture (hard or soft), and size (big or small). 	What have we learnt today? Ask learners to summarize the important points of the lesson

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B2.1.2.1.1.		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can identify things to do to develop a sense of self identity and self-worth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community Assessment: Let learners identify things to do to develop a sense of self identity and self-worth	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behaviour and performance at home.	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR, SKILLS	
Indicator (code)	B2.1.1.1.3		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can Identify the right and left sides of the body and movement from right to left.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2.1.2.1.1:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can explain the importance of the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Take a nature walk of the school environment with learners to observe: - things of natural existence (objects God created): trees, stones, animals, etc., - things created by human beings: buildings, cars, tables, chairs, etc Assessment: let learners mention things of natural existence and things created by human beings	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can Identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which ethnic groups are there in your region?	With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana Assessment: let learners mention the ethnic groups in each region in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.2.1		
Content standard (code)	B2 1.2.2.		
Performance Indicator	Learners can Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to ☑ brainstorm on visual artworks that are produced or found in other parts of Ghana; ☑ share ideas about the features of the visual artworks produced or found in those communities in Ghana (e.g. clay pots, straw and cane baskets, woven and printed fabrics, leather products, wood carvings, glass and stone beads, jewellery); ☑ make outline drawings to define those visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write ideas to make their own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to</p> <ul style="list-style-type: none"> ☑ use ideas they have gathered about visual artworks made or found in other communities to plan own artworks that reflect the history and culture of people in the identified Ghanaian communities. <p>Assessment: let learners write ideas to make their own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

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

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

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TERM ONE
BASIC TWO
WEEK 4

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Word Families-Rhyming Endings and Common Digraph C. Writing Letters – Small and Capital D. Using Punctuation E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.4.1.1	B2.2.3.1.1.	B2.4.3.1.1	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.4.1.	B2.2.3.1.	B2.4.3.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator	A. Learners can identify characters in a story and relate them to real life situations B. Learners can use common rhyming/endings to decode simple words C. Learners can copy words in lower and upper case using correct spacing D. Learners can use full stops at the end of sentences and question marks at the end of questions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Choose a story from learners’ background. • Tell the story with appropriate actions, gestures, facial expressions, etc. • Have learners retell the story and answer questions on it. • Let learners say whether or not they have enjoyed the story and why. • Put learners into groups to identify the characters and their actions and relate them to real life situations. <p>Assessment: let learners identify characters in a story and relate them to real life situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce learners to simple word formation by changing the beginning letter of words. e.g. pan, man, fan (You may use a phonic slide to give practice). • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Assessment: let learners use common rhyming/endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Let learners write letters, both in upper and lower cases. • Copy words from learners’ reading book on the board as learners observe. • Let learners take turns to read out words from the list. • Draw attention to appropriate spelling and alignment of letters. • Let learners copy the words. Let them check correct spelling, formation of letters and spacing. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.3		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out “how long or how much?” up to 999		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by	Review the lesson with Learners

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : EARTH SCIENCE		Sub-strand : CYCLES	
Indicator (code)	B2. 2.1.1.1		
Content standard (code)	B2. 2.1.1.		
Performance Indicator	Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners recall events that occur and reoccur in a cyclic manner (day and night, merry-go-round). (Refer to Basic 1). • Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons. • Learners discuss what they like and do not like about the dry season. • Talk about what they like and dislike about the wet season. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can identify the role and responsibilities of the individual members of the family		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, talk about their roles and roles of their parents in the family: – Parents: Provision of shelter, food, security and education. – Children: running errands, performing house chores, etc. Assessment: Let learners their roles and roles of their parents in the family:	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can roll a ball from stationary to a given point and back, using hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After learners go through the general and specific warm ups, learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward whiles moving from one point to another (from walking to jogging and to running.) Guide learners to practice individually and in groups. Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners	What have we learnt today? Use answers to summarise the lesson.

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2.1.2.1.1:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can explain the importance of the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners examine things made by humankind and identify the materials used in making the things. - Guide learners to talk about the importance of the environment. (survival of God’s creation depends on the environment): air, food, water, shelter, etc. Assessment: let learners explain the importance of the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which ethnic groups are there in your region?	Match the ethnic groups with their region. Assessment: let learners match the ethnic groups in each region in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match the ethnic groups with their region. Assessment: let learners match the ethnic groups in each region in Ghana	What have we learnt today?

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

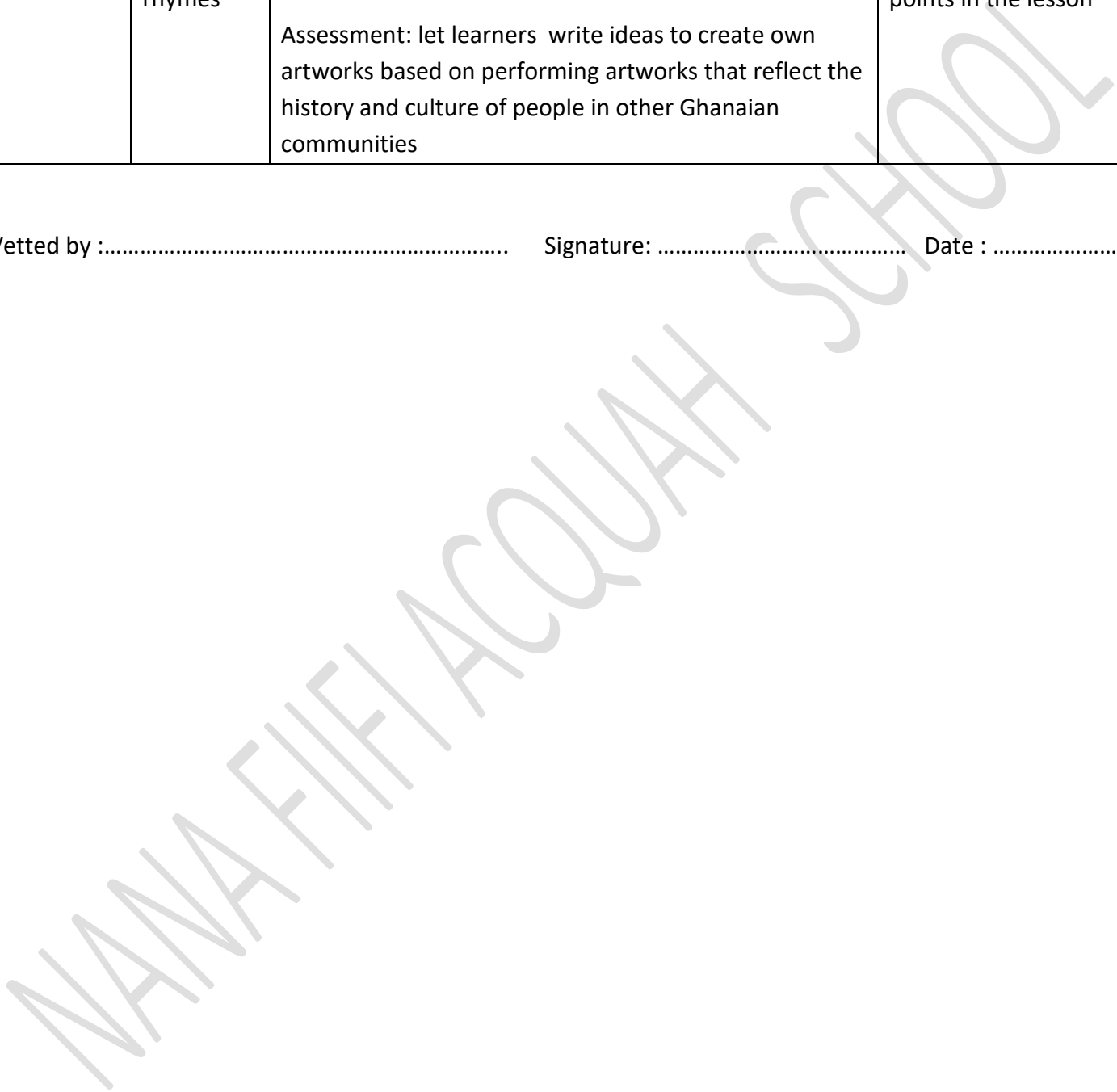
CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.2.1		
Content standard (code)	B2 2.2.2.		
Performance Indicator	Learners can generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ recall images of performing artworks that are produced or performed in other parts of Ghana; ☑ define own ideas for improvising own music, dance or drama based on the identified performing artworks Assessment: let learners write ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities	What have we learnt today? Ask learners to summarize the main points in the lesson

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



SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

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

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

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**TERM ONE
BASIC TWO
WEEK 5**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Vocabulary C. Labelling Items D. Using Punctuation E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.5.1.1.	B2.2.6.1.1.	B2.4.4.1.1.	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.5.1.	B2.2.6.1.	B2.4.4.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator	A. Learners can dramatise/role-play stories heard or read B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences C. Learners can draw and label objects found in their environment D. Learners can use full stops at the end of sentences and question marks at the end of questions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Have learners select an interesting story heard or read in class. • Retell the story. • Discuss the story and have learners recall main events and characters. • Select characters and assign them roles to play. • Let learners dramatise/role-play the story. • Discuss moral values from the story. • Have learners say whether or not they have enjoyed the drama and why <p>Assessment: let learners dramatise/role-play stories heard or read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Introduce the selected sight words, one at a time, in context and write them on the board. • Start from the basic words they already know. • Have learners repeat the words aloud a number of times. • Write the words on the board. • Have learners read the words in order and at random. • Use think-pair-share to have learners form sentences with them. <p>Assessment: let learners read level-appropriate sight words, understand and use many of them in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Take learners round to look at charts showing labelled objects. • Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Let learners draw and label objects from the area studied by their group. • Help them to edit their work particularly spelling and spacing. • Let learners write their names under their work and post their charts on the walls of the classroom for peer review. <p>Assessment: let learners draw and label objects found in their environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners look at sentences in their class readers to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly. <p>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.4		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can demonstrate a conceptual understanding of place value of whole numbers between 0 and 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>- explain and show- with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (<i>when the two Tens Frame digits are different, as well as when the two digits are the same</i>) and representing the number in a tens frame</p> <table border="1" data-bbox="846 275 1187 474"> <tr> <td>Hundred</td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards</p> <p>- decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: $153 = 100 + 50 + 3$, or $153 = 100 + 53$)</p> <p>- explain why the value of a digit depends upon its placement within a numeral.</p> <p>read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p> <p>Assessment: have learners to practice with more examples</p>	Hundred	Tens	Ones				
Hundred	Tens	Ones							
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:</p> <p>- explain and show- with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (<i>when the two Tens Frame digits are different, as well as when the two digits are the same</i>) and representing the number in a tens frame</p> <table border="1" data-bbox="846 1325 1187 1524"> <tr> <td>Hundred</td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards</p> <p>- decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: $153 = 100 + 50 + 3$, or $153 = 100 + 53$)</p> <p>- explain why the value of a digit depends upon its placement within a numeral.</p>	Hundred	Tens	Ones				<p>Review the lesson with Learners</p>
Hundred	Tens	Ones							

		<p>read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p> <p>Assessment: have learners to practice with more examples</p>										
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:</p> <ul style="list-style-type: none"> - explain and show- with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (<i>when the two Tens Frame digits are different, as well as when the two digits are the same</i>) and representing the number in a tens frame <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">Hundred</td> <td style="text-align: center;">Tens</td> <td style="text-align: center;">Ones</td> </tr> <tr> <td style="text-align: center;">d</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards</p> <ul style="list-style-type: none"> - decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: $153 = 100 + 50 + 3$, or $153 = 100 + 53$) - explain why the value of a digit depends upon its placement within a numeral. <p>read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p> <p>Assessment: have learners to practice with more examples</p>	Hundred	Tens	Ones	d						Review the lesson with Learners
Hundred	Tens	Ones										
d												
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (<i>e.g.: $47 = 20 + 20 + 7$, or $30 + 10 + 7$, etc.</i>)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners									
Friday	<p>Sing songs like:</p> <p>I'm counting one, what</p>	<p>Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (<i>e.g.: $47 = 20 + 20 + 7$, or $30 + 10 + 7$, etc.</i>)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners									

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B2.2.1.2.1		
Content standard (code)	B2.2.1.2.		
Performance Indicator	Learners can identify sources of light to the earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners mention sources of light at home and at the school. Assemble different sources of light (realia and pictures): stars, torch, lantern, lightning, fireflies, forest fires, light bulbs, candle light etc. Learners identify and draw sources of light in their environment. <p>Assessment: let learners identify and draw sources of light in their environment.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Sort and classify sources of light as artificial or natural. • Learners talk about why and when we need light. • Designs an activity to block light from a torch using a cardboard to illustrate the importance of light. • Discuss with learners: What will happen if there is no light on earth? <p>Assessment: let learners classify sources of light as artificial or natural.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B2.1.4.1.1.		
Content standard (code)	B2.1.4.1.		
Performance Indicator	Learners can explain the need for obeying rules in the home and school		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners work in groups to talk about rules in the home, school and community. Learners role play scenarios on obeying rules in the home, school and community Assessment: Let learners explain the need for obeying rules in the home and school	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners compose rhymes on obeying rules in the home and school	What have we learnt today?

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	familiar rhymes	Assessment: Let learners compose rhymes on obeying rules in the home and school	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.2		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can strike a ball continuously in an upward or forward motion, using a hand and foot		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Learners go through warm up activities as usual. Stand at shoulder width apart with the foot opposite the striking hand slightly forward. Toss a ball up and wing the arm forward to strike the ball at the bottom upward. Follow the ball and strike it as it drops continuously until it drops. Guide learners to practice at their own pace. Put them in mini-teams to play a game. End lesson to with cool down.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2. 1.2.1.2		
Content standard (code)	B2. 1.2.1.		
Performance Indicator	Learners can demonstrate human activities that destroy God’s creation or the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc. • Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc. Assessment: let learners mention activities that destroy the environmen	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	List the administrative regions in the order in which they were created (starting with the oldest region). Assessment: let learners list the administrative regions in the order in which they were created	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	List the administrative regions in the order in which they were created (starting with the oldest region).	What have we learnt today?

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	familiar rhymes	Assessment: let learners list the administrative regions in the order in which they were created	Ask learners to summarize the main points in the lesson
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.3.1		
Content standard (code)	B2 1.2.3.		
Performance Indicator	Learners can create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs); ☑ identify the artworks found among the people in other parts of Ghana (e.g. clay pots, straw baskets, woven/printed and dyed fabrics, leather products, wood carvings, glass and stone beads, jewellery);	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.4.1.2	B2.2.4.1.3	
Content standard (code)	B2.2.4.1.	B2.2.4.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners should use alphabetic knowledge to decode words • Learners should read simple short sentences 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the letters of the alphabet with learners. • Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words. Assessment: let learners use alphabetic knowledge to decode words	What have we learnt today? Review the lesson with learners
	Engage learners to	<ul style="list-style-type: none"> • Write some simple sentences on the board. • Lead learners to read the sentences. 	What have we learnt today?

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	sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Call learners to read the simple sentences on the board as a group. • Let learners read the sentences individually and correct them where necessary <p>Assessment: let learners read simple short sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some simple sentences on the board. • Lead learners to read the sentences. • Call learners to read the simple sentences on the board as a group. • Let learners read the sentences individually and correct them where necessary <p>Assessment: let learners read simple short sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC TWO
WEEK 6

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Vocabulary C. Labelling Items D. Using Punctuation E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.5.1.1.	B2.2.6.1.2	B2.4.4.1.1.	B2.5.2.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.5.1.	B2.2.6.1.	B2.4.4.1.	B2.5.2.1.	B2.6.1.1.
Performance Indicator	A. Learners can dramatise/role-play stories heard or read B. Learners can use context clues to infer meanings of words C. Learners can draw and label objects found in their environment D. Learners can use full stops at the end of sentences and question marks at the end of questions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Have learners select an interesting story heard or read in class. • Retell the story. • Discuss the story and have learners recall main events and characters. • Select characters and assign them roles to play. • Let learners dramatise/role-play the story. • Discuss moral values from the story. • Have learners say whether or not they have enjoyed the drama and why <p>Assessment: let learners dramatise/role-play stories heard or read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Create a story around a theme, using specific key words or vocabulary items you wish to teach. • Have learners use context to find the meaning of the key words. • Have learners make their own sentences using these key words. <p>Assessment: let learners use context clues to infer meanings of words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Take learners round to look at charts showing labelled objects. • Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). • Let learners draw and label objects from the area studied by their group. • Help them to edit their work particularly spelling and spacing. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Let learners write their names under their work and post their charts on the walls of the classroom for peer review. <p>Assessment: let learners draw and label objects found in their environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners look at sentences in their class readers to observe how they begin and end. • Demonstrate placing a full stop (.) at the end of a sentence. • Let learners copy and punctuate sentences with full stop. • Present the question mark similarly. <p>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.1.1.5		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can represent number quantities up to 1000 in equivalent ways focusing on place value and equality		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Demonstrate an understanding of how place value determines the relative size of numbers up to 1000 by: describing the relative size of two or more numbers (i.e., saying whether one number is a little or a lot	Review the lesson with Learners

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

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners in a pair share activity observe their friends critically and talk about the parts they see. • Engage learners to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs). • Learners talk about the song or biological uses of the human body in pairs and discuss the uses of the parts of the body. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> • In groups, learners brainstorm and talk about what will happen if some parts of the body are absent or not working well. • Learners to present and explain their group ideas orally and/or by writing. <p>Assessment: let learners mention the uses of the parts of the body.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • In groups, learners brainstorm and talk about what will happen if some parts of the body are absent or not working well. • Learners to present and explain their group ideas orally and/or by writing. • Write the main biological functions of the human body parts being discussed. • Learners draw and colour any two parts of the body. <p>Note: Counsel any physically challenged child before the lesson.</p> <p>Assessment: let learners mention the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B2.2.1.1.1.		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can describe ways of making the environment clean and safe		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Take a nature walk of the school environment and observe things in the environment– man made and natural: water, trees, stones, animals, buildings, cars, tables, chairs, etc. Assessment: Let learners mention things in the environment– man made and natural	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners talk about things they can do to make the environment clean and safe e.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.3		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can strike a ball continuously in an upward or forward motion, using a short-handled paddle (table tennis bat, tennis racket.)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners grip a bat/paddle with both hands. They stand with the foot opposite the throwing hand slightly forward. Learners swing the bat/paddle upward and backward. Learners swing the bat/paddle fast to strike a stationary balloon from down and upward with a follow through (continuous movement of the hand at the direction of object movement after striking). Organise a table tennis game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2. 1.2.1.2		
Content standard (code)	B2. 1.2.1.		
Performance Indicator	Learners can Demonstrate human activities that destroy God’s creation or the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Group learners to record data on human activities that destroy the environment and present to class for discussion. NB Nature walk, video clips and pictures on environmental degradation can be used Assessment: let learners record data on human activities that destroy the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can state the characteristics of the ethnic groups in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?	Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana. Assessment: let learners state the characteristics of the ethnic groups in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.3.1		
Content standard (code)	B2 2.2.3.		
Performance Indicator	Learners can compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ identify the history and culture of the people from other parts of Ghana (e.g. their occupation, customs, staple foods, festivals, buildings, symbols) using available instruments and techniques; ☑ role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ create own music, dance and drama to represent those performed by people in other communities in Ghana. <p>Assessment: let learners compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.4.2.1	B2.2.4.2.2	
Content standard (code)	B2.2.4.2.	B2.2.4.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners should listen and say words with identical sounds from simple sentences Learners should read simple poems and recognise rhyming words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write some words on the board and lead learners to read the words. Lead learners to recognise the words with identical sounds among the words you have written. Let learners listen to and say words with identical sounds from simple sentences 	What have we learnt today?

		Assessment: let learners say words with identical sounds from simple sentences	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a rhyme. • Write a simple poem on the board. • Lead learners to explore the poem. • Call learners to explore the poem individually. • Lead learners to explore the poem again with gestures. • Assist learners to read simple poems and lead learners to recognise rhyming words. <p>Assessment: let learners read simple poems and identify rhyming words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a rhyme. • Write a simple poem on the board. • Lead learners to explore the poem. • Call learners to explore the poem individually. • Lead learners to explore the poem again with gestures. • Assist learners to read simple poems and lead learners to recognise rhyming words. <p>Assessment: let learners read simple poems and recognise rhyming words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC TWO
WEEK 7**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing Simple Words and Sentences D. Using Action Words E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.6.1.1	B2.2.6.1.2	B2.4.5.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1.	B2.2.6.1.	B2.4.5.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator	A. Learners can use appropriate greetings for special occasions B. Learners can use context clues to infer meanings of words C. Learners can write simple sentences to express feelings D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions) E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Revise daily greetings by having learners identify greeting times in the day: e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening. • Discuss special occasions such as birthdays, anniversaries and festivals. • Discuss the correct greetings and responses on these occasions. • Let learners take turns to demonstrate greetings for special occasions and also practise the appropriate responses. <p>Assessment: let learners use appropriate greetings for special occasions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Create a story around a theme, using specific key words or vocabulary items you wish to teach. • Have learners use context to find the meaning of the key words. • Have learners make their own sentences using these key words. <p>Assessment: let learners context clues to infer meanings of words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Put learners in groups to share their feelings. • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." <p>Assessment: let learners write simple sentences to express feelings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Tell learners some of the things you do daily in short and simple sentences. 	<p>What have we learnt today?</p>

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	<p>and recite familiar rhymes</p>	<p>e.g. I read stories everyday.</p> <ul style="list-style-type: none"> • Create situations for learners to use the structure. <p>e.g.</p> <ol style="list-style-type: none"> i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. <ul style="list-style-type: none"> • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : SOLAR SYSTEM	
Indicator (code)	B2.3.2.1.1:		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can identify the sun as the main source of light and warmth on earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage learners with these questions: What does the sun look like? Where is the sun located? Do you feel warmer or colder when the sun is out? Why is the sun important to us here on Earth? In groups, learners discuss and present to the class what they use the light and the warmth from the sun for. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners discuss and present to the class what they use the light and the warmth from the sun for.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners brainstorm on how life without the sun will be. • Draw a picture of the sun and colour it. <p>Assessment: let learners draw a picture of the main source of light and warmth on earth and colour it</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B2.2.1.1.1.		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can describe ways of making the environment clean and safe		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify ways of protecting land, e.g. do not throw polythene bags, water sachet, empty cans on the land. Assessment: Let learners identify ways of protecting land	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners draw and colour a clean environment Assessment: Let learners draw and colour a clean environment	What have we learnt today?

	familiar rhymes		Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.4		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can perform the overhand throw pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Balls			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	warm up, pick up a ball and stand with shoulders straight. Extend the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners practice the skill and give feedback. Allow learners to progress at their pace. Organise a mini handball game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2. 1.2.1.2		
Content standard (code)	B2. 1.2.1.		
Performance Indicator	Learners can demonstrate human activities that destroy God’s creation or the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment, etc. Assessment: let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can state the characteristics of the ethnic groups in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?	Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana. Assessment: let learners state the characteristics of the ethnic groups in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.4.1		
Content standard (code)	B2 1.3.4.		
Performance Indicator	Learners can plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ watch a short video or exhibition of artworks of people in other Ghanaian communities; ☑ discuss the need for displaying portfolio of own visual artworks; Assessment: let learners write plan for a display of own artworks to share creative experiences based on ideas	What have we learnt today? Ask learners to summarize the main points in the lesson

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		from visual artworks that reflect the history and culture of people in other Ghanaian communities	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ plan a display of portfolio of own visual artworks (e.g. drawings, colour work, clay models) to share ideas, educate and inform the public on the history and culture of other people in Ghana <p>Assessment: let learners write plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners should write letters clearly and boldly.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet boldly on the board. • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Assist learners to write letters boldly and clearly. Assessment: let learners write letters clearly and boldly	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet boldly on the board. • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Assist learners to write letters boldly and clearly. <p>Assessment: let learners write letters clearly and boldly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet boldly on the board. • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Assist learners to write letters boldly and clearly. <p>Assessment: let learners write letters clearly and boldly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC TWO
WEEK 8

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Comprehension C. Writing Simple Words and Sentences D. Using Action Words E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.6.1.2.	B2.2.7.1.1.	B2.4.5.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1.	B2.2.7.1.	B2.4.5.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator	A. Learners can talk about events at home B. Learners can use illustrations, text clues and context to make predictions during reading C. Learners can write simple sentences to express feelings D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions) E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE <ul style="list-style-type: none"> • Introduce the day's topic and show pictures of activities at home. • Have learners think-pair-share the domestic activities. • Have learners talk about which of the events they like most and why they like them. • Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. Assessment: let learners talk about events at home	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING <ul style="list-style-type: none"> • Have learners use text features like title, illustrations and text clues to make meaning and inferences. • Have learners predict, brainstorm on the topic and have them read to confirm their predictions. • Have learners pause frequently during reading to make predictions to enhance comprehension. Assessment: let learners use illustrations, text clues and context to make predictions during reading	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING <ul style="list-style-type: none"> • Put learners in groups to share their feelings. • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." Assessment: let learners write simple sentences to express feelings	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE <ul style="list-style-type: none"> • Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday. • Create situations for learners to use the structure. e.g. 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher.</p> <ul style="list-style-type: none"> • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: let learners use the simple present tense to express habitual actions</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Add a given set of numbers in two different ways (e.g. 35 + 54 and 54 + 35 or 18 + 12 + 3 and 3 + 18 + 12) and	Review the lesson with Learners

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	I'm counting one, what is one	explaining why the order in which numbers are added does not change the sum Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Add a given set of numbers in two different ways (e.g. $35 + 54$ and $54 + 35$ or $18 + 12 + 3$ and $3 + 18 + 12$) and explaining why the order in which numbers are added does not change the sum Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$) Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B2.4.1.1.1		
Content standard (code)	B2.4.1.1.		
Performance Indicator	Learners can identify everyday applications of energy		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners perform various activities involving the use of energy, e.g. jumping, clapping, pushing objects, walking, switching on the lights etc. in the classroom. • Learners find out what helps them to perform the activities mentioned • Learners watch pictures or videos on people doing activities involving energy. e.g. a person pounding “fufu”, riding a bicycle, fetching water from a well, switching on light, playing music, etc., to reinforce the use of energy 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Learners explain what happens to a person who does not eat food for a long time. • Summarise the lesson by explaining that energy is what gives learners and everybody the strength to do everyday activities <p>Assessment: let learners explain that energy is</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Create a poster of a person engaging in an activity that uses energy, e.g. pushing an object, a farmer weeding, fishermen paddling a boat, and display them for discussion. <p>NB: Engage learners in more activities to demonstrate the application of energy</p> <p>Assessment: let learners identify everyday applications of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B2.2.1.1.1.		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can describe ways of making the environment clean and safe		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners draw people who keep our communities safe e.g. the police, fire service personnel. Assessment: Let learners draw people who keep our communities safe	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners demonstrate safe practices in the community, e.g. sweeping school compound, picking litter.	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.5:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can throw a ball to a partner using the underhand, overhand and sidearm throw pattern.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones. Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups pick up a ball and stand with shoulders straight. Extend the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners to practice the skill and give feedback. Use the earlier standing pattern but this time, stretch the throwing arm down and flex the trunk sideways toward the throwing arm. Swing the hand quickly and forcefully to throw the ball forward while extending the trunk upward and forward. Learners practice the skill, observe and give them feedback.	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries	Organise a handball game for learners to experience the skill in real-life situation. End the lesson with cool down activities.	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B2. 1.2.1.2		
Content standard (code)	B2. 1.2.1.		
Performance Indicator	Learners can demonstrate human activities that destroy God’s creation or the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners talk about the desired environment. Assessment: let learners describe a desired environment.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

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

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 2.3.4.2		
Content standard (code)	B2 2.3.4.		
Performance Indicator	Learners can plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ watch a short video that shows the natural and manmade environments in other parts of Ghana; ☑ select performances by considering factors such as creativity and originality; Assessment: let learners write plan for a display of own performing artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson

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		based on ideas that reflect the natural and manmade environments in other Ghanaian communities	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities <p>Assessment: let learners write plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B2.3.1.1.2		
Content standard (code)	B2.3.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should write words clearly and boldly 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud. Write short words boldly on the board. Lead learners to mention the words aloud. Call learners individually to mention the words. Assist learners to write the words boldly and clearly. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners write words clearly and boldly	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Write short words boldly on the board. • Lead learners to mention the words aloud. • Call learners individually to mention the words. • Assist learners to write the words boldly and clearly. <p>Assessment: let learners write words clearly and boldly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Write short words boldly on the board. • Lead learners to mention the words aloud. • Call learners individually to mention the words. • Assist learners to write the words boldly and clearly. <p>Assessment: let learners write words clearly and boldly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC TWO
WEEK 9

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Comprehension C. Controlled Writing D. Using Action Words E. Building The Love and Culture of Reading F.			
Indicator (code)	B2.1.6.1.2.	B2.2.7.1.2.	B2.4.7.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1.	B2.2.7.1..	B2.4.7.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator	A. Learners can talk about events at home B. Learners can ask and answer factual and inferential questions about level-appropriate texts C. Learners can write or copy correct sentences from substitution tables D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions) E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.											
Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Introduce the day’s topic and show pictures of activities at home. • Have learners think-pair-share the domestic activities. • Have learners talk about which of the events they like most and why they like them. • Have learners role-play some of the scenes. <p>E.g. People engaged in domestic chores. People at table.</p> <p>Assessment: let learners talk about events at home</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners read level-appropriate texts in pairs. • Guide learners to ask and answer simple inferential questions on the texts <p>Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. e.g. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <ul style="list-style-type: none"> • Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table. • Have learners read out their sentences and write down their sentences in their books 	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

		<p>Assessment: let learners write or copy correct sentences from substitution tables</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday. • Create situations for learners to use the structure. e.g. <ol style="list-style-type: none"> simple truths – Lemons are sour. interest – I like playing football. feelings – I am happy. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	. Match a word problem to a missing addend (e.g., $3 + 4 + \underline{\quad} = 57$), missing subtrahend (e.g. $27 - \underline{\quad} = 24$) or missing minuend ($\underline{\quad} - 54 = 63$) statement	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	. Match a word problem to a missing addend (e.g., $3 + \underline{\quad} = 57$), missing subtrahend (e.g. $27 - \underline{\quad} = 24$) or missing minuend ($\underline{\quad} - 54 = 63$) statement Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem). Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem). Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem). Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.1.1		
Content standard (code)	B2.4.2.1.		
Performance Indicator	Learners can recognise the importance of safety when using electricity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners mention electrical items they use in the home. <ul style="list-style-type: none"> • Learners view pictures of how people use electricity in the home, school and community and talk about it. • Teacher reinforces learners’ ideas on the safe use of electricity. Assessment: let learners identify how people use electricity in the home, school and community	What have we learnt today? Ask learners to summarize the important points of the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • In groups, learners critique pictures of scenarios of someone using electricity in a safe or unsafe way, e.g. plugging uninsulated (naked) wires into sockets, climbing electricity pole, touching water being heated with a water heater. • Teacher reinforces learners' ideas by mentioning the safety ways of using electricity <p>Assessment: let learners mention the safety ways of using electricity</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)	B2.2.2.1.1.		
Content standard (code)	B2.2.2.1.		
Performance Indicator	Learners can explore the important plants in the community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food Learners see the real crops, watch pictures/videos of these important crops Learners draw and colour the important crops in their community	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.6		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can catch a flying ball below the waist.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners stand straight, with shoulders straight, with the foot opposite the throwing hand slightly forward after demonstration. Let learners stretch their arms and hands fully forward with fingers spread open. As the ball enters their palms, they flex their elbow joints (withdrawing it backwards) whiles catching the ball simultaneously to reduce the impact. Learners practice the skill. Observe and give them feedback. Learners progress at their own pace.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : Purpose of God's Creation	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can explain the purpose of God's creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Group learners to discuss the usefulness of plants and animals to humankind Assessment: let learners mention the usefulness of plants and animals to humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.4.2	B2 2.3.5.1	
Content standard (code)	B2 1.3.4.	B2 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities Learners can perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ plan a display of own artworks that reflect the people in other Ghanaian cultures; ☑ plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in other Ghanaian cultures.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners write plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a video or live performance of music, dance and drama of people in other parts of Ghana; ☑ perform some of the music, dance and drama performed during festivals of people in those Ghanaian communities; ☑ perform own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other parts of Ghana. <p>Assessment: let learners perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :



SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B2.3.1.1.3		
Content standard (code)	B2.3.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should copy simple sentences clearly and boldly. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write simple sentences boldly on the board. Lead learners to read the sentences. Assist learners to write the sentences boldly and clearly Assessment: let learners copy simple sentences clearly and boldly.	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write simple sentences boldly on the board. • Lead learners to read the sentences. • Assist learners to write the sentences boldly and clearly <p>Assessment: let learners copy simple sentences clearly and boldly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write simple sentences boldly on the board. • Lead learners to read the sentences. • Assist learners to write the sentences boldly and clearly <p>Assessment: let learners copy simple sentences clearly and boldly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC TWO
WEEK 10**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Controlled Writing D. Using Adjectives E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.7.1.1	B2.2.7.1.2.	B2.4.7.1.1	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.7.1.	B2.2.7.1..	B2.4.7.1.	B2.5.5.1..	B2.6.1.1.
Performance Indicator	A. Learners can listen to and interact actively with drama B. Learners can ask and answer factual and inferential questions about level-appropriate texts C. Learners can write or copy correct sentences from substitution tables D. Learners can identify and use simple sentences to describe the weather E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Before Reading <ul style="list-style-type: none"> – Activate the previous knowledge of the learners by making them think-pair and share with their friends. • Discuss illustrations accompanying the text. • Have them predict the content of the text. • Teach key vocabulary. • During Reading <ul style="list-style-type: none"> – Read the text aloud to learners. Pause often and have learners talk about the content of the text and answer simple questions based on the text. • After Reading <ul style="list-style-type: none"> – Have learners retell the story. • Let learners role-play the story. <p>Assessment: let learners listen to and interact actively with drama</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners read level-appropriate texts in pairs. • Guide learners to ask and answer simple inferential questions on the texts <p>Assessment: let learners answer factual and inferential questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. e.g. <table border="1" data-bbox="456 1675 997 1896"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3" style="text-align: center;">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

		<ul style="list-style-type: none"> • Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table. • Have learners read out their sentences and write down their sentences in their books <p>Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.</p> <p>Assessment: let learners write or copy correct sentences from substitution tables</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.2.1		
Content standard (code)	B2.1.2.2.1		
Performance Indicator	Learners can use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Explaining that that' "≠" means "not the same as" or "not equal to"	Review the lesson with Learners

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

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.1.1		
Content standard (code)	B2.4.2.1.		
Performance Indicator	Learners can recognise the importance of safety when using electricity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> In groups, learners critique pictures of scenarios of someone using electricity in a safe or unsafe way, e.g. plugging uninsulated (naked) wires into sockets, climbing electricity pole, touching water being heated with a water heater. Teacher reinforces learners' ideas by mentioning the safety ways of using electricity <p>Assessment: let learners mention the safety ways of using electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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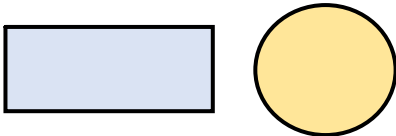
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals • Enquire from learners why electrical gadgets are covered with plastics and wooden materials <p>Assessment: let learners mention basic safety tips on electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Map Making and Land Marks	
Indicator (code)	B2.2.3.1. 1.		
Content standard (code)	B2.2.3.1. 1.		
Performance Indicator	Learners can sketch and locate things in the classroom		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Observe the shape of the classroom. Sketch and colour the shape of the classroom, e.g.  Square, Rectangle, Round. (Whole-class discussion) : Learners share their work for appreciation.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.7		
Content standard (code)	B2.1.2.1.7		
Performance Indicator	Learners can Kick a stationary ball using a smooth continuous running approach.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After taking learners through warm up, place a ball at stationary position. Move back about 5m away from the ball. Run and kick the ball forward with the instep of the foot. Guide learners to practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : Purpose of God's Creation	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can explain the purpose of God's creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners identify the uses of animals and plants. Assessment: let learners identify the uses of animals and plants.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B2 1.3.5.1	B2 2.4.7.2	
Content standard (code)	B2 1.3.5.	B2 2.4.7.	
Performance Indicator	<ul style="list-style-type: none"> Learners can display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of people in other parts of Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ display (real/photographs/video) selected own and others' displayed performing artworks ☑ talk about the works dispassionately using agreed guidelines; ☑ use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks. <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ talk about, appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately; ☑ use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition or performance; ☑ record/document the activity and share using a platform accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp); <p>Assessment: let learners write report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization)	
Indicator (code)	B2.5.1.1.1.	B2.5.1.1.2	B2.5.1.1.3
Content standard (code)	B2.5.1.1.	B2.5.1.1.	B2.5.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should write proper nouns with capital letters. • Learners should use capital letters to start sentences • Learner’s should use capital letters after full stops. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group. • Call individual learners to say the letters of the alphabet. • Write names of persons and places on manila card in capital letters. • Lead learners to read the names and discuss the names with them. 	What have we learnt today?

		<ul style="list-style-type: none"> • Call learners to read the names on their own. • Let learners use capital letters to write the proper nouns. <p>Assessment: let learners write proper nouns with capital letters</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Revise the lesson on the letters of the alphabet with learners. • Write simple sentences on the board and ask learners to recognise the first letter in every sentence. • Lead learners to read the simple sentences aloud. • Call individual learners to read the sentences. • Let learners write the sentences making sure that each sentence is started with a capital letter. <p>Assessment: let learners use capital letters to start sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Revise the lesson on the letters of the alphabet with learners. • Write simple sentences on the board and ask learners to recognise the first letter in each sentence. • Lead learners to read the simple sentences aloud. • Call individual learners to read the sentences. • Let learners write the sentences making sure that each sentence is dotted at the end, and another started with a capital letter. <p>Assessment: let learners use capital letters after full stops.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC TWO
WEEK 11

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Controlled Writing D. Using Adjectives E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.7.1.2	B2.2.7.1.3.	B2.4.7.1.1	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.7.1.	B2.2.7.1.	B2.4.7.1.	B2.5.5.1.	B2.6.1.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama B. Learners can retell level-appropriate texts in own words C. Learners can write or copy correct sentences from substitution tables D. Learners can identify and use simple sentences to describe the weather E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. • Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). <p>Assessment: let learners identify sequence of events (beginning, middle and end) in drama</p>	Monday										
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Revise some previous stories told. • Have learners retell a story using simple herring-bone strategies <p>Assessment: let learners retell level-appropriate texts in own words</p>	Tuesday										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. e.g. <table border="1" data-bbox="456 1230 998 1451"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <ul style="list-style-type: none"> • Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table. • Have learners read out their sentences and write down their sentences in their books <p>Assessment: let learners write or copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	Wednesday
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.</p> <p>Assessment: let learners use simple sentences to describe the weather</p>	Thursday
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. <ul style="list-style-type: none"> • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	Friday

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.3.1		
Content standard (code)	B2.1.2.3.		
Performance Indicator	Learners can use mental strategies for basic addition facts to 19 and related subtraction facts to 19		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	. Demonstrate fluency with addition and subtraction-related relationships by:	Review the lesson with Learners

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	<p>I'm counting one, what is one</p>	<ul style="list-style-type: none"> Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like: I'm counting one, what is one.</p>	<p>. Demonstrate fluency with addition and subtraction-related relationships by:</p> <ul style="list-style-type: none"> Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like: I'm counting one, what is one</p>	<p>. Demonstrate fluency with addition and subtraction-related relationships by:</p> <ul style="list-style-type: none"> Quickly Identifying the double of a number between 1 and 12 <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like: I'm counting one, what is one</p>	<p>. Demonstrate fluency with addition and subtraction-related relationships by:</p> <ul style="list-style-type: none"> Quickly Identifying the double of a number between 1 and 12 <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like: I'm counting one, what is one</p>	<p>. Demonstrate fluency with addition and subtraction-related relationships by:</p> <ul style="list-style-type: none"> Quickly Identifying the double of a number between 1 and 12 <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B2.4.3.1.1		
Content standard (code)	B2.4.3.1.		
Performance Indicator	Learners can discover the effects of forces on objects		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc. • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc. • Learners talk about the activities they performed. <p>Assessment: let learners mention the effects of forces on objects</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc. • Learners talk about the activities they performed. • Emphasise the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object. <p>Assessment: let learners mention the effects of forces on objects</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B2.2.4.1. 1.		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play problems of a large family size. Assessment: Let learner’s mention the problems of a large family size.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Represent the number of family members in your house with a bar chart.	What have we learnt today?

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	and recite familiar rhymes	<p>Explain what happens to the class size when a new learner joins or leaves your class.</p> <p>Learners talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing</p> <p>Assessment: Let learners explain the need to accept and adapt to a change in the total number of people, as a responsible citizen</p>	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.8		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can hand-dribble by controlling a ball for a sustained period		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners bounce ball continuously on the spot or while moving for a sustained period after warm up. Observe learners as they practice and give them support and feedback. Allow individuals to progress at his or her own pace. Organise a mini handball or basketball game. End lesson with cool down activities	What have we learnt today? Use answers to summarise the lesson.

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : Purpose of God's Creation	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can explain the purpose of God's creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw and colour useful plants and animals. Assessment: let learners draw and colour useful plants and animals	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

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

		Assessment: let learners describe a festival of one of the ethnic group	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B2 1.4.6.2	B2 2.4.6.2	
Content standard (code)	B2 1.4.6.	B2 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> Learners can agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks Learners can agree on guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above; ☑ identify the correct vocabulary to use for appreciating and appraising artworks ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' displayed visual artworks</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words)	
Indicator (code)	B2.5.2.1.1.	B2.5.3.1.1	
Content standard (code)	B2.5.2.1.	B2.5.3.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners should know what the full stop and the comma are. • Learners should write two-letter present tense action words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners demonstrate the morning greeting. • Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma). • Lead learners to read the sentences aloud. • Call learners to read aloud the sentences individually. • Discus what a full stop is with learners. 	What have we learnt today?

		<ul style="list-style-type: none"> • Discuss what a comma is with learners. • Assist learners to tell what full stop and commas are. <p>Assessment: let learners punctuate simple sentences</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Give a command for learners to respond. • Call learners in pairs to demonstrate a command and its response. • Write two-letter present tense action words on the board. • Lead learners to read the words. • Let learners read the action words as a group. • Let learners read the action words one after the other. • Demonstrate the action words with the class. • Let learners write two-letter present tense action words <p>Assessment: let learners write two-letter present tense action words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Give a command for learners to respond. • Call learners in pairs to demonstrate a command and its response. • Write two-letter present tense action words on the board. • Lead learners to read the words. • Let learners read the action words as a group. • Let learners read the action words one after the other. • Demonstrate the action words with the class. • Let learners write two-letter present tense action words <p>Assessment: let learners write two-letter present tense action words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC TWO
WEEK 12**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Controlled Writing D. Using Adjectives E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.7.1.2	B2.2.7.1.3.	B2.4.7.1.1	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.7.1.	B2.2.7.1..	B2.4.7.1.	B2.5.5.1..	B2.6.1.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama B. Learners can retell level-appropriate texts in own words C. Learners can Write or copy correct sentences from substitution tables D. Learners can identify and use simple sentences to describe the weather E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. • Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). <p>Assessment: let learners identify sequence of events (beginning, middle and end) in drama</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Revise some previous stories told. • Have learners retell a story using simple herring-bone strategies <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. e.g. <table border="1" data-bbox="456 1268 997 1488"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <ul style="list-style-type: none"> • Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table. • Have learners read out their sentences and write down their sentences in their books <p>Assessment: let learners use simple sentences to describe the weather</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.</p> <p>Assessment: let learners use simple sentences to describe the weather</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.3.1		
Content standard (code)	B2.1.2.3.		
Performance Indicator	Learners can use mental strategies for basic addition facts to 19 and related subtraction facts to 19		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	E.g. 1. Demonstrate fluency with addition and subtraction-related relationships by:	Review the lesson with Learners

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	<p>I'm counting one, what is one</p>	<ul style="list-style-type: none"> • Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 • Quickly Identifying the double of a number between 1 and 12 • Add and subtract combinations to 10 quickly and accurately <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>E.g. 1. Demonstrate fluency with addition and subtraction-related relationships by:</p> <ul style="list-style-type: none"> • Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5 • Quickly Identifying the double of a number between 1 and 12 • Add and subtract combinations to 10 quickly and accurately <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Other strategies to use when adding</p> <ul style="list-style-type: none"> - 'counting up' when adding - 'making doubles' because doubles are easier to add (e.g., instead of $4 + 6$ use $5 + 5$) - 'making doubles + or - 1' (e.g., instead of $4 + 5$ use $4 + 4 + 1$; instead of $4 + 5$ use $5 + 5 - 1$) 'making 10s' (e.g., instead of $7 + 5$ use $7 + 3 + 2$; instead of $7 + 5$ use $5 + 5 + 2$) <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Some strategies to use when subtracting</p> <ul style="list-style-type: none"> - counting down (i.e., for $15 - 3$, start at the big number, 15, and count on 3 places... 14, 13, 12. The answer is 12.) turning a subtraction into an addition, because additions are often easier (e.g., $7 - 3 = \underline{\quad}$ can be rephrased as $3 + \underline{\quad} = 7$) 	Review the lesson with Learners

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B2.4.3.1.1		
Content standard (code)	B2.4.3.1.		
Performance Indicator	Learners can discover the effects of forces on objects		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc. • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc. • Learners talk about the activities they performed. <p>Assessment: let learners mention the effects of forces on objects</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc. • Learners talk about the activities they performed. • Emphasise the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object. <p>Assessment: let learners mention the effects of forces on objects</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B2.2.4.1. 1.		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing. Assessment: Let learners mention the skills needed to accept and adjust to a change in the total number of people in a place,	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing.	What have we learnt today?

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.9		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can demonstrate the different effects of varying arm and hand speeds when hand-dribbling a ball.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through the warm up activities. Learners bounce balls (dribble) from one point to the other with varying speed. Help learners to understand that varying the arms and hands speed enables the players to control their movement. Observe learners practice and give them corrective feedback for improvement. Organise a mini handball or basketball game for learners to apply the skill in a real-life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : Purpose of God's Creation	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can explain the purpose of God's creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw and colour useful plants and animals. Assessment: let learners draw and colour useful plants and animals	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B2 1.4.6.2	B2 2.4.6.2	
Content standard (code)	B2 1.4.6.	B2 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> Learners can agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks Learners can agree on guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork. Suggested Process/Steps	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> ☑ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above; ☑ identify the correct vocabulary to use for appreciating and appraising artworks ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' displayed visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud With Children	
Indicator (code)	B2.6.1.1.1		
Content standard (code)	B2.6.1.1.		
Performance Indicator	Learners should read short passages of simple sentences of about four to five words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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