**TERM TWO**

**BASIC TWO WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC TWO

Name of School………………………………………………………………………….……………………….……………………

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| **Week Ending** | |  |  |  |
| **Class** | | Two | | |
| **Subject** | | ENGLISH LANGUAGE | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B2.1.6.2.1. B2.2.7.1.1. | B2.4.5.1.2 | B2.5.5.1.1. |
| B2.6.1.1.1 |  |  |
| **Performance Indicator** | | Learners can demonstrate turn-taking in conversations  Learners can use illustrations, text clues and context to make predictions during reading  Learners can write simple and meaningful sentences on objects found in the environment  Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting  on a manila card and a class library. | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Engage learners to sing  songs and recite familiar rhymes | A. ORAL LANGAUGE  Use the Community Circle Activity: Sit learners in horse-shoe formation.  • Call individual learners to talk about what happened over the weekend. e. g. events, | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
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features like title,

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|  |  | personal experiences, |  |
|  |  | incidents, etc. |  |
|  |  | • Let learners take turns  to name and describe events of recent occurrence.  • Discuss the importance of turn-taking in conversation: e.g.  i. They talk after the last speaker has stopped. They talk when invited e.g. by the group leader.  Cultural |  |
|  |  | Assessment: let learners demonstrate turn-taking in conversations |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt |
| • Have learners use text | today? |
| illustrations and text clues to make meaning and inferences.  • Have learners predict,  brainstorm on the topic and have them read to confirm their predictions | Ask learners to summarize the main points in the lesson |
| Assessment: let learners use illustrations, text clues and context to make predictions during reading |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Put learners into groups to | today? |
| about the objects and places found in the environment | Ask learners to summarize the main points in the lesson |
| Assessment: let learners write simple and meaningful sentences on objects found in the environment |  |

write simple sentences

introduce the reading/

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| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Use appropriate texts to  help learners to describe the weather and show quantity and position or order of people and things | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use simple sentences to describe the weather and show quantity and position or order of people and things |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Use the Author’s chair to | today? |
| library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books | Ask learners to summarize the main points in the lesson |
| Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print |  |

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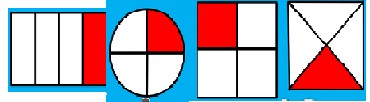
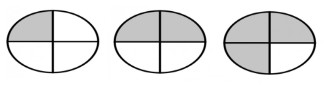
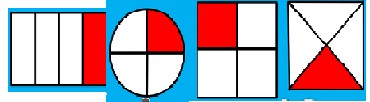
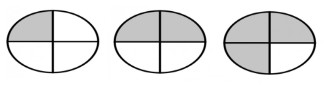
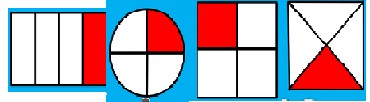
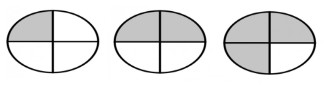


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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 1.2.3.2 | |
| **Performance Indicator** | | Learners can create own artworks using available  visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana | |
| **Strand** | | VISUAL ARTS | |
| **Sub strand** | | Planning, Making and Composing | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to: | What have we learnt  today? |
| natural and manmade  environments (e.g. vegetation, animals, birds, rivers, bridges, clouds); | Ask learners to summarize the main points in the lesson |
| Assessment: let learners create own artworks using available visual arts media |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  create own visual | What have we learnt  today? |
| natural and manmade environments in other communities in Ghana | Ask learners to summarize the main points in the lesson |
| Assessment: let learners create own artworks using available visual arts media |  |

artworks that reflect the

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.1.3.1.2 | |
| **Performance Indicator** | | Learners can Count in halves and quarters (fourths)  using concrete and pictorial representations) of halves and fourths. | |
| **Strand** | | NUMBER | |
| **Sub strand** | | Fractions | |
| **Teaching/ Learning Resources** | | Counters | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Sing songs like: | Show several fourths of  concrete objects (or card cut outs) and have them count them in fourths (using the language one- fourth, twofourths, three- fourths, etc.) | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. | Assessment: have |
| 2 - Two pair, two pair  come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | learners to practice with  more examples |
| Tuesday | Sing songs like: | Show several fourths of  concrete objects (or card cut outs) and have them count them in fourths (using the language one- fourth, two-fourths, three- fourths, etc.) | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |

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| Wednesday | Sing songs like: | Show learners several  pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.) | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Thursday | Sing songs like: | Show learners several  pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.) | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | learners to practice with  more examples |
| Friday | Sing songs like: | Show learners several  pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.) | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.1.1.1 | |
| **Performance Indicator** | | Learners can identify everyday applications of energy | |
| **Strand** | | FORCES AND ENERGY | |
| **Sub strand** | | SOURCES AND FORMS OF ENERGY | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | 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  • Learners explain what  happens to a person who | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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does not eat food for a

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|  |  | does not eat food for a  long time. |  |
|  |  | Assessment: let learners identify everyday applications of energy |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners explain what  happens to a person who | What have we learnt  today? |
| long time.  Summarise the lesson by explaining that energy is what gives learners and everybody the strength to do everyday activities  • 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. | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners identify everyday applications of energy |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2.2.2.1.1: | |
| **Performance Indicator** | | Learners can demonstrate activities which take place  during the celebration of festivals. | |
| **Strand** | | Religious Practices and their Moral Implications | |
| **Sub strand** | | Festivals in the Three Major Religions | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Engage learners to sing  songs and recite familiar rhymes | Let learners mention  religious festivals they have witnessed or heard of. Islam - Eid-ul-Fitr, Eid- ul-Adha, etc., Christianity- Easter, Christmas, etc., Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival, etc.  • Let learners, in groups, describe how various festivals are celebrated.  Assessment: let learners demonstrate activities which take place during the celebration of festivals | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B2.2.4.1.1 | |
| **Performance Indicator** | | Learners can discuss the history of Ghana’s major  historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Major Historical Locations | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Visit any historical site in  their community. | What have we learnt  today? |
| Assessment: let learners narrate the history of the historical site | Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Visit any historical site in  their community. | What have we learnt  today? |
| Assessment: let learners narrate the history of the historical site | Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.1.3.1.3 | |
| **Performance Indicator** | | Learners can roll forward (a forward roll) from standing  position and back to standing. | |
| **Strand** | | MOTOR SKILL AND MOVEMENT PATTERNS | |
| **Sub strand** | | RHYTHMIC SKILLS | |
| **Teaching/ Learning Resources** | | cones | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| 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 | Squat in front of a spread  mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the  hands and roll forward in a round form and back to  the standing. Learner progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own  pace. Personal | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.3.2.1. 1. | |
| **Performance Indicator** | | Learners can describe activities which take place during  the celebration of festivals | |
| **Strand** | | OUR BELIEFS AND VALUES | |
| **Sub strand** | | Festivals | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Learners talk about  festivals they have witnessed:  i. Islam - Eid-ul-Fitr, Eid-ul- Adha  ii. Christianity - Easter, Christmas  iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival.  Learners talk about how the various festivals are celebrated.  Assessment: let learners describe activities which take place during the celebration of festivals | 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 | Learners role play  activities that take place during the festivals: merry-making, sharing, | What have we learnt  today? |

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|  |  | family re-union, worship,  etc.  Learners draw scenes from festivals.  Assessment: let learners describe activities which take place during the celebration of festivals | Ask learners to  summarize the main points in the lesson |

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the board and lead

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| **Learning Indicator (s) (Ref. No.)** | | B2.2.5.1.1 Recognise sounds that make up words.  B2.2.5.1.2 Make picture dictionaries. | |
| **Performance Indicators** | | • The learner should recognise sounds  that make up words.  • The learner should make picture dictionaries. | |
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| Week Ending | |  |  |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Revise sounds with  learners.  • Write some words on | What have we learnt  today? |
|  | learners to read them.  • Assist learners to recognise sounds that make up the words | Review the lesson with learners |
|  | Assessment: let learners identify sounds that make up words. |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners cut pictures  of different objects and arrange them in alphabetical order in their books.  • Lead learners to write the names of the images in the pictures under them. | What have we learnt  today? |

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|  |  | Assessment: let learners make picture dictionaries. | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners cut pictures  of different objects and arrange them in alphabetical order in their books.  • Lead learners to write the names of the images in the pictures under them.  Assessment: let learners make picture dictionaries. | What have we learnt  today?  Review the lesson with learners |

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**TERM TWO**

**BASIC TWO WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC TWO

Name of School………………………………………………………………………….………………………

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| **Week Ending** | |  |  |  |  |
| **Class** | | Two | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B2.1.6.2.2. | B2.2.7.1.1. | | B2.4.5.1.2 |
| B2.5.5.1.1. | B2.6.1.1. | 1 |  |
| **Performance Indicator** | | Learners can ask and answer questions for  clarifications about what other people say Learners can use illustrations, text clues and context to make predictions during reading Learners can write simple and meaningful sentences on objects found in the environment Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards,  handwriting on a manila card and a class library. | | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration**  **Personal Development and Leadership Critical Thinking and Problem Solving.** | | | | | |
|
| **DAYS** | **PHASE 1: STARTER**  *10*  *MINS* **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3:**  **REFLECTION**  *10MINS* **(Learner And Teacher)** | |
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|
| Monday | Engage learners to  sing songs and recite familiar rhymes | A. ORAL LANGAUGE  Have learners recall the discussion on turn- | | What have we learnt  today? | |

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|  |  | taking in conversation  and state the rules.  • Encourage learners to ask and answer questions for clarification on what other learners have said.  • Encourage appropriate language use during conversations | Ask learners to  summarize the main points in the lesson |
|  |  | Assessment: let |
|  |  | learners ask and answer  questions for clarifications about what other people say |
| Tuesday | Engage learners to  sing songs and recite familiar rhymes | B.READING | What have we learnt  today? |
| 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. | Ask learners to summarize the main points in the lesson |
| Assessment: let |  |
| learners use |  |
| illustrations, text clues  and context to make predictions during reading |  |

to add pictures to their

to introduce the

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| Wednesday | Engage learners to  sing songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Encourage each group | today? |
| sentences.  • Publish their work on  the walls and  encourage gallery walk. | Ask learners to summarize the main points in the lesson |
| Assessment: let |  |
| learners |  |
| write simple and  meaningful sentences on objects found in the environment |  |
| Thursday | Engage learners to  sing songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Use appropriate texts  to help learners to describe the weather and show quantity and position or order of people and things | Ask learners to  summarize the main points in the lesson |
| Assessment: let |  |
| learners identify and  use simple sentences to describe the weather and show quantity and position or order of people and things |  |
| Friday | Engage learners to  sing songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Use the Author’s chair | today? |
| reading/ library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the- page texts to learners.  • Introduce e-books to learners, if available. | Ask learners to summarize the main points in the lesson |

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|  |  | • For each reading  session, guide learners to select books  Assessment: let learners read a variety of age and level- appropriate books and texts from print and non-print |  |

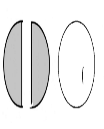


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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 2.2.3.3 | |
| **Performance Indicator** | | Learners can create performing artworks to express  own views, knowledge and understanding of topical issues in other Ghanaian communities | |
| **Strand** | | PERFORMING ARTS | |
| **Sub strand** | | Planning, Making and Composing | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to: | What have we learnt  today? |
| topical issues in Ghana to  create own music, dance, drama, story or poem; | Ask learners to summarize the main points in the lesson |
| Assessment: let learners  can create performing artworks to express own views |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  perform own music, | What have we learnt  today? |
| reflect topical issues of concern in other parts of Ghana. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners can create performing artworks to express own views |  |

dance and drama that

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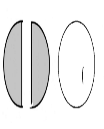




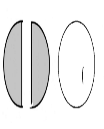
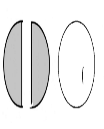
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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.1.3.1.3 | |
| **Performance Indicator** | | Learners can determine the number of halves and  quarters in a whole | |
| **Strand** | | NUMBER | |
| **Sub strand** | | Fractions | |
| **Teaching/ Learning Resources** | | Counters | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Sing songs like: | Show learners several  pictorial representations  (or card cut outs) of  halves, fourths and wholes and ask them to state the relationship between  (i) a whole and one-half; (ii) a whole and one- fourth, and  (iii) onehalf and one-fourth | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. | Assessment: have |
| 2 - Two pair, two pair  come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | learners to practice with  more examples |
| Tuesday | Sing songs like: | Show learners several  pictorial representations  (or card cut outs) of  halves, fourths and wholes and ask them to state the relationship between | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |

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|  |  | (i) a whole and one-half;  (ii) a whole and one- fourth, and  (iii) onehalf and one-fourth |  |
| Wednesday | Sing songs like: | Show learners several  pictorial representations  (or card cut outs) of  halves, fourths and wholes and ask them to state the relationship between  (i) a whole and one-half; (ii) a whole and one- fourth, and  (iii) onehalf and one-fourth | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Thursday | Sing songs like: | Show learners several  pictorial representations  (or card cut outs) of  halves, fourths and wholes and ask them to state the relationship between  (i) a whole and one-half; (ii) a whole and one- fourth, and  (iii) onehalf and one-fourth | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | learners to practice with  more examples |

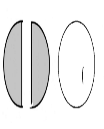
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| Friday | Sing songs like: | Show learners several  pictorial representations  (or card cut outs) of  halves, fourths and wholes and ask them to state the relationship between  (i) a whole and one-half; (ii) a whole and one- fourth, and  (iii) onehalf and one-fourth | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.1.2.1 | |
| **Performance Indicator** | | Learners can understand that objects become hot or  cold through the loss or gain of heat | |
| **Strand** | | FORCES AND ENERGY | |
| **Sub strand** | | SOURCES AND FORMS OF ENERGY | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners feel hot and cold  substances and discuss their observations.  • In a practical activity, learners create heat by rubbing the palms, boiling water, burning candle, etc.  • Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplucking a hot electric iron, or a local box iron, putting a substance in a refrigerator etc.  Assessment: let learners explain that objects become hot or cold | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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|  |  | through the loss or gain of  heat |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Engage learners in an  activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplucking a hot electric iron, or a local box iron, putting a substance in a refrigerator etc.  • Provide learners with water and ask learners to plan how to make it hot or cold.  Core  Assessment: let learners explain that objects become hot or cold through the loss or gain of heat | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2.2.2.1.1: | |
| **Performance Indicator** | | Learners can demonstrate activities which take place  during the celebration of festivals. | |
| **Strand** | | Religious Practices and their Moral Implications | |
| **Sub strand** | | Festivals in the Three Major Religions | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Engage learners to sing  songs and recite familiar rhymes | • Let learners role-play or  dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc.  • Let learners draw scenes  from festivals.  Assessment: let learners demonstrate activities which take place during the celebration of festivals | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B2.2.4.1.1 | |
| **Performance Indicator** | | Learners can discuss the history of Ghana’s major  historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Major Historical Locations | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Retell the history of major  sites in their community. | What have we learnt  today? |
| Assessment: let learners narrate the history of Ghana’s major historical locations. | Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Retell the history of major  sites in their community. | What have we learnt  today? |
| Assessment: let learners narrate the history of Ghana’s major historical locations. | Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.2.1.2.1 | |
| **Performance Indicator** | | Learners can Explain open spaces | |
| **Strand** | | MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES | |
| **Sub strand** | | SPACE AWARENESS | |
| **Teaching/ Learning Resources** | | cones | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| 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 explain open  space by moving to free space within the demarcated working area. From their personal space, ask them to move (jog,  run at varied speed) to open space within the working boundaries. | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.3.2.2. 1. | |
| **Performance Indicator** | | Learners can identify things that families do to show  their commitment to God | |
| **Strand** | | OUR BELIEFS AND VALUES | |
| **Sub strand** | | Festivals | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|  | | | |
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Learners talk about the  religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine.  Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally.  Assessment: let learners identify things that families do to show their commitment to God | 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 | Learners role play what  their families do to show commitment to God, e.g. worship, offertory, | What have we learnt  today? |

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|  |  | Sadaqah, Zakat, prayer  and fasting.  Assessment: let learners identify things that families do to show their commitment to God | Ask learners to  summarize the main points in the lesson |

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| **Learning Indicator (s) (Ref. No.)** | | B2.2.5.1.3 Match action words with corresponding  pictures  B2.2.6.1.1 Interpret meaning of pictures. | |
| **Performance Indicators** | | • The learner should match action words  with corresponding pictures  • The learner should interpret meaning of pictures. | |
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|
| Week Ending | |  |  |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Display a picture  showing actions of various kinds.  • Write the actions on the board and lead learners to match the action words with the pictures.  • Allow learners to do  some actions. | What have we learnt  today? |
|  | Assessment: let learners match action words with corresponding pictures | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Show learners a picture  story.  • Lead learners through discussions to interpret the pictures | What have we learnt  today? |
|  | Assessment: let learners interpret meaning of pictures. | Review the lesson with learners |

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|  | Engage leaners to sing  songs and recite familiar rhymes | • Show learners a picture  story.  • Lead learners through discussions to interpret the pictures  Assessment: let learners interpret meaning of pictures. | What have we learnt  today?  Review the lesson with learners |

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**TERM TWO**

**BASIC TWO WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC TWO

Name of School………………………………………………………………………….……………………….……………………

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| **Week Ending** | |  |  |  |
| **Class** | | Two | | |
| **Subject** | | ENGLISH LANGUAGE | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B2.1.7.1.1. | B2.2.7.1.2. | B2.4.5.1.3 |
| B2.5.7.1.1. | B2.6.1.1.1 |  |
| **Performance Indicator** | | Learners can listen to and interact actively with drama  Learners can ask and answer factual and inferential questions about level appropriate texts  Learners can draw a picture and write at least a sentence to share an opinion  Learners can identify prepositions in sentences to indicate days, dates and places  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting  on a manila card and a class library. | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | A. ORAL LANGAUGE | | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
| Before Reading − Activate  the previous knowledge of the learners by making them think-pair and share with their friends.  • Discuss illustrations  accompanying the text. | |

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appropriate texts in pairs.

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|  |  | • Have them predict the  content of the text.  • Teach key vocabulary.  • During Reading − Read the text aloud to learners. Pause often and have learners talk about the content of the text. |  |
|  |  | Assessment: let learners answer simple questions based on the text |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt |
| Have learners read level- | today? |
| • Guide learners to ask and answer simple inferential questions on the texts | Ask learners to summarize the main points in the lesson |
| Assessment: let learners answer factual and inferential questions about level appropriate texts |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| • Show pictures of | today? |
| phone or card’, e.g. smiling, angry, indifferent or frightened faces, etc.  • Let learners study the pictures and interpret them.  • Let learners, in pairs,  discuss their opinions. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners write at least a sentence to share an opinion |  |

‘smiley/images on your

introduce the reading/

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| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Let learners use the  preposition in, on, in context. | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners identify prepositions in sentences to indicate days, dates and places |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Use the Author’s chair to | today? |
| library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books | Ask learners to summarize the main points in the lesson |
| Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print |  |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 1.3.5.2 | |
| **Performance Indicator** | | Learners can display own visual artworks to share  creative experiences that reflect the natural and manmade environments in other Ghanaian communities | |
| **Strand** | | VISUAL ARTS | |
| **Sub strand** | | Displaying and Sharing | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to: | What have we learnt  today? |
| visual artworks to educate  and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners display own visual artworks |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to | What have we learnt  today? |
| own visual artworks to  educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana. | Ask learners to summarize the main points in the lesson |

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|  |  | Assessment: let learners  display own visual artworks |  |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.1.4.1.1 | |
| **Performance Indicator** | | Learners can recognise Ghanaian coins, and currency  notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis | |
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|
| **Strand** | | NUMBER | |
| **Sub strand** | | Money | |
| **Teaching/ Learning Resources** | | Counters | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | |
|
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Sing songs like: | Display the Ghanaian cedi  (coins and notes) currently being used for transaction in Ghana and initiate  discussion on the need for monetary transaction. Learners touch feel and say the features of each coin | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. | Assessment: have |
| 2 - Two pair, two pair  come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | learners to practice with  more examples |
| Tuesday | Sing songs like: | Introduce the notes (i.e. 1  cedi, 2 cedis, 5 cedis 10  cedis etc.) in turns and have learners examine and talk about its features | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. |

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|  | 2 - Two pair, two pair  come pair let us pair |  | Assessment: have |
|  |  | learners to practice with  more examples |
| Wednesday | Sing songs like: | State the relationship  between ¢2 and ¢10; ¢5 and  ¢10; ¢2 and ¢20; ¢5 and  ¢20, ¢10 and ¢50 | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Thursday | Sing songs like: | . State the relationship  between ¢2 and ¢10; ¢5 and  ¢10; ¢2 and ¢20; ¢5 and  ¢20, ¢10 and ¢50 | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Friday | Sing songs like: | . State the relationship  between ¢2 and ¢10; ¢5 and  ¢10; ¢2 and ¢20; ¢5 and  ¢20, ¢10 and ¢50 | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.2.1.1 | |
| **Performance Indicator** | | Learners can recognise the importance of safety when  using electricity | |
| **Strand** | | FORCES AND ENERGY | |
| **Sub strand** | | ELECTRICITY AND ELECTRONICS | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners mention | What have we learnt |
| electrical items they use in | today? |
| • Learners view pictures of how people use electricity in the home, school and community and talk about it. | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners mention the uses electricity in the home, school and community |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Teacher reinforces | What have we learnt |
| learners’ ideas on the safe | today? |
| • 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, | Ask learners to  summarize the important points of the lesson |

use of electricity.

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|  |  | touching water being  heated with a water heater.  Assessment: let learners mention the importance of safety when using electricity |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2. 3.1.1.1: | |
| **Performance Indicator** | | Learners can narrate the story of the early life of the  religious leaders in the three religions in Ghana | |
| **Strand** | | Religious Leaders | |
| **Sub strand** | | Early Life of the Leaders of the three Major Religions | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Engage learners to sing  songs and recite familiar rhymes | Let learners mention the  names of the religious leaders: Jesus Christ, the Holy Prophet (SallahuAlaihiWasallam- S.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie, EgyaAhor, etc.  • Discuss with learners the  early lives of these religious leaders.  - The Lord Jesus Christ;  - The Holy Prophet  Muhammad (SAW),  Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B2.2.5.1.1 | |
| **Performance Indicator** | | Learners can identify Ghanaian women who have  made significant contributions to national development | |
|
|
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Some Selected Individuals | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Name some outstanding  women in the history of  Ghana. | What have we learnt  today? |
| Which Ghanaian women contributed to national  development? | 2. Match these women  with their achievements in  Ghana | Ask learners to  summarize the main points in the lesson |
|  | Assessment: let learners identify Ghanaian women who have made significant contributions to national development |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Name some outstanding  women in the history of  Ghana. | What have we learnt  today? |
| 2. Match these women with their achievements in Ghana | Ask learners to summarize the main points in the lesson |
| Assessment: let learners identify Ghanaian women |  |

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|  |  | who have made significant  contributions to national development |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.2.2.2.1 | |
| **Performance Indicator** | | Learners can distinguish between ‘a hop and a jump’. | |
| **Strand** | | MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES | |
| **Sub strand** | | DYNAMICS | |
| **Teaching/ Learning Resources** | | cones | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|  | | | |
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| 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 | Hopping involves taking  off on one foot and land  on the same foot. Jumping also involves taking off with both feet and land on both feet.  Galloping involves moving one leg leading and the other is rapidly brought forward to it whiles sliding is one count movement to the side. | What have we learnt  today?  Use answers to summarise the lesson. |

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their rights e.g. tolerance,

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.3.3.1. 1. | |
| **Performance Indicator** | | Learners can explain the importance of respecting the  rights of others | |
| **Strand** | | OUR BELIEFS AND VALUES | |
| **Sub strand** | | Basic Human Rights | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Learners talk about the  importance of allowing others to enjoy their | What have we learnt  today? |
| rights, e.g. peace, cooperation, teamwork | Ask learners to summarize the main  points in the lesson |
| Assessment: let learners  explain the importance of respecting the rights of others |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners role-play ways of  allowing others to enjoy | What have we learnt  today? |
| love, respect, etc | Ask learners to summarize the main points in the lesson |
| Assessment: let learners  explain the importance of respecting the rights of others |  |

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| **Learning Indicator (s) (Ref. No.)** | | B2.3.1.1.4 Practise saying letters or words that  present difficulty to them. | |
| **Performance Indicators** | | The learner should practise saying letters or  words that present difficulty to them | |
| Week Ending | |  | |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
|  | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | Write the letters of the  alphabet and simple words on the board.  • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.  • Let learners keep practicing those they have difficulty with.  Assessment: let learners practise saying letters or words that present difficulty to them | What have we learnt  today?  Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | Write the letters of the  alphabet and simple words on the board.  • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. | What have we learnt  today? |

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|  |  | • Let learners keep  practicing those they have difficulty with. | Review the lesson with learners |
|  |  | Assessment: let learners practise saying letters or words that present difficulty to them |
|  | Engage leaners to sing  songs and recite familiar rhymes | Write the letters of the  alphabet and simple words on the board.  • Lead learners to say the  words and the letters of | What have we learnt  today? |
|  | the alphabet and call  learners to say them one after the other.  • Let learners keep practicing those they have difficulty with. | Review the lesson with learners |
|  | Assessment: let learners practise saying letters or words that present difficulty to them |  |