**TERM TWO**

**BASIC TWO WEEK ELEVEN**

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WEEKLY SCHEME OF LEARNING- WEEK ELEVEN BASIC TWO

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

learners.

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| **Week Ending** | |  |  |  |  |
| **Class** | | Two | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B2.1.7.1.3 | B2.2.7.2.2 | B2.4.7.1.1 | B2.5.7.1.2. |
| B2.6.1.1.1 |  |  |  |
| **Performance Indicator** | | Learners can recognise and discuss events in a story  (characters, settings, moral, etc.) Learners can describe events in a story  Learners can write or copy correct sentences from substitution tables  Learners can use prepositions to form simple sentences to indicate position and time  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | | |
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| **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.** | | | | | |
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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 | A. ORAL LANGAUGE  Read aloud a story to | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
| • Have them identify and discuss (in pairs) the events in the story.  • Have groups share their  views with the whole class. | |
| Assessment: let learners discuss events in a story | |

substitution table on the

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| --- | --- | --- | --- |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt  today? |
| Have them identify and  describe events in the stories.  • Guide learners to unfold the events in a story sequentially | Ask learners to summarize the main points in the lesson |
| Assessment: let learners describe events in a story |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Have a simple 3-4 column | today? |
| board | Ask learners to |
| I Sing | points in the lesson |
| at School |  |
| We Play Home |  |
| The Read the |  |
| Boys park |  |
| Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table  Have learners read out their sentences and write down their sentences in their books |  |
| Assessment: let learners copy correct sentences from substitution tables |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt  today? |
| CONVENTIONS AND |
| GRAMMAR USAGE |
| Provide a short passage  containing prepositions |

summarize the main

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|  |  | that indicate position and  time.  • Let learners identify the  prepositions. | Ask learners to  summarize the main points in the lesson |
|  |  | Assessment: let learners use prepositions to form simple sentences to indicate position and time |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt  today? |
| Use the Author’s chair to  introduce the reading/  library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books | 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** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.3.1.1.1 | |
| **Performance Indicator** | | Learners can identify the common features or  attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations. | |
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| **Strand** | | GEOMETRY AND MEASUREMENT | |
| **Sub strand** | | 2D and 3D Shapes | |
| **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: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Tuesday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |
| Wednesday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |

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| Thursday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be. | learners to practice with  more examples |
| Friday | Sing songs like: | Identify examples of these  3D objects in the classroom and community | 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** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 2.3.4.1 | |
| **Performance Indicator** | | Learners can plan a display of own artworks to share  creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities | |
| **Strand** | | PERFORMING 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? |
| live performances of  artworks that reflect the history and culture of people in other communities in Ghana; | Ask learners to summarize the main points in the lesson |
| Assessment: let learners display of own artworks to share creative experiences |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to  plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | other Ghanaian  communities.  Assessment: let learners display of own artworks to share creative experiences |  |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.2.2.2 | |
| **Performance Indicator** | | Learners can investigate the function of batteries in  electronic devices | |
| **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 build a paper  circuit using a graphite pencil, battery and LED. | What have we learnt  today? |
|  | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners  mention the function of batteries in electronic devices |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners build a paper  circuit using a graphite pencil, battery and LED. | What have we learnt  today? |
|  | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners  mention the function of batteries in electronic devices |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2. 3.1.1.2: | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives  of the religious leaders. | |
| **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 | . • Guide learners to  explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.  Assessment: let learners outline the moral lessons in the early lives of the religious leaders. | 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 | |
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| **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 | Think pair-share-activity: | What have we learnt |
| Individual learners identify  a woman who they admire | today? |
| most in the community. | Ask learners to |
| They choose partners and discuss the reasons for their choice. | 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 | Think pair-share-activity: | What have we learnt |
| Individual learners identify  a woman who they admire | today? |
| most in the community. They choose partners and discuss the reasons for their choice. | Ask learners to summarize the main points in the lesson |

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|  |  | Assessment: let learners identify Ghanaian women 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)** | | B2.2.5.2.1: | |
| **Performance Indicator** | | Learners can Identify opportunities to use underhand  and overhand movement (throw) patterns | |
| **Strand** | | MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES | |
| **Sub strand** | | STRATEGIES | |
| **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 | Guide learners to  understand that underhand and overhand throws are used in games such as netball, basketball, and handball, etc. for passing and shooting | 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)** | | B2.4.1.1.1 | |
| **Performance Indicator** | | Learners can explain values cherished by individuals in  society | |
| **Strand** | | OUR NATION GHANA | |
| **Sub strand** | | Being a Citizen | |
| **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 in groups list  values and behaviours cherished in the | What have we learnt  today? |
| community e.g. respect, teamwork, honesty, hard work, obedience, tolerance | Ask learners to summarize the main points in the lesson |
| Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc |  |
| Assessment: let learners explain values cherished by individuals in society |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners role play the  following:  i. Patriotism ii. Tolerance  iii. Volunteerism iv. Love | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | Assessment: let learners  explain values cherished by individuals in society |  |

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| **Learning Indicator (s) (Ref. No.)** | | B2.5.4.1.2 Use comparative words/adjectives to form  short sentence.  B2.5.5.1.1 Write and use some postpositions in sentences. | |
| **Performance Indicators** | | • The learner should explain values  cherished by individuals in society  • The learner should write and use some postpositions in sentences. | |
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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 | • Let learners sing a  popular song.  • Write sentences that show comparison and underline the word that show this on flashcards.  • Lead learners to read the sentences.  • Let learners read the sentences on their own and correct them where necessary.  • Help learners to use adjectives to form comparative words in sentences. | What have we learnt  today? |
|  |  | Review the lesson with learners |
|  | Assessment: let learners explain values cherished by individuals in society |  |

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|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners mention  some traditional occupations they know. | What have we learnt  today? |
|  | • Lead learners to sing songs associated with the traditional occupation.  • Write sentences with postposition words underlined on flashcards.  • Call learners individually to pick a card, show it to the class and read the sentence aloud to the class.  • Use the flashcards to help learners to recognise the postpositions in the sentences and write the postpositions. | Review the lesson with learners |
|  | Assessment: let learners write and use some postpositions in sentences. |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners use  postpositions to form simple sentences | What have we learnt  today? |
|  | Assessment: let learners write and use some postpositions in sentences. | Review the lesson with learners |

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**TERM TWO**

**BASIC TWO WEEK TWELVE**

WEEKLY SCHEME OF LEARNING- WEEK TWELVE BASIC TWO

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

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| **Week Ending** | |  |  |  |  |
| **Class** | | Two | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B2.1.7.1.3 | B2.2.7.2.2 B2.4.7.1.1 | | B2.5.7.1.2. |
| B2.6.1.1.1 |  |  |  |
| **Performance Indicator** | | Learners can recognise and discuss events in a story  (characters, settings, moral, etc.) Learners can describe events in a story  Learners can write or copy correct sentences from substitution tables  Learners can use prepositions to form simple sentences to indicate position and time  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | | |
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| **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  Read aloud a story to learners.  • Have them identify and discuss (in pairs) the events in the story.  • Have groups share their  views with the whole class. | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
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substitution table on the

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|  |  | Assessment: let learners  discuss events in a story |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt  today? |
| Have them identify and  describe events in the stories.  • Guide learners to unfold the events in a story sequentially | Ask learners to summarize the main points in the lesson |
| Assessment: let learners describe events in a story |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Have a simple 3-4 column | today? |
| board | Ask learners to |
| I Sing | points in the lesson |
| at School |  |
| We Play Home |  |
| The Read the |  |
| Boys park |  |
| Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table  Have learners read out their sentences and write down their sentences in their books |  |
| Assessment: let learners copy correct sentences from substitution tables |  |

summarize the main

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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 |  |
| Provide a short passage  containing prepositions that indicate position and time.  • Let learners identify the  prepositions. | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use prepositions to form simple sentences to indicate position and time |  |
| 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** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.3.2.3.1 | |
| **Performance Indicator** | | Learners can Perform four continuous abdominal curls | |
| **Strand** | | PHYSICAL FITNESS | |
| **Sub strand** | | STRENGTH | |
| **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 | After warm ups, learners  to lie on the back with feet flat, knees bent and arms on the floor by the side with palms down. Lift the head and shoulders forward with hand  support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength. This is a test for learners’ abdominal muscular strength. Keep records of their performance | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.3.1.1.1 | |
| **Performance Indicator** | | Learners can identify the common features or  attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations. | |
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| **Strand** | | GEOMETRY AND MEASUREMENT | |
| **Sub strand** | | 2D and 3D Shapes | |
| **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: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Tuesday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |
| Wednesday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |

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| Thursday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Friday | Sing songs like: | Identify examples of these  3D objects in the classroom and community | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone, | learners to practice with  more examples |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 2.3.4.1 | |
| **Performance Indicator** | | Learners can plan a display of own artworks to share  creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities | |
| **Strand** | | PERFORMING 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? |
| live performances of  artworks that reflect the history and culture of people in other communities in Ghana; | Ask learners to summarize the main points in the lesson |
| Assessment: let learners display of own artworks to share creative experiences |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to  plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on 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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|  |  | Assessment: let learners display of own artworks to share creative experiences |  |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.2.2.2 | |
| **Performance Indicator** | | Learners can investigate the function of batteries in  electronic devices | |
| **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 build a paper  circuit using a graphite pencil, battery and LED. | What have we learnt  today? |
| Assessment: let learners mention the function of batteries in electronic devices | Ask learners to  summarize the important points of the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners build a paper  circuit using a graphite pencil, battery and LED. | What have we learnt  today? |
| Assessment: let learners mention the function of batteries in electronic devices | 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. 3.1.1.2: | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives  of the religious leaders. | |
| **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 | . • Guide learners to  explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.  Assessment: let learners outline the moral lessons in the early lives of the religious leaders. | 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 | |
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|
| **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 | Think pair-share-activity: | What have we learnt |
| Individual learners identify  a woman who they admire | today? |
| most in the community. | Ask learners to |
| They choose partners and discuss the reasons for their choice. | 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 | Think pair-share-activity: | What have we learnt |
| Individual learners identify  a woman who they admire | today? |
| most in the community. They choose partners and discuss the reasons for their choice. | Ask learners to summarize the main points in the lesson |

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|  |  | Assessment: let learners  identify Ghanaian women who have made significant contributions to national development |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.4.1.1.1 | |
| **Performance Indicator** | | Learners can explain values cherished by individuals in  society | |
| **Strand** | | OUR NATION GHANA | |
| **Sub strand** | | Being a Citizen | |
| **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 in groups list  values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance  Learners role play the roles of members of the community in the upbringing of its members: education,  discipline, counselling, etc  Assessment: let learners explain values cherished by individuals in society | 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 the  following:  i. Patriotism ii. Tolerance  iii. Volunteerism | What have we learnt  today? |

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|  |  | iv. Love  Assessment: let learners explain values cherished by individuals in society | Ask learners to  summarize the main points in the lesson |

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| **Learning Indicator (s) (Ref. No.)** | | B2.6.2.1.1 Read short passages of simple sentences of  about five to six words. | |
| **Performance Indicators** | | The learner should read short passages of simple  sentences of about five to six words. | |
| 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 | • 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 five to six words in other parts of the book.  Assessment: let learners read short passages of simple sentences of about five to six words | What have we learnt  today?  Review the lesson with learners |

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• Provide learners with

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

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|  |  | six words in other parts of  the book.  Assessment: let learners read short passages of simple sentences of about five to six words |  |