

**TERM TWO**  
**BASIC ONE**  
**WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.5.	B1.4.3.1.3	B1.5.4.1.2
	B1.6.1.1.1.		
<b>Performance Indicator</b>	<p>Learners can segment syllables/words into sounds</p> <p>Learners can write words using both capital and small letters</p> <p>Learners can use the present tense of verbs to express the present state of things or situations</p> <p>Learners can read a variety of age – appropriate books and texts from print</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise the sounds of letters and words learners have learnt.</p> <ul style="list-style-type: none"> <li>• Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by mother = mo-ther</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>Let learners read the words and use them in sentences</li> </ul> <p>Assessment: Let learners use the words pencil, baby and mother in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>Write words in upper and lower cases.</li> <li>Model pronunciation of target words for learners to repeat.</li> <li>Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words.</li> </ul> <p>Let group leaders help other learners (who are not able to write some letters correctly).</p> <p>Assessment: Let learners copy the words from the board</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>Introduce the activity and demonstrate it</li> <li>Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: use the present tense of verbs to express the present state of things in the classroom</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: Guide learners to select books for readings</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.2.2		
<b>Performance Indicator</b>	Learners can Use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division)		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (10 – 8) is the same as identifying the number that must be added to 8 to make 10) 10 – 8 = What? Means 8 + What? = 10	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a	Review the lesson with Learners

	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (<math>10 - 8</math>) is the same as identifying the number that must be added to 8 to make 10)</p> <p><math>10 - 8 = \text{What?}</math> Means <math>8 + \text{What?} = 10</math></p>	<p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (<math>10 - 8</math>) is the same as identifying the number that must be added to 8 to make 10)</p> <p><math>10 - 8 = \text{What?}</math> Means <math>8 + \text{What?} = 10</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (<math>10 - 8</math>) is the same as identifying the number that must be added to 8 to make 10)</p> <p><math>10 - 8 = \text{What?}</math> Means <math>8 + \text{What?} = 10</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.3.1		
<b>Performance Indicator</b>	Learners can Observe the disappearance of mist and pools of water after it rains		
<b>Strand</b>	: CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out when it rains).</li> <li>Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate.</li> </ul> <p>Assessment: where does mist and run-off water go after rains?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.1		
<b>Performance Indicator</b>	Learners can explain why, in the past, Ghana was known as the Gold Coast		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  Why did the country change its name from the Gold Coast to Ghana? Who proposed the change of name? Why was the new name proposed?	Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name Costa da mina - Gold Coast.  Assessment: Explain why, in the past, Ghana was known as the Gold Coast	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	Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name Costa da mina - Gold Coast.  Assessment: Explain how the name was changed from Gold Coast to Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.1.9:		
<b>Performance Indicator</b>	Learners can move the ball forward while dribbling with the hand and with the foot by varying the amount of force (push).		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	<p>Arrange cones in a straight line after warm ups.</p> <p>Place a ball about 50cm in front of the first cone.</p> <p>Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a serpentine movement.</p> <p>Guide learners to practices the skill as individuals and in a group with varying force while you supervise and give feedback. Vary the arrangements of the cone for practice to cater for slow and fast pushes.</p> <p>Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill</p>	<p>What have we learnt today?</p> <p>Use answers to summarise the lesson.</p>

		mastery. Let learners cool down to end the lesson	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1. 1.		
<b>Performance Indicator</b>	Learners can Identify the cardinal points		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the cardinal points e.g. North, South, East and West.  Learners sketch the cardinal points and label them  Assessment: Learners sketch the cardinal points and label them	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 sketch the cardinal points and label them.  Learners stretch their arms sideways to demonstrate the cardinal points e.g. in front of me is North, to the right is East, to the left is West and to my back is South.  Assessment: let Learners stretch their arms	What have we learnt today?  Ask learners to summarize the main points in the lesson

		sideways to demonstrate the cardinal points	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.1.1.2		
<b>Performance Indicator</b>	Learners can think about and describe the different visual artworks that are produced or found in the local community		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ think about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</li> <li>☐ look at photographs or pictures that show artworks in books, catalogues, magazines and identify them by name or what they are made of or used for;</li> <li>☐ identify and share ideas about different kinds of visual artworks that are produced or found in the local community;</li> <li>☐ visit the workplace of a visual artist (graphic designer making prints on Tshirts, pottery artist</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>making clay pots, textile artist weaving Kente, sculptor making cement statue, etc.) to observe, ask questions, make notes and learn about their work practices; ☑ record knowledge gained for planning own visual artworks</p> <p>Assessment: describe the different visual artworks that are found in the local community</p>	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship  Assessment: Name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B1.1.6.1.2 Discuss the correct terms for the various categories of people. B1.1.7.1.1 Describe themselves		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should discuss the correct terms for the various categories of people.</li> <li>The learner should describe themselves</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss with learners, various terms for greeting.</li> <li>Demonstrate greetings of various categories of people using the correct terms.</li> <li>Assist learners to recognise the correct terms of greeting the various categories of people.</li> </ul> <p>Assessment: let learners mention the correct terms for the various categories of people.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Put learners into groups and let learners talk about themselves.</li> <li>• Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</li> </ul> <p>Assessment: let learners describe themselves individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Put learners into groups and let learners talk about themselves.</li> <li>• Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</li> </ul> <p>Assessment: let learners describe themselves individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



**TERM TWO**  
**BASIC ONE**  
**WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.6.1.3      B1.2.2.1.6      B1.4.3.1.3 B1.5.4.1.2      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can talk about their school and places in the school Learners can use alphabetic knowledge to decode known words Learners can write words using both capital and small letters Learners can use the present tense of verbs to express the present state of things or situations Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Use the Community Circle Time Strategy. <ul style="list-style-type: none"> <li>Show pictures of their school and places in the school (the library, the computer lab, the headmaster’s office, the playing field etc.)</li> <li>Have learners think-pair-share ideas/views about</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>the pictures in pairs and then with the large group.</p> <ul style="list-style-type: none"> <li>• Have learners talk about the activities that go on in these places and their importance to the individual.</li> </ul> <p>Assessment: let learners talk about the activities that go on in their school and places in the school</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Let learners sing an alphabet song.</li> <li>• Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango. This is my sister.</li> <li>• Have learners read similar words from the word charts</li> </ul> <p>Assessment: let learners read words from the word charts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Write words in upper and lower cases.</li> <li>• Model pronunciation of target words for learners to repeat.</li> <li>• Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Let group leaders help other learners (who are not able to write some letters correctly).</p> <p>Assessment: let learners write words using both capital and small</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Introduce the activity and demonstrate it.</li> <li>• Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: let learners use the present tense of verbs to express the present state of things or situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: Guide learners to select books for readings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.2.3		
<b>Performance Indicator</b>	Learners can generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.		Assessment: have learners to practice with more examples
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners  Assessment: have learners to practice with more examples
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners  Assessment: have learners to practice with more examples

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.4.1		
<b>Performance Indicator</b>	Learners can identify sources and uses of water in the home and at school		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners where they get water (sources of water) at the home, community and school. <ul style="list-style-type: none"> <li>• In a participatory manner, learners come out with sources of water in the home and at school</li> <li>• Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea.</li> <li>• Discuss the various uses of water at their homes, school and community.</li> <li>• Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages,</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>rinsing of utensils, watering of flowers.</p> <p>Assessment: let learners identify sources and uses of water in the home and at school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap.</li> </ul> <p>Assessment: let learners Identify sources of water in the home and at school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship  Assessment: let learners name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

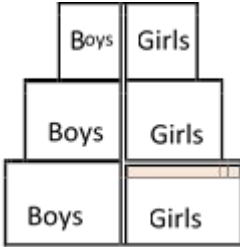
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.1		
<b>Performance Indicator</b>	Learners can use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana  Assessment: let learners use the internet to locate ancient Ghana empire	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	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana  Assessment: let learners use the internet to locate the Akan forest regions of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.1.10		
<b>Performance Indicator</b>	Learners can Dribble a ball in a forward direction, using the inside of the foot		
<b>Strand</b>	Motor Skills And Movement Patterns		
<b>Sub strand</b>	Locomotor, Manipulative And Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe the population structure of their class and the need to respect one another		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups describe the structure of population in their class by sex and age. Learners group the population in their class by age and by sex in their class.  NB: Teacher to represent each age by sex on the chalk/white board with a rectangular block, starting with the youngest age at three bottom and building on with older boys and girls. Size of box will be determined in each case by number of learners in each age group.  Example of the Age Structure.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>8 years</p>  <p>6 years</p> <p>Assessment: let learners describe the population structure of their class</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the need to respect one another regardless of age and sex as responsible citizens.</p> <p>Assessment: let learners Explain why we need to respect one another</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can think about and describe the different performing artworks that are produced or performed in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ think about performing artworks (music, dance, drama, poetry) they know of or have seen produced or performed in the local community</li> <li>☐ look at photographs or pictures or watch videos that show different music, dance and drama performances and identify them by name or talk about how these performing artworks are produced or used for in the community</li> </ul> <p>Assessment: let learners describe the different performing artworks that are produced in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to share and act familiar music, dance and drama in the local community;</p> <p>☑ identify and share ideas about different kinds of performing artworks</p> <p>Assessment: let learners describe the different performing artworks that are performed in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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WEEKLY LESSON PLAN FOR B1 GHANAIAI LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>		B1.1.7.1.2 Describe their family. B1.1.7.1.3 Describe their classmates	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should describe their family.</li> <li>The learner should describe their classmates</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings.</li> <li>Write a few of the said sentences on the board for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from.</li> </ul> <p>Assessment: let learners describe their family</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>





**TERM TWO  
BASIC ONE  
WEEK THREE**

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.6.1.4. B1.2.3.1.1. B1.4.4.1.1. B1.5.4.1.2 B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can use a wide variety of words to describe different situations and events Learners can use common rhyming endings to decode simple words Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself Learners can use the present tense of verbs to express the present state of things or situations Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Use a conversational poster on different situations/events. • Have learners think-pair-share, looking at the various illustrations on the poster. • Have them use expressions learnt and other new ones to	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>describe the situations and events.</p> <p>Have learners, working in groups, role-play the situations and events on the poster.</p> <p>Assessment: let learners use a wide variety of words to describe different situations and events</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat.</p> <ul style="list-style-type: none"> <li>• Have learners build on these rhyming endings.</li> <li>• In groups, let learners read out their words.</li> <li>• Have learners form sentences with these rhyming words.</li> </ul> <p>Assessment: let learners use common rhyming endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Have a picture of a friend or anybody and write at least three lines about the person.</p> <p>Paste this in a corner of the class.</p> <p>Have a chart of various objects labelled (e.g. objects at home in, the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>environment etc.) and post them on the walls of the classroom.</p> <ul style="list-style-type: none"> <li>• Have learners go round to observe the pictures.</li> <li>• In groups, let learners share their observations.</li> </ul> <p>Assessment: let learners draw and label three objects of their choice.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Introduce the activity and demonstrate it.</li> <li>• Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: let learners use the present tense of verbs to express the present state of things or situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs,</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>and provide support and encouragement</p> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.3.1		
<b>Performance Indicator</b>	Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)	Review the lesson with Learners  Assessment: have learners to practice with more examples

Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	Naming the double of a number to 10	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	Naming the double of a number to 10	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.4.2		
<b>Performance Indicator</b>	Learners can demonstrate the existence of air in the environment		
<b>Strand</b>	DIVERSITY OF MATTER		
<b>Sub strand</b>	CYCLES		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Engage learners in a number of games/ fun activities that demonstrate the existence of air, e.g. waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag, observing the leaves of a plant in the school, closing their mouths and then taking a deep breath, asking learners to fan themselves or sit in front of a working fan.</li> <li>Learners talk about their observations in each case,</li> </ul> <p>Assessment: let learners explain what causes the leaves and hoisted flag to move.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to outline uses of air in their lives. e.g. whistling, blowing of trumpets, flying kites, sailing of boats, breathing, etc.</p> <p>Summarise the lesson by explaining to learners that air is everywhere</p> <p>Assessment: let learners demonstrate the existence of air in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the act of worship in the three main religions in Ghana  Assessment: let learners name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.1		
<b>Performance Indicator</b>	Learners can explain role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana  Assessment: let learners describe the role of Dr J. B. Danquah	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	Discuss the role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana  Assessment: let learners describe role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.1		
<b>Performance Indicator</b>	Learners can march to a beat (rhythm)		
<b>Strand</b>	Motor Skills and Movement Patterns		
<b>Sub strand</b>	Locomotor, Manipulative And Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.). Emphasis on left foot forward and right arm forward alternated movement. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise marching and take a salute for fun and enjoyment. End the lesson with cool down activities	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B1.3.1.1.1	
<b>Performance Indicator</b>		Learners can explore the main types of worship in Ghana	
<b>Strand</b>		OUR BELIEFS AND VALUES	
<b>Sub strand</b>		Worship	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips, etc. of people worshipping, among the three main religions in Ghana - Christian worship - Islamic worship - Traditional worship  Assessment: Learners role play the act of worship in the three main religions in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners sing and recite texts from the three main religions. - The Lord's Prayer, Psalm 23 (Christian) - Al-Fathiha (Islamic) - Any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional)	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners recite texts from the three main religions.	
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<b>Week Ending</b>			
<b>Class</b>		one	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B1 1.2.2.2	
<b>Performance Indicator</b>		Learners can develop ideas for making own visual artworks that express own understanding of visual artworks produced or found in the local community	
<b>Strand</b>		VISUAL ARTS	
<b>Sub strand</b>		Planning, Making and Composing	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ develop own ideas on the nature of visual artworks produced or found in the local community (e.g. clay pots, baskets, carvings, beads);</li> <li>☐ make decisions on tools, materials and visual arts making methods that are suitable for making those artworks;</li> </ul> <p>Assessment: let learners mention their ideas for making own visual artworks</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to plan how the choice of artworks will be made to express the history and culture/way of life of people in the local community;	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>☑ make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.</p> <p>Assessment: let learners mention their ideas for making own visual artworks</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	B1.1.8.1.1 Produce what the story is about and answer simple questions on the story B1.1.9. 1.1. Recognise and use the question words “what” and “who”. B1.1.9.1.2 Recognise and use the question words “where” and “when”.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should produce what the story is about and answer simple questions on the story</li> <li>• The learner should recognise and use the question words “what” and “who</li> <li>• The learner should recognise and use the question words “where” and “when”.</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show a movie to learners.</li> <li>• Lead learners through discussion to tell them what the story is about.</li> <li>• Tell learners an interesting story.</li> <li>• Ask learners questions about the story and let them answer.</li> <li>• Write some of the key words in the story on the board and some of the answers also on the board.</li> <li>• Read them aloud for learners.</li> </ul>	What have we learnt today?

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		<p>Assessment:          What is the story about?          Mention a character in a story.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Engage a learner in a conversation using the question words “who” and “what.”</li> <li>• Let learners also converse in pairs using the question tags “who” and “what.”</li> <li>• Ask learners questions to find out if they can recognise when to use question word. E.g. “What?” and “who?”</li> </ul> <p>Assessment: let learners use the question words “what” and “who” in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Engage a learner in a conversation using the question word “who” and “what.”</li> <li>• Let learners also converse in pairs using the question words / tags “who” and “what.”</li> <li>• Ask learners questions to find out if they can recognise when to use question word. “What?” and “who?”</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: Ask learners to say a sentence each using the question words.	
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**TERM TWO  
BASIC ONE  
WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.6.2.1 B1.2.6.1.1 B1.4.4.1.1. B1.5.4.1.3 B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can engage in collaborative conversation Learners can read level-appropriate sight words and use many of them in meaningful sentences Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself Learners can use the present tense continuous form of verbs Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher’s office, library, etc.). • Lead learners, with questions, to talk about	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>the places and their importance.</p> <ul style="list-style-type: none"> <li>• Let learners identify the importance of the places listed above.</li> </ul> <p>Assessment: let learners engage in conversations on specific topics.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.</li> <li>• Use the word “tree” to teach the sight words.</li> <li>• Have learners repeat the words aloud.</li> </ul> <p>Have learners use the sight words in meaningful sentences.</p> <ul style="list-style-type: none"> <li>• Tell a story and have learners identify sight words in the story.</li> <li>• Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.</li> </ul> <p>Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Have each learner choose and draw a peer and write a line or two about that person.</p> <ul style="list-style-type: none"> <li>• Assist learners with spelling where necessary.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Have learners share their work with their partners.</li> </ul> <p>Assessment: let learners , let learners draw pictures of themselves and write a sentence or two about the pictures.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners to use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.3.1		
<b>Performance Indicator</b>	Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners  Assessment: have learners to practice with more examples

Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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<b>Week Ending</b>	
<b>Class</b>	one
<b>Subject</b>	SCIENCE
<b>Reference</b>	Science curriculum Page
<b>Learning Indicator(s)</b>	B1.2. 2.1.1
<b>Performance Indicator</b>	Learners can examine the structure of plants
<b>Strand</b>	CYCLES
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS
<b>Teaching/ Learning Resources</b>	Pictures

**Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Assist learners to uproot young plants from the school environment and bring them to class <ul style="list-style-type: none"> <li>• Learners examine the external parts of the plants (using hand lens if available),</li> <li>• Draw the external parts and display drawings for discussion.</li> </ul> <p>Assessment: let learners describe the external parts of the plants</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Create weed albums using leaves of different plants.  Assessment: let learners create weed albums using leaves of different plants	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the act of worship in the three main religions in Ghana  Assessment: let learners name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes How was the name changed? In which year was the name changed?	Discuss the sequence of events leading to the change of name.  Assessment: let learners recall when the name Ghana came into formal use	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	Discuss the sequence of events leading to the change of name.  Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.2		
<b>Performance Indicator</b>	Learners can Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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, demonstrate walking to an even beat such as clapping, music (one-two, onetwo.,etc.) and smooth transition to running when the beat changes to an uneven beat (one,two,three.,etc.). Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise walking to jogging or walking to running games for learners to create fun and enjoyment. End the lesson with cool down activities.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.2.1.1.		
<b>Performance Indicator</b>	Learners can describe religious festivals in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention festivals celebrated in the three religions in Ghana: i. Christian – Christmas, Easter, etc. ii. Islamic – Eid-ul-Fitr, Eid-ul-Adha, etc. iii. African Traditional Religion (ATR) – Odwira, Damba, Homowo, Hogbetsotso, Fetu Afahyε, etc.  Assessment: let learners mention festivals celebrated in the three religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play religious tolerance e.g. prayers at the Independence Day celebrations, celebrations of major religious festivals (Christmas, Eid-ul-Adha, ban on drumming	What have we learnt today?  Ask learners to summarize the main points in the lesson

		preceding the Homowo Festival)  Assessment: let learners describe religious festivals in Ghana	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.2.2.2		
<b>Performance Indicator</b>	Learners can develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ develop ideas on the nature of performing artworks (music, dance and drama) produced or performed in the local community</li> <li>☐ make decisions on instruments, resources and techniques that are suitable for making these performing artworks</li> </ul> Assessment: let learners give ideas for making own artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: plan how the choice performing artworks will be made to express the history and culture or way	What have we learnt today?

		<p>of life of people in the local community.</p> <p>☑ Record ideas to define the choice of artworks they have in mind</p> <p>Assessment: let learners give ideas for making own artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B1.2.4.1.3 Segment syllables and words into sounds and words. B1.2.4.2.1. Listen and say and read words with identical sounds from list of words. B1.2.4.2.2 Listen, say and recognise rhyming words in poems		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should segment syllables and words into sounds and words.</li> <li>The learner should listen and say and read words with identical sounds from list of words.</li> <li>The learner should listen, say and recognise rhyming words in poems</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise sounds and syllables with learners.</li> <li>Write some words on the board and lead learners to segment the words into syllables and sounds.</li> <li>ASK learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/</li> </ul> <p>Assessment: let learners segment syllables and words into sounds and words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>





**TERM TWO**  
**BASIC ONE**  
**WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.6.2.2.      B1.2.6.1.2      B1.4.5.1.1 B1.5.4.1.3      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can talk about likes and dislikes: food, animals, toys, etc Learners can ask questions to find out the meaning of new words Learners can make a list of objects in the school Learners can use the present tense continuous form of verbs Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc  Assessment: let learners talk about likes and dislikes: food, animals, toys, etc	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b> As learners listen carefully, tell a story twice. Let learners answer questions based on the story.</p> <ul style="list-style-type: none"> <li>• Have them mention words they hear in the story.</li> <li>• Let learners tell the meanings of some of the words.</li> </ul> <p>Assessment: let learners make their own simple sentences using the key words.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b> Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <ul style="list-style-type: none"> <li>• Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</li> <li>• Let each group list the objects found in the place of their choice.</li> </ul> <p>Assessment: let learners make a list of objects in the school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b> Guide learners to use the present tense continuous form of verbs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use the present tense continuous form of verbs to form sentences	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.1		
<b>Performance Indicator</b>	Learners can Use counting on, counting down and missing addend strategies for adding and subtracting within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	Counting on (i.e., for $5 + 3$ , start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)	Review the lesson with Learners  Assessment: have learners to practice with more examples

Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2. 2.1.2.		
<b>Performance Indicator</b>	Learners can observe different kinds of seeds		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut). • Learners examine the external parts of different seeds, draw and display them for discussion  Assessment: let learners draw the external parts of different seeds	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Through a matching game, learners identify different fruits and their seeds.  Assessment: let learners match different fruits and their seeds	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures, video clips, etc. of songs and recitations from the three main religions.</li> <li>• Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana  Assessment: let learners narrate how the name Ghana came into formal use	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	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana  Assessment: let learners narrate how the name Ghana came into formal use	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.3		
<b>Performance Indicator</b>	Learners can Roll in log form from stationary to a distance and back (from lying position).		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Take learners through general and specific warm ups by jogging while flexing and twisting the parts of the body. Learners spread mats or mattresses in line. Lie on the mat/mattress at the start with legs closed and straight. Arms should be at the side while facing up. Maintain body posture while rolling from the start to the finish. Roll back to the start. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise log roll game for	What have we learnt today?  Use answers to summarise the lesson.

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		learners to create fun and enjoyment. End the lesson with cool down activities.	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.3.1.1.		
<b>Performance Indicator</b>	Learners can explain basic human needs and rights of self and others		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Engage learners with games/storytelling, rhymes to talk about human needs and rights.  Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.  Assessment: let learners explain basic human needs	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	Engage learners with games/story telling, rhymes to talk about human needs and rights.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.</p> <p>Assessment: let learners explain basic human rights</p>	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.2.3.2		
<b>Performance Indicator</b>	Learners can create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) ☑ make prints or line drawings of available visual artworks and use them to create patterns.  Assessment: let learners create own artworks from imagination to express	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		own ideas of the visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads)</li> <li>☑ make prints or line drawings of available visual artworks and use them to create patterns.</li> </ul> <p>Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Learning Indicator (s) (Ref. No.)</b>	B1.2.4.2.3 Listen and say diagraphs correctly. B1.2.4.2.4 Read two-syllable words B1.2.4.2.5 Recognise and say consonants in a language		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should listen and say diagraphs correctly.</li> <li>• The learner should read two-syllable words</li> <li>• The learner should recognise and say consonants in a language</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write list of words that consist of both diagraphs and non-diagraphs on the board.</li> <li>• Discuss the words and explain diagraphs to learners.</li> <li>• Write some of the diagraphs on a manila card. Example...</li> <li>• Read the diagraphs aloud for learners to listen.</li> </ul> <p>Assessment: Call learners one by one to pronounce the</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		diagraphs correctly in words	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write some two-syllable words on a manila card and display the card on the board.</li> <li>• Lead learners to read the words.</li> <li>• Call learners one by one to read the two syllable words.</li> <li>• Use some of the words to form sentences and ask learners also to form sentences with some of the words.</li> </ul> <p>Assessment: let learners should read two-syllable words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the consonants on flashcards.</li> <li>• Show it to learners and lead them to say the consonants in a group.</li> <li>• Call learners one by one to recognise and mention the consonants.</li> <li>• Let learners write some consonants in their books</li> </ul> <p>Assessment: let learners Identify and say consonants in a language.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



**TERM TWO**  
**BASIC ONE**  
**WEEK SIX**

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WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.7.1.1.      B1.2.6.1.3      B1.4.5.1.1 B1.5.4.1.3      B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can listen to and reproduce narrative texts Learners can use words acquired through talk and reading in conversation Learners can make a list of objects in the school Learners can use the present tense continuous form of verbs Learners can read a variety of age – appropriate books and texts from print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE – Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. – Have them predict the story. • During Reading – Read a story. Pause at vantage	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>points and have learners talk about the content of the text.</p> <ul style="list-style-type: none"> <li>• After Reading – Have the learners answer simple questions based on the text. – Have them role-play the events in the story</li> </ul> <p>Assessment: let learners listen to and reproduce narrative texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>In groups, let learners engage in conversation using familiar and high frequency words on given topics. e. g. My Classroom</p> <p>Assessment: let learners use words acquired through talk and reading in conversation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher’s office, canteen etc.</p> <ul style="list-style-type: none"> <li>• Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</li> <li>• Let each group list the objects found in the place of their choice.</li> <li>• Have a big chart on the wall and copy their lists on</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>the chart. Let groups take turns to edit their work.</p> <ul style="list-style-type: none"> <li>• Let learners copy the edited words into their books.</li> </ul> <p>Assessment: let learners make a list of objects in the school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners to use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.1		
<b>Performance Indicator</b>	Learners can use counting on, counting down and missing addend strategies for adding and subtracting within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	"Making 10s" (i.e., if $7 + 2 + 3$ , do $7 + 3 = 10$ first then add 2. The answer is 12. Or if given $7 + 2 + 3$ , change the order of the addends to $7 + 3 + 2$ to produce combinations that add to 10; Or if given $2 + 6 + 4$ , add the two last addends first to produce $2 + 6 + 4 = 2 + 10 = 12$ Or if given $8 + 3$ , change question to $8 + 2 + 1 = 10 + 1 = 11$	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one	"Making 10s" (i.e., if $7 + 2 + 3$ , do $7 + 3 = 10$ first then add 2. The answer is 12. Or if given $7 + 2 + 3$ , change the order of the addends to $7 + 3 + 2$ to	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>produce combinations that add to 10; Or if given <math>2 + 6 + 4</math>, add the two last addends first to produce <math>2 + 6 + 4 = 2 + 10 = 12</math> Or if given <math>8 + 3</math>, change question to <math>8 + 2 + 1 = 10 + 1 = 11</math></p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>"Making doubles" (i.e., if <math>5 + 4</math>, do <math>4 + 4 = 8</math> then add 1. The answer is 9. Or if given <math>6 + 7</math>, change question to <math>6 + 6</math>, which give 12 then add 1. The answer is 13).</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>"Making doubles" (i.e., if <math>5 + 4</math>, do <math>4 + 4 = 8</math> then add 1. The answer is 9. Or if given <math>6 + 7</math>, change question to <math>6 + 6</math>, which give 12 then add 1. The answer is 13).</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>"Making doubles" (i.e., if <math>5 + 4</math>, do <math>4 + 4 = 8</math> then add 1. The answer is 9. Or if given <math>6 + 7</math>, change question to <math>6 + 6</math>, which give 12 then add 1. The answer is 13).</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.1.1.1		
<b>Performance Indicator</b>	Learners can identify the external human body parts by their appropriate names		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Use songs to get learners to name the parts of their bodies e.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”. <ul style="list-style-type: none"> <li>• Use realia, videos or charts/pictures to guide learners identify the external parts of the human body.</li> <li>• Learners draw a human body and use a colour of their choice to colour their drawing</li> </ul> <p>Assessment: let learners identify the external human body parts by their appropriate names</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners can trace an outline of the human body on a cardboard or paper. <ul style="list-style-type: none"><li>• Learners display their work for discussion</li></ul> Assessment: let learners identify the external human body parts by their appropriate names	What have we learnt today?  Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures, video clips, etc. of songs and recitations from the three main religions.</li> <li>• Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Dramatise a scene in parliament in changing the name Gold Coast to Ghana.  Assessment: let learners recall when the name Ghana came into formal use	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	Dramatise a scene in parliament in changing the name Gold Coast to Ghana.  Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.2.1:		
<b>Performance Indicator</b>	Learners can identify personal space		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Give learners a photocopy of a field with a marked space to colour. Give the work to them as a project	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.3.1.1.		
<b>Performance Indicator</b>	Learners can explain basic human needs and rights of self and others		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Engage learners with games/storytelling, rhymes to talk about human needs and rights.  Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.  Assessment: let learners explain basic human needs	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	Engage learners with games/storytelling, rhymes to talk about human needs and rights.  Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>personal liberty, right to fair trial, etc.</p> <p>Assessment: let learners explain basic human rights</p>	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.2.3.3		
<b>Performance Indicator</b>	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ perform own music, dance and drama that reflect the identified topical issues in the local community  Assessment: let learners create own performing artworks to express own views	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ perform own music, dance and drama that reflect the identified topical issues in the local community  Assessment: let learners create own performing artworks to express own views	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B1.2.5.1.1. Match pictures or objects with words. B1.2.5.1.2 Read labelled objects and pictures. B1.2.5.1.3 Recognise and read simple words on cards		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should match pictures or objects with words.</li> <li>• The learner should read labelled objects and pictures.</li> <li>• The learner should recognise and read simple words on cards</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Draw some objects on the board and write their names beside them.</li> <li>• Lead learners to match pictures or objects with their names.</li> <li>• Draw more objects on the board and provide their names.</li> <li>• Call learners one by one to match the pictures with the names written.</li> </ul> <p>Assessment: let learners match pictures or objects with words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO  
BASIC ONE  
WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.7.1.2.      B1.2. 7.1.1.      B1.4.5.1.2 B1.5. 5.1.1.      B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can recognise and relate the sequence of events in a narrative text Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions Learners can write simple familiar words Learners can identify adjectives and use them to describe oneself and other people Learners can read a variety of age – appropriate books and texts from print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the sequence of events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.</p> <p>Assessment: let learners use illustrations, text clues (title, headings) and context to make inferences and predictions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Let learners mention their favourite dishes or food.</p> <ul style="list-style-type: none"> <li>• Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.</li> <li>• Let learners mention the ingredients as teacher writes them on the board.</li> </ul> <p>Assessment: let learners write simple familiar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</li> <li>• Have learners write simple sentences to describe themselves, using the descriptive words identified.</li> </ul> <p>Assessment: let learners identify adjectives and use them to describe oneself and other people</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.1		
<b>Performance Indicator</b>	Learners can Use counting on, counting down and missing addend strategies for adding and subtracting within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	5. Relating subtraction to comparison or finding the difference (Recognizing that subtracting 5 from 8 is the same as ' 5 is how many less than 8; or '8 is how many more than 5;	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	5. Relating subtraction to comparison or finding the difference (Recognizing that subtracting 5 from 8 is the same as ' 5 is how many less than 8; or '8 is how many more than 5;	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	"Using addition to subtract" or re-writing as addition sentence and finding the missing addend (i.e., if given $7 - \underline{\quad} = 5$ , change the question to the addition $5 +$ $\underline{\quad} = 7$ . The answer is 2, so $7$ $- 2 = 5$ .	Review the lesson with Learners

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	<p>2 - Two pair, two pair come pair let us pair</p>	$7 - = \boxed{\text{What?}} = 5$ <p>means 5 +</p> $\boxed{\text{What?}} = 7$ <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;"><math>\boxed{\text{What?}}</math></td> <td style="width: 30%;">means 6</td> <td style="width: 30%;"><math>\boxed{\text{What?}}</math></td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> <td></td> </tr> <tr> <td><math>8 -</math></td> <td><math>6</math></td> <td><math>= = 8</math></td> </tr> </table>	$\boxed{\text{What?}}$	means 6	$\boxed{\text{What?}}$		+		$8 -$	$6$	$= = 8$	<p>Assessment: have learners to practice with more examples</p>
$\boxed{\text{What?}}$	means 6	$\boxed{\text{What?}}$										
	+											
$8 -$	$6$	$= = 8$										
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>"Using addition to subtract" or re-writing as addition sentence and finding the missing addend (i.e., if given <math>7 - \underline{\quad} = 5</math>, change the question to the addition <math>5 + \underline{\quad} = 7</math>. The answer is 2, so <math>7 - 2 = 5</math>.)</p> $7 - = \boxed{\text{What?}} = 5$ <p>means 5 +</p> $\boxed{\text{What?}} = 7$ <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;"><math>\boxed{\text{What?}}</math></td> <td style="width: 30%;">means 6</td> <td style="width: 30%;"><math>\boxed{\text{What?}}</math></td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> <td></td> </tr> <tr> <td><math>8 -</math></td> <td><math>6</math></td> <td><math>= = 8</math></td> </tr> </table>	$\boxed{\text{What?}}$	means 6	$\boxed{\text{What?}}$		+		$8 -$	$6$	$= = 8$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
$\boxed{\text{What?}}$	means 6	$\boxed{\text{What?}}$										
	+											
$8 -$	$6$	$= = 8$										
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>"Using addition to subtract" or re-writing as addition sentence and finding the missing addend (i.e., if given <math>7 - \underline{\quad} = 5</math>, change the question to the addition <math>5 + \underline{\quad} = 7</math>. The answer is 2, so <math>7 - 2 = 5</math>.)</p> $7 - = \boxed{\text{What?}} = 5$ <p>means 5 +</p> $\boxed{\text{What?}} = 7$ <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;"><math>\boxed{\text{What?}}</math></td> <td style="width: 30%;">means 6</td> <td style="width: 30%;"><math>\boxed{\text{What?}}</math></td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> <td></td> </tr> <tr> <td><math>8 -</math></td> <td><math>6</math></td> <td><math>= = 8</math></td> </tr> </table>	$\boxed{\text{What?}}$	means 6	$\boxed{\text{What?}}$		+		$8 -$	$6$	$= = 8$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
$\boxed{\text{What?}}$	means 6	$\boxed{\text{What?}}$										
	+											
$8 -$	$6$	$= = 8$										

		$7 - = \boxed{\text{What?}} \quad 5$ means 5 + $\boxed{\text{What?}} = 7$ $\boxed{\text{What?}}$ means 6 + $\boxed{\text{What?}}$ $8 - 6 = = \boxed{8}$	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.2.1.1		
<b>Performance Indicator</b>	Learners can know the places where living things live (land, air, and water)		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners observe different habitats around the school, e. g. a tree which houses some birds and insects, a bush or a pond.</li> <li>• Observe videos or pictures of places where living things live e.g. a marshy area, forest, a pond etc.</li> <li>• Display pictures of air, water and land habitats with different organisms.</li> <li>• Learners come out with the names of the living things found in the three habitats (living places) in the video, pictures or through the nature walk.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners identify the places where living things live	
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners to draw organisms in their natural homes.  Assessment: let learners draw organisms in their natural homes.	What have we learnt today?  Ask learners to summarize the important points of the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures, video clips, etc. of songs and recitations from the three main religions.</li> <li>• Let learners sing and recite texts from the three main religions: 1. The Lord's Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Explain how similarly a new independent country can take on a new name, a new flag, a new leader in a story form. (A resource person could be invited).  Assessment: let learners explain when the name Ghana came into formal use	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	Explain how similarly a new independent country can take on a new name, a new flag, a new leader in a story form. (A resource person could be invited).  Assessment: let learners explain when the name Ghana came into formal use	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.2.1		
<b>Performance Indicator</b>	Learners can Distinguish between a jog and a run; a hop and a jump; and a gallop and a slide.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	DYNAMICS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Demonstrate the pair of movements and ask learners to distinguish them by their names. For example, a jog and a run. Let them do this at the end of a related practical lesson	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can narrate the stories of the birth of religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islam and African Traditional Religion (ATR). Learners tell stories about the birth of the religious leaders.  Assessment: let learners narrate the stories of the birth of religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islam and African Traditional Religion (ATR). Learners tell stories about the birth of the religious leaders.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners narrate the stories of the birth of religious leaders	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.3.5.2		
<b>Performance Indicator</b>	Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect the natural and manmade environments of the local community		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on the natural and manmade environments of the local community  Assessment: let learners exhibit own artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on the natural and manmade environments of the local community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners exhibit own artworks	
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<b>Learning Indicator (s) (Ref. No.)</b>		B1.3.2.1.2 Write lower and upper-case letters B1.3.2.1.3 Copy and trace letters and words from given letter cards on the board.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should write lower and upper-case letters</li> <li>The learner should copy and trace letters and words from given letter cards on the board.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write the lower and upper case letters on the board.</li> <li>Talk about the letters written on the board.</li> <li>Say the sounds of the letters aloud to the learners.</li> <li>Lead learners to write the lower- and upper-case letters correctly.</li> </ul> <p>Assessment: let learners write lower and upper-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Provide learners with letter cards.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Lead learners to trace the letters on the cards.</li> <li>• Charge learners to write the letters without tracing.</li> </ul> <p>NB: Teacher to go around to monitor this activity.</p> <p>Assessment: let learners should copy and trace letters and words from given letter cards on the board.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Provide learners with letter cards.</li> <li>• Lead learners to trace the letters on the cards.</li> <li>• Charge learners to write the letters without tracing.</li> </ul> <p>NB: Teacher to go around to monitor this activity.</p> <p>Assessment: let learners should copy and trace letters and words from given letter cards on the board.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC ONE  
WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.7.1.2.      B1.2. 7.1.1.      B1.4.5.1.2 B1.5. 5.1.1.      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can recognise and relate the sequence of events in a narrative text Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions Learners can write simple familiar words Learners can identify adjectives and use them to describe oneself and other people. Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	What have we learnt today?  Ask learners to summarize the main points in the lesson

		ASSESSMENT: let learners mention the sequence of events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.</p> <p>ASSESSMENT: let learners use illustrations, text and context clues to make predictions before reading</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Let learners mention their favourite dishes or food.</p> <ul style="list-style-type: none"> <li>• Let learner's select one food and talk about the ingredients used in its preparation, e.g. Jollof.</li> <li>• Let learners mention the ingredients as teacher writes them on the board.</li> <li>• Let them then work as individuals, choose their own special food or dish and write the ingredients.</li> <li>• Let learners do peer editing.</li> </ul> <p>ASSESSMENT: let learners write simple familiar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p>	<p>What have we learnt today?</p>

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		<p>Have learners read level-appropriate texts describing people.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</li> <li>• Have learners write simple sentences to describe themselves, using the descriptive words identified.</li> <li>• Have learners write parallel sentences to describe their friends</li> </ul> <p>ASSESSMENT: let learners identify adjectives and use them to describe oneself and other people</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>ASSESSMENT: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.2		
<b>Performance Indicator</b>	Learners can solve one-step word problems involving addition and subtraction within 20 using a variety of strategies		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	. Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to, putting together – and with unknowns in all positions. - Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one	Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>20 involving adding to, putting together – and with unknowns in all positions. - Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?</p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions. - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners  Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions. - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners  Assessment: have learners to practice with more examples</p>

Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions.</p> <p>- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.1.1		
<b>Performance Indicator</b>	Learners can understand energy and give examples of its uses		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners talk about why they eat food every day</li> <li>Guide learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom.</li> <li>Assist learners to come-out with the meaning of energy</li> </ul> <p>ASSESSMENT: let learners explain energy and give examples of its uses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to brainstorm on what happens when a car runs short of fuel.</p> <ul style="list-style-type: none"> <li>Summarise the learners' responses by</li> </ul>	<p>What have we learnt today?</p>

		<p>explaining to them that energy is what enables us to do work.</p> <p>ASSESSMENT: let learners explain energy and give examples of its uses</p>	<p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips, etc. of songs and recitations from the three main religions. <ul style="list-style-type: none"> <li>Let learners sing and recite texts from the three main religions: 1. The Lord's Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <b>ASSESSMENT:</b> let learners recite religious passages and sing religious songs	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes. Which individuals have contributed to Ghana's development? How have they contributed to Ghana's development	Identify Ghanaians of diverse professions who have contributed significantly to national development.  ASSESSMENT: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	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	Identify Ghanaians of diverse professions who have contributed significantly to national development.  ASSESSMENT: let learners identify Ghanaians of diverse fields who have	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		contributed significantly to national development	
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Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.2.3.2.1		
Performance Indicator	Learners can Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	RELATIONS		
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	Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can narrate the stories of the birth of religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play the birth of the religious leaders.  Project Work Learners to consult their parents and record: i. their dates of birth ii. town of birth  ASSESSMENT: let learners narrate the stories of the birth of religious leaders	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 birth of the religious leaders.  ASSESSMENT: let learners narrate the stories of the birth of religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	Displaying and Sharing		
<b>Performance Indicator</b>	Learners can perform own artworks to share own creative experiences of performing artworks that reflect the natural and manmade environments in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ plan to perform own music, dance and drama to share, educate and inform the target audience on things that reflect the natural and manmade environments in the local community</li> </ul> ASSESSMENT: let learners perform own artworks to share own creative experiences of performing artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ plan to present some of the music, dance and</li> </ul>	What have we learnt today?

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		<p>drama performed in the local community</p> <p>ASSESSMENT: let learners perform own artworks to share own creative experiences of performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		B1.3.2.1.4 Trace from a given templates. B1.3.3.1.1 Combine strokes to form shapes of the letters of the alphabets correctly.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should trace from a given templates.</li> <li>• The learner should combine strokes to form shapes of the letters of the alphabets correctly.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Provide learners with templates with objects drawn on them.</li> <li>• Put learners into groups and lead them to trace the objects on the templates.</li> </ul> <p>ASSESSMENT: let learners should trace from a given templates.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Draw strokes on papers and give them to learners.</li> <li>• Ask learners to combine the strokes on the papers.</li> <li>• Let learners show their work to the class and discuss it with them.</li> <li>• Draw the strokes on the board and call learners to</li> </ul>	<p>What have we learnt today?</p>

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		<p>combine them to form letters of the alphabet.</p> <p>ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Draw strokes on papers and give them to learners.</li> <li>• Ask learners to combine the strokes on the papers.</li> <li>• Let learners show their work to the class and discuss it with them.</li> <li>• Draw the strokes on the board and call learners to combine them to form letters of the alphabet.</li> </ul> <p>ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC ONE**  
**WEEK NINE**

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WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.7.1.3.      B1.2. 7.1.2.      B1.4.5.1.3. B1.5. 5.1.1.      B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can recognise and discuss characters in a story Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts Learners can use basic descriptive words in writing simple sentence Learners can identify adjectives and use them to describe oneself and other people Learners can read a variety of age – appropriate books and texts from print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story. • Have groups/pairs share their views with the whole class	What have we learnt today?  Ask learners to summarize the main points in the lesson

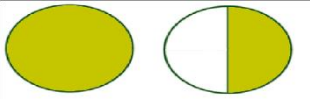
		Assessment: let learners identify discuss characters in a story	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level appropriate texts independently, with minimal support from peers/teacher.</p> <ul style="list-style-type: none"> <li>• Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension</li> </ul> <p>Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>• Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>• Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big.</li> </ul> <p>Assessment: let learners use basic descriptive</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

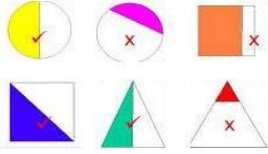
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		words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</li> <li>• Have learners write simple sentences to describe themselves, using the descriptive words identified.</li> <li>• Have learners write parallel sentences to describe their friends</li> </ul> <p>Assessment: let learners use adjectives to describe oneself and other people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners read a variety of age – appropriate books and texts from print	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.1		
<b>Performance Indicator</b>	Learners can Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts</p> <p>E.g. 2. Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts</p> <div style="text-align: center;">  </div> <p>One whole      one half</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	Sing songs like:	Use pictorial representations to help learners sort fractions into	Review the lesson with Learners

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>those that are halves and those that are not halves</p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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<b>Week Ending</b>	
<b>Class</b>	one
<b>Subject</b>	SCIENCE
<b>Reference</b>	Science curriculum Page
<b>Learning Indicator(s)</b>	B1.4.1.2.1
<b>Performance Indicator</b>	Learners can explain the terms hot and cold
<b>Strand</b>	FORCES AND ENERGY
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY
<b>Teaching/ Learning Resources</b>	Pictures

**Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners: What types of things are usually hot? What types of things are usually cold?</p> <ul style="list-style-type: none"> <li>• Display substances that are hot or cold (e.g. hot tea, ice cream, ice block, hot water, water at room temperature, cold water.</li> <li>• Learners sort the items into hot and cold in groups.</li> <li>• Show learners a hot item (learners should not touch) to differentiate it from warm items. Learners compare the samples in terms of warmth (by touching/feeling the provided samples).</li> </ul> <p>Assessment: let learners explain the terms hot and cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners talk about how we keep hot things hot and cold things cold for a long time.</li> <li>• What will happen if an object is placed in the sun?</li> </ul> <p>Tell how substances placed in a fridge feel when touched,</p> <ul style="list-style-type: none"> <li>• Learners explore other ways of making things warm (For example, putting them in the sun, touching a phone that has just been charged).</li> </ul> <p>Assessment: let learners explain the terms hot and cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.1		
<b>Performance Indicator</b>	Learners can explain the terms hot and cold		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Festivals in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc.</li> </ul> <p>Assessment: let learners explain the terms hot and cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national	What have we learnt today?

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		<p>flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc</p> <p>Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.4.2.1		
<b>Performance Indicator</b>	Learners can Identify body parts		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	BODY MANAGEMENT		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 identify parts of the body. Point at the body parts such as the head and let them mention the parts they use in performing physical activities.  Project. Label the body parts with the following names (head, hand, leg, neck and chest	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.1.1.		
<b>Performance Indicator</b>	Learners can mention the characteristics of a responsible citizen		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc  Assessment: let learners mention the characteristics of a responsible citizen	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 talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the characteristics of a responsible citizen	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.4.6.1 B1 2.4.6.1		
<b>Performance Indicator</b>	Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks Learners can agree on guidelines for viewing and expressing feelings and t and others' displayed performing artworks		
<b>Strand</b>	VISUAL ARTS PERFORMING ARTS		
<b>Sub strand</b>	Appreciation and Appraisal		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ agree to the guidelines to view, examine and come out with meaning from visual artworks; ☑ express own feelings and ideas about own and others' displayed artworks  Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ agree on guidelines for use to view, examine and come out with meaning from music, dance and	What have we learnt today?

		<p>drama to express own feelings and ideas of own and others' performed artworks</p> <p>Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B1.3.3.1.2 Combine strokes to form shapes of the lower-case letters.
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should combine strokes to form shapes of the lower-case letters.</li> </ul>
Week Ending	
<b>Reference</b>	Ghanaian Language curriculum
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual
<b>Core Competencies:</b> 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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Draw strokes on papers and give them to learners.</li> <li>Ask learners to combine the strokes on the papers.</li> <li>Let learners show their work to the class and discuss it with them.</li> <li>Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters.</li> </ul> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Draw strokes on papers and give them to learners.</li> <li>Ask learners to combine the strokes on the papers.</li> <li>Let learners show their work to the class and discuss it with them.</li> <li>Draw the strokes on the board and call learners to combine them to form</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>shapes of the lower-case letters.</p> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Draw strokes on papers and give them to learners.</li> <li>• Ask learners to combine the strokes on the papers.</li> <li>• Let learners show their work to the class and discuss it with them.</li> <li>• Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters.</li> </ul> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC ONE**  
**WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.7.1.3.      B1.2. 7.1.2.      B1.4.5.1.3. B1.5.7.1.1      B1.6.1.1.1.		
<b>Performance Indicator</b>	Learners can recognise and discuss characters in a story Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts Learners can use basic descriptive words in writing simple sentence Learners can identify and use prepositions in oral and written language to indicate position Learners can read a variety of age – appropriate books and texts from print		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story.	What have we learnt today?  Ask learners to summarize the main points in the lesson

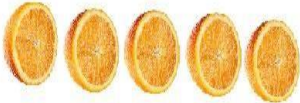
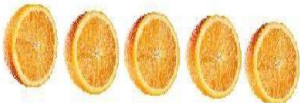
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		<ul style="list-style-type: none"> <li>• Have groups/pairs share their views with the whole class</li> </ul> <p>Assessment: let learners discuss characters in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level appropriate texts independently, with minimal support from peers/teacher.</p> <ul style="list-style-type: none"> <li>• Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension</li> </ul> <p>Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>• Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>• Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

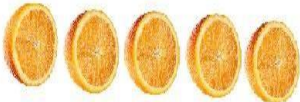
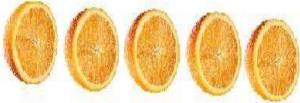
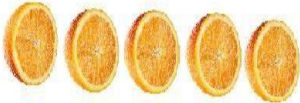
		<p>Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences).</p> <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• State the position of various classroom objects using simple prepositions.</li> <li>• Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair.</li> <li>• Let learners identify the words in, on, etc. as words that show position.</li> <li>• Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</li> </ul> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"><li>• Have a variety of age appropriate books for learners to make a choice from.</li><li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li><li>• Encourage them to read individually and in pairs, and provide support and encouragement</li></ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.2		
<b>Performance Indicator</b>	Learners can count in halves using concrete and pictorial representations of halves		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.2.1.1		
<b>Performance Indicator</b>	Learners can know the importance of electricity and identify common household appliances that require electricity to work		
<b>Strand</b>	: FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners mention items in their homes that use electricity.</li> <li>• Alternatively show them videos/drawings of items that use electricity.</li> <li>• Put learners into groups and give each group flashcards of items that use electricity and those that do not.</li> <li>• Assist learners to sort the items into two groups i.e, 'uses electricity' and 'does not use electricity'.</li> <li>• Let learners match the items mentioned with their functions, e.g. washing machine is the item used for washing, the</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<p>item used to play music is the sound system, etc.</p> <ul style="list-style-type: none"> <li>• Guide learners through questioning to understand why all such appliances are connected to a source of electricity.</li> </ul> <p>Assessment: let learners identify common household appliances that require electricity to work</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners brainstorm on how daily living without electricity will affect our homes, schools and industries.</li> <li>• Summarise lesson by explaining that electricity is a form of energy thus it enables electrical items to work.</li> <li>• Learners talk about the importance of electricity in the home.</li> </ul> <p>Assessment: let learners mention the importance of electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.1		
<b>Performance Indicator</b>	Learners can describe religious festivals in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Festivals in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc.</li> </ul> <p>Assessment: let learners describe religious festivals in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of significant individuals.  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of significant individuals.  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.2.1		
<b>Performance Indicator</b>	Learners can Identify the base of support of balanced objects		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 identify the base of support by; 1. Standing up – the legs being the base of support; 2. Sitting on the chair – chair as the base of support; 3. Assume other potures and lead learners to identify the base of support	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.1.1.		
<b>Performance Indicator</b>	Learners can mention the characteristics of a responsible citizen		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play on some of the characteristics of a responsible citizen.  Assessment: let learners mention the characteristics of a responsible citizen	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 on some of the characteristics of a responsible citizen.  Assessment: let learners mention the characteristics of a responsible citizen	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.4.7.1      B1 2.4.7.1		
<b>Performance Indicator</b>	Learners can examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines Learners can examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines		
<b>Strand</b>	Visual Arts                  Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ view and make informed decisions on agreed guidelines by using the senses and movement; ☐ assess based on established guide for judging artworks by using the theme, subject matter, media, techniques, elements; ☐ recognise the characteristics of own and others' displayed visual artworks ☐ talk about the usefulness of the	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>displayed visual artworks;          ☐ identify future modifications that can be made to enhance the usefulness</p> <p>Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: ☐ based on agreed guidelines assess the value and recognise the characteristics ☐ assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements ☐ express own likes and dislikes about the music, dance and drama artworks ☐ make suggestions for developing own and others' music, dance and drama artworks</p> <p>Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Learning Indicator (s) (Ref. No.)</b>	B1.5.3.1.3 Write a sentence with an action word correctly. B1.5.4.1.1. Recognise adjectives in sentences. B1.5.4.1.2 Recognise comparative words/adjectives in short sentences		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should write a sentence with an action word correctly.</li> <li>• The learner should recognise adjectives in sentences.</li> <li>• The learner should recognise comparative words/adjectives in short sentences</li> <li>•</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write a simple sentence on the board. The sentence must have an action word already treated.</li> <li>• Discuss the action word with learners.</li> <li>• Let learners write the sentences with an action word in their exercise books.</li> </ul> <p>Assessment: let learners write a sentence with an action word correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Show some concrete objects to learners with different colours and size.</li> <li>• Discuss the objects with them and ask them to describe the objects.</li> <li>• Write down the qualifying words that learners mention on the board.</li> <li>• Write group of words on flashcards and show it to learners.</li> <li>• Lead learners to read the words and recognise the adjectives in the group of words.</li> <li>• Help learners to recognise adjectives. E.g. Colours: red, yellow, blue, etc. Sizes: small, big, etc.</li> </ul> <p>Assessment: let learners identify adjectives in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write simple sentences on flashcards and show it to learners.</li> <li>• Lead learners to read the sentences.</li> <li>• Lead learners to recognise the adjectives in the sentences</li> </ul> <p>Assessment: let learners identify comparative words/adjectives in short sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC ONE  
WEEK ELEVEN**

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WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

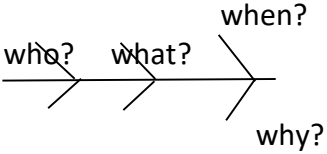
BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.7.1.4      B1.2.7.1.3      B1.4.5.1.3. B1.5.7.1.1      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) Learners can retell level-appropriate texts in own words Learners can use basic descriptive words in writing simple sentence Learners can identify and use prepositions in oral and written language to indicate position Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**

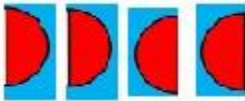
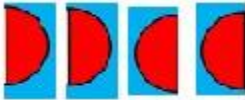
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns.	What have we learnt today?  Ask learners to summarize the main points in the lesson

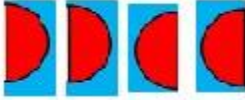
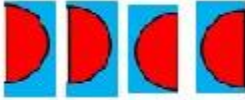
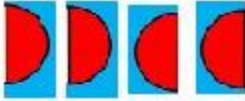
		<p>Assessment: let learners produce descriptions of pictures and objects (e.g. vehicles, animals)</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Use the Simple Herring Bone strategy to guide learners to retell the story in their own words</p>  <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>• Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>• Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>sentences each (Exceptional learners should write four simple sentences).</p> <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• State the position of various classroom objects using simple prepositions.</li> <li>• Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair.</li> <li>• Let learners identify the words in, on, etc. as words that show position.</li> <li>• Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</li> <li>• Let each learner write two sentences describing the position of objects in the classroom.</li> </ul> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

		<p>Have a variety of age appropriate books for learners to make a choice from.</p> <ul style="list-style-type: none"><li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li><li>• Encourage them to read individually and in pairs, and provide support and encouragement</li></ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.2		
<b>Performance Indicator</b>	Learners can count in halves using concrete and pictorial representations of halves		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)	Review the lesson with Learners

	2 - Two pair, two pair come pair let us pair		Assessment: have learners to practice with more examples
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  	Review the lesson with Learners  Assessment: have learners to practice with more examples
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  	Review the lesson with Learners  Assessment: have learners to practice with more examples

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.2.2.1		
<b>Performance Indicator</b>	Learners can know examples of common electronic devices and their uses		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display real or pictures of electronic devices such as mobile phones, wrist watches, cameras and torches.</li> <li>• Let learners identify the devices displayed.</li> <li>• Engage learners in an activity to match the devices with their uses.</li> </ul> <p>Assessment: let learners mention examples of common electronic devices and their uses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	Assist learners to model any one electronic device of their choice using appropriate materials (Blu tack, clay or cardboard).	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners model any one electronic device	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.1		
<b>Performance Indicator</b>	Learners can describe religious festivals in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Festivals in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc.  Assessment: let learners describe religious festivals in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to study about these individuals using the internet  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	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	Guide learners to study about these individuals using the internet  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.2.2		
<b>Performance Indicator</b>	Learners can identify different opportunities to use striking skills.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.2.1.2.		
<b>Performance Indicator</b>	Learners can identify people who have power and authority and respect them, as a responsible citizen		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Authority and Power		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify the national symbols and appreciate them: i. National Flag ii. National Anthem iii. National Pledge iv. Coat of Arms, etc.  Assessment: let learners identify people who have power and authority and respect them, as a responsible citizen	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 identify the national symbols and appreciate them: National Flag ii. National Anthem iii. National Pledge iv. Coat of Arms, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify people who have power and authority and respect them, as a responsible citizen	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.3.4.1		
<b>Performance Indicator</b>	Learners can plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ watch a short video or live performances that reflect the history and culture of the people in Ghana</li> <li>☑ discuss the need for displaying portfolio of own performing artworks</li> </ul> Assessment: let learners display own artworks to share own creative experiences	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>and culture of people in the local community</p> <p>Assessment: let learners display of own artworks to share own creative experiences</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>		B1.5.4.1.3 Use comparative words/adjectives in sentences B1.5.5.1.1 Use postposition such as in, on, into in context.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should use comparative words/adjectives in sentences</li> <li>The learner should use postposition such as in, on, into in context.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write the adjectives on a flashcard and show it to learners.</li> <li>Lead them to read the words aloud.</li> <li>Form simple sentences with the adjectives.</li> <li>Ask learners to also use the adjectives to form short sentences</li> </ul> <p>Assessment: let learners use comparative words/adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Place some objects at locations in the class and discuss with the learners these locations.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Write the postpositions mentioned during the discussion on the board.</li> <li>• Write the postpositions on a flashcard/board.</li> <li>• Lead learners to read them.</li> <li>• Form simple sentences with the postpositions.</li> <li>• Let learners form their own sentences with the postpositions</li> </ul> <p>Assessment: let learners use postposition such as in, on, into in context.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Place some objects at locations in the class and discuss with the learners these locations.</li> <li>• Write the postpositions mentioned during the discussion on the board.</li> <li>• Write the postpositions on a flashcard/board.</li> <li>• Lead learners to read them.</li> <li>• Form simple sentences with the postpositions.</li> <li>• Let learners form their own sentences with the postpositions</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>Assessment: let learners use postposition such as in, on, into in context.</p>	
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**TERM TWO  
BASIC ONE  
WEEK TWELVE**

WEEKLY SCHEME OF LEARNING- WEEK TWELVE

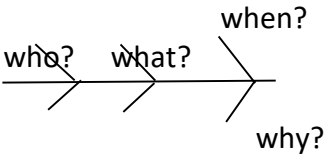
BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.7.1.4      B1.2.7.1.3      B1.4.5.1.3. B1.5.7.1.1      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) Learners can retell level-appropriate texts in own words Learners can use basic descriptive words in writing simple sentence Learners can identify and use prepositions in oral and written language to indicate position Learners can read a variety of age – appropriate books and texts from print
<b>Teaching/ Learning Resources</b>	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.**


<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Show pictures of common objects and animals to learners. • Have learner’s think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns.	What have we learnt today?  Ask learners to summarize the main points in the lesson





		<p>Assessment: let learners produce descriptions of pictures and objects</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Use the Simple Herring Bone strategy to guide learners to retell the story in their own words</p>  <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>• Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>• Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>(Exceptional learners should write four simple sentences).</p> <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• State the position of various classroom objects using simple prepositions.</li> <li>• Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair.</li> <li>• Let learners identify the words in, on, etc. as words that show position.</li> <li>• Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</li> <li>• Let each learner write two sentences describing the position of objects in the classroom.</li> </ul> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING	What have we learnt today?

		<p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.4.1.1		
<b>Performance Indicator</b>	Learners can Recognise Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among the		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Money		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>. Display the various coins 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</p>  <p>Introduce the one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewa and guide learners learn to identify and recognize the money by name and value</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p>	<p>State the relationship between 2p and 10p; 5p</p>	<p>Review the lesson with Learners</p>

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

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.1		
<b>Performance Indicator</b>	Learners can describe religious festivals in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Festivals in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to mention festivals celebrated in the three religions.</li> <li>- Christian: Christmas, Easter, etc.</li> <li>- Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc.</li> <li>- African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc.</li> </ul> <p>Assessment: let learners describe religious festivals in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.2.2.1		
<b>Performance Indicator</b>	Learners can know examples of common electronic devices and their uses		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display real or pictures of electronic devices such as mobile phones, wrist watches, cameras and torches.</li> <li>• Let learners identify the devices displayed.</li> <li>• Engage learners in an activity to match the devices with their uses.</li> </ul> <p>Assessment: let learners mention examples of common electronic devices and their uses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	Assist learners to model any one electronic device of their choice using appropriate materials (Blu tack, clay or cardboard).	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners model any one electronic device	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify what they want to be in future		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Role play what learners want to be in future  Assessment: let learners mention what they want to be in future	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	Role play what learners want to be in future  Assessment: let learners mention what they want to be in future	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.3. 1:		
<b>Performance Indicator</b>	Learners can dance for 10 minutes with music		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 perform a 10 minute dance with music at their own pace for recreation and improvement of their physical fitness.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B1.4.2.1.1	
<b>Performance Indicator</b>		Learners can mention how national symbols can be preserved	
<b>Strand</b>		OUR NATION GHANA	
<b>Sub strand</b>		Authority and Power	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols.  Assessment: let learners mention how national symbols can be preserved	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, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols.  Assessment: let learners	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		mention how national symbols can be preserved	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.3.4.1		
<b>Performance Indicator</b>	Learners can plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ watch a short video or live performances that reflect the history and culture of the people in Ghana</li> <li>☑ discuss the need for displaying portfolio of own performing artworks</li> </ul> Assessment: let learners display own artworks to share own creative experiences	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>and culture of people in the local community</p> <p>Assessment: let learners display of own artworks to share own creative experiences</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>		B1.6.2.1.1 Read simple sentences of about three to four words.	
<b>Performance Indicators</b>		The learner should read simple sentences of about three to four words.	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write sentences made up of three or four words on the board.</li> <li>• Lead learner to read the sentences.</li> <li>• Call learners to read the sentences one by one.</li> </ul> <p>Assessment: let learners read simple sentences of about three to four words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write sentences made up of three or four words on the board.</li> <li>• Lead learner to read the sentences.</li> <li>• Call learners to read the sentences one by one.</li> </ul> <p>Assessment: let learners read simple sentences of about three to four words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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