**TERM TWO**

**BASIC TWO WEEK EIGHT**

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WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC TWO

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

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| **Week Ending** | |  |  |  |  |
| **Class** | | Two | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B2.1.7.1.1. | B2.2.7.1.3 B2.4.5.1.3 | | B2.5.7.1.1 |
| B2.6.1.1.1 |  |  |  |
| **Performance Indicator** | | Learners can listen to and interact actively with  drama  Learners can retell level-appropriate texts in own words  Learners can draw a picture and write at least a sentence to share an opinion  Learners can identify prepositions in sentences to indicate days, dates and places  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards,  handwriting on a manila card and a class library. | | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Engage learners to sing  songs and recite familiar rhymes | A. ORAL LANGAUGE | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
| After Reading − Have  learners retell the story.  • Let learners role-play the story. | |
| ASSESSMENT: let learners interact actively with drama | |

‘smiley/images on your

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| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt  today? |
| Revise some previous  stories told.  • Have learners retell a story using simple herring-bone strategies | Ask learners to summarize the main points in the lesson |
| ASSESSMENT: let learners retell level-appropriate texts in own words |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| • Show pictures of | today? |
| phone or card’, e.g. smiling, angry, indifferent or frightened faces, etc.  • Let learners study the pictures and interpret them.  • Let learners, in pairs,  discuss their opinions. | Ask learners to summarize the main points in the lesson |
| ASSESSMENT: let learners draw a picture and write at least a sentence to share an opinion |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Let learners use the  preposition in, on, in context. | Ask learners to  summarize the main points in the lesson |
| ASSESSMENT: let learners identify prepositions in sentences to indicate days, dates and places |  |

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introduce the reading/

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| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Use the Author’s chair to | today? |
| library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books | Ask learners to summarize the main points in the lesson |
| ASSESSMENT: let learners read a variety of age and level-appropriate books and texts from print and non-print |  |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 2.3.5.2 | |
| **Performance Indicator** | | Learners can perform own artworks to share creative  experiences that reflect the natural and manmade environments in other Ghanaian communities | |
| **Strand** | | PERFORMING ARTS | |
| **Sub strand** | | Displaying and Sharing | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to: | What have we learnt  today? |
| dance and drama to share  ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana | Ask learners to summarize the main points in the lesson |
| ASSESSMENT: let learners perform own artworks to share creative experiences |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to  perform some of the music, dance and drama artworks of people in other communities in Ghana. | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | ASSESSMENT: let learners  perform own artworks to share creative experiences |  |

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| **Week Ending** | |  |  |  |
| **Class** | | Two | | |
| **Subject** | | MATHEMATICS | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B2.2.1.1.1 | | |
| **Performance Indicator** | | Learners can demonstrate an understanding | | of |
| increasing and decreasing number patterns | |  |
| **Strand** | | ALGEBRA | | |
| **Sub strand** | | Patterns and Relationships | | |
| **Teaching/ Learning Resources** | | Counters | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Sing songs like: | Identify the pattern rule  used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6,  8 ,… - the rule is “add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms. | Review the lesson with  Learners | |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. | Assessment: have | |
| 2 - Two pair, two pair  come pair let us pair | learners to practice with  more examples | |
| Tuesday | Sing songs like: | Identify the pattern rule  used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6,  8 ,… - the rule is “add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms. | Review the lesson with  Learners | |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have | |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples | |

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| Wednesday | Sing songs like: | Identify errors or  omissions in increasing or decreasing patterns (e.g.  5, 10, 20, 25, 30…) and explain the reasoning and strategy used to identify the pattern | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Thursday | Sing songs like: | Identify errors or  omissions in increasing or decreasing patterns (e.g.  5, 10, 20, 25, 30…) and explain the reasoning and strategy used to identify the pattern | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be. | learners to practice with  more examples |
| Friday | Sing songs like: | Identify errors or  omissions in increasing or decreasing patterns (e.g.  5, 10, 20, 25, 30…) and explain the reasoning and strategy used to identify the pattern | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

mentioning the safety

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.2.1.1 | |
| **Performance Indicator** | | Learners can recognise the importance of safety when  using electricity | |
| **Strand** | | FORCES AND ENERGY | |
| **Sub strand** | | ELECTRICITY AND ELECTRONICS | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Teacher reinforces | What have we learnt |
| learners’ ideas by | today? |
| ways of using electricity.  • Learners to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals | Ask learners to  summarize the important points of the lesson |
| ASSESSMENT: let learners identify the importance of |  |

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|  |  | safety when using  electricity |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Enquire from learners why  electrical gadgets are covered with plastics and wooden materials  ASSESSMENT: let learners mention the importance of safety when using electricity | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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

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

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| Week Ending | |  | |
| Class | | Two | |
| Subject | | PHYSICAL EDUCATION | |
| Reference | | PE curriculum Page | |
| Learning Indicator(s) | | B2.2.3.2.1: | |
| Performance Indicator | | Learners can compare the body parts | |
| 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. | | | |
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| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
| Friday | Learners jog round a  demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries | Learners identify that  apart from deformity all body parts are almost the same. Learners compare right hand with the left hand, etc | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.3.4.1. 1. | |
| **Performance Indicator** | | Learners can narrate the story of the early life of the  religious leaders in the three religions in Ghana | |
| **Strand** | | OUR BELIEFS AND VALUES | |
| **Sub strand** | | Being a Leader | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Learners mention the  names of the religious leaders: Jesus Christ, the | What have we learnt  today? |
| Holy Prophet (Sallahu Alaihi Wasallam- S.A.W. (Peace be upon him), Okomfo Anokye, Toha Zie, Egya Ahor, etc.  Learners talk about the early lives of these religious leaders.  • The Lord Jesus Christ;  • The Holy Prophet  Muhammad S.A.W.  • A Traditional Leader | Ask learners to summarize the main points in the lesson |
| ASSESSMENT: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Let learners role play  some important aspects of the early life of a religious leader | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | ASSESSMENT: let learners  narrate the story of the early life of the religious leaders in the three religions in Ghana |  |

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| **Learning Indicator (s) (Ref. No.)** | | B2.3.3.1.1 Write and practise saying letters they have  difficulty with. | |
| **Performance Indicators** | | The learner should write and practise saying letters  they have difficulty with. | |
| Week Ending | |  | |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
|  | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write the letters of the  alphabet and simple words on the board.  • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.  • Let learners keep practicing those they have difficulty with.  ASSESSMENT: let learners write and practise saying letters they have difficulty with. | What have we learnt  today?  Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write the letters of the  alphabet and simple words on the board.  • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.  • Let learners keep practicing those they have difficulty with. | What have we learnt  today? |

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

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**TERM TWO**

**BASIC TWO WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC TWO

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

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| **Week Ending** | |  |  |  |
| **Class** | | Two | | |
| **Subject** | | ENGLISH LANGUAGE | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B2.1.7.1.2 | B2.2.7.2.1 | B2.4.7.1.1 |
| B2.5.7.1.1. | B2.6.1.1.1 |  |
| **Performance Indicator** | | Learners can recognise and relate the sequence of  events (beginning, middle and end) in drama  Learners can demonstrate understanding of the purpose and features of information texts  Learners can write or copy correct sentences from substitution tables  Learners can identify prepositions in sentences to indicate days, dates and places  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting  on a manila card and a class library. | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | A. ORAL LANGAUGE  Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. | | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | Assessment: let learners  identify and relate the sequence of events |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING  Have learners read informational texts to identify their purpose and features through think- pair-share  Assessment: let learners mention purpose and features of information texts | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING  Have a simple 3-4 column substitution table on the board  I Sing  at School We Play Home The Read the  Boys park  Have learners identify the words that make up the table.  • With an example, let learners form sentences from the substitution table  Assessment: let learners write or copy correct sentences from substitution tables | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING  CONVENTIONS AND GRAMMAR USAGE Let learners use the preposition in, on, in context. | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

introduce the reading/

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

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| **Week Ending** | |  |  |  |
| **Class** | | Two | | |
| **Subject** | | CREATIVE ARTS | | |
| **Reference** | | Creative Arts curriculum | | |
| **Learning Indicator(s)** | | B2 1.4.6.1 | B2 2.4.6.1 | |
| **Performance Indicator** | | Learners can agree on guidelines for viewing visual  artworks and for expressing own feelings and thoughts  about own and others’ displayed artworks Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other Ghanaian communities | | |
| **Strand** | | Visual Arts | PERFORM | ING ARTS |
| **Sub strand** | | Appreciating and Appraising | | |
| **Teaching/ Learning Resources** | | Pictures | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  agree on guidelines for | | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
| expressing own views about the displayed visual artworks;  agree on how to use the agreed guidelines to express own feelings and thoughts about the displayed artworks. | |
| Assessment: let learners agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others’ displayed artworks | |

viewing, examining and



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| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances;  agree on how to use the agreed guidelines to express own feelings and thoughts about own and others’ displayed music, dance and drama performances  Assessment: let learners agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other Ghanaian communities | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.2.1.1.2 | |
| **Performance Indicator** | | Learners can Identify, create and describe the rule for  simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects. | |
| **Strand** | | ALGEBRA | |
| **Sub strand** | | Patterns and Relationships | |
| **Teaching/ Learning Resources** | | Counters | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Sing songs like: | Find the missing terms in  the following:  - 9, 1, 3, 5, 9, 1, 3, 5, ;  - 2, 4, 6, 8, 10, ;  \_, - 5, 10, | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be. | learners to practice with  more examples |
| Tuesday | Sing songs like: | Find the missing terms in  the following:  15, 20\_ , ; or - 54,  55, 56, 57, , . | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |
| Wednesday | Sing songs like: | Identify and describe the  rules for the following patterns  - 2, 4, 6, 8, 10, … (the rule is “add two”)  - 5, 10, 15, 20, …  - 20, 18, 16, 14, … | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be. | learners to practice with  more examples |

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| Thursday | Sing songs like: | Identify and describe the  rules for the following patterns - 2, 4, 6, 8, 10, … (the rule is “add two”)  - 5, 10, 15, 20, …  -20, 18, 16, 14, … | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Friday | Sing songs like: | Identify and describe the  rules for the following patterns  - 2, 4, 6, 8, 10, … (the rule is “add two”)  - 5, 10, 15, 20, …  - 20, 18, 16, 14, … | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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household electronic

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.2.2.2 | |
| **Performance Indicator** | | Learners can investigate the function of batteries in  electronic devices | |
| **Strand** | | FORCES AND ENERGY | |
| **Sub strand** | | ELECTRICITY AND ELECTRONICS | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners mention | What have we learnt |
| common examples of | today? |
| appliances.  • Provide learners with electronic toys that operate on batteries.  • Learners discuss how the toys will behave without the battery.  • Engage learners in an activity to match some named electronic appliances with their uses | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners investigate the function of batteries in electronic devices |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | In groups, learners discuss  other gadgets in the home that use batteries.  • Assist learners to draw  and colour any one | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |
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|  |  | electronic gadget of their  choice.  • Learners build a paper circuit using a graphite pencil, battery and LED.  Assessment: let learners investigate the function of batteries in electronic devices |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2. 3.1.1.1: | |
| **Performance Indicator** | | Learners can narrate the story of the early life of the  religious leaders in the three religions in Ghana | |
| **Strand** | | Religious Leaders | |
| **Sub strand** | | Early Life of the Leaders of the three Major Religions | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Engage learners to sing  songs and recite familiar rhymes | • In groups, let learners  role play some important aspects of the early life of a religious leader.  Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B2.2.5.1.1 | |
| **Performance Indicator** | | Learners narrate the story of the early life of the  religious leaders in the three religions in Ghana | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Some Selected Individuals | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Using anecdotes/videos | What have we learnt |
| learners retell the  contributions of these | today? |
| leaders to national development. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Using anecdotes/videos | What have we learnt |
| learners retell the  contributions of these | today? |
| leaders to national development. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners narrate the story of the early life of the religious |  |

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|  |  | leaders in the three  religions in Ghana |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.2.4.2.1: | |
| **Performance Indicator** | | Learners can Identify types of base of support when  practicing movement skills | |
| **Strand** | | MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES | |
| **Sub strand** | | BODY MANAGEMENT | |
| **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 | earners identify types of  base of support as the feet, the hands, etc | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.3.4.1. 1. | |
| **Performance Indicator** | | Learners can narrate the story of the early life of the  religious leaders in the three religions in Ghana | |
| **Strand** | | OUR BELIEFS AND VALUES | |
| **Sub strand** | | Being a Leader | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Learners, through | What have we learnt |
| questions and answers, to  talk about the moral | today? |
| lessons they have learnt from early lives of the religious leaders of the three main religions in Ghana. | Ask learners to summarize the main points in the lesson |
| Learners explain how they will apply the moral lessons from the religious leaders in their daily lives |  |
| Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners role-play the  moral lives of the religious leaders. Learners to talk about the need to  emulate the good moral values of these religious | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | leaders, so that they can  be good citizens.  Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana |  |

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| **Learning Indicator (s) (Ref. No.)** | | B2.3.3.1.2 Write and practice saying words they have  difficulty with. | |
| **Performance Indicators** | | The learner should write and practice saying words  they have difficulty with. | |
| Week Ending | |  |  |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write the letters of the  alphabet and simple words on the board and lead learners to say them.  • Call learners to say them  one after the other.  • Let learners keep practicing those they have difficulty with. | What have we learnt  today? |
|  | Assessment: let learners write and practice saying words they have difficulty with. | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write the letters of the  alphabet and simple words on the board and lead learners to say them. | What have we learnt  today? |
|  | • Call learners to say them  one after the other.  • Let learners keep practicing those they have difficulty with. | Review the lesson with learners |
|  | Assessment: let learners write and practice saying |  |

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

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**TERM TWO**

**BASIC TWO WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC TWO

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

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| **Week Ending** | |  |  |  |  |
| **Class** | | Two | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B2.1.7.1.3 | B2.2.7.2.2 | B2.4.7.1.1 | B2.5.7.1.2. |
| B2.6.1.1.1 |  |  |  |
| **Performance Indicator** | | Learners can recognise and discuss events in a story  (characters, settings, moral, etc.) Learners can describe events in a story  Learners can write or copy correct sentences from substitution tables  Learners can use prepositions to form simple sentences to indicate position and time  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | | |
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| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting  on a manila card and a class library. | | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Engage learners to sing  songs and recite familiar rhymes | A. ORAL LANGAUGE  Read aloud a story to learners.  • Have them identify and discuss (in pairs) the events in the story.  • Have groups share their  views with the whole class. | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
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substitution table on the

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

summarize the main

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introduce the reading/

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|  |  | Provide a short passage  containing prepositions that indicate position and time.  • Let learners identify the  prepositions. | Ask learners to  summarize the main points in the lesson |
|  |  | Assessment: let learners use prepositions to form simple sentences to indicate position and time |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Use the Author’s chair to | today? |
| library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books | Ask learners to summarize the main points in the lesson |
| Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print |  |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 1.4.7.1 B2 2.4.7.1 | |
| **Performance Indicator** | | Learners can use the agreed guidelines to make  decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other Ghanaian communities  Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks as representations of artworks produced or found in other Ghanaian communities | |
| **Strand** | | VISUAL ARTS PERFORMING ARTS | |
| **Sub strand** | | Appreciation and Appraising | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  and make informed decisions on the artworks using the senses and the    examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques  and usefulness of own and others’ displayed visual artworks as representations of artworks produced or | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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|  |  | found in other Ghanaian  communities. |  |
|  |  | Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  and make informed decisions on the displayed | What have we learnt  today? |
| performing artworks using the senses and the agreed | Ask learners to summarize the main  points in the lesson |
| features of the artworks  based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing) beauty and usefulness of own and others’ displayed music, dance and drama performances as representations of artworks produced or performed in other Ghanaian communities. |  |
| Assessment: let learners use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks |  |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.3.1.1.1 | |
| **Performance Indicator** | | Learners can identify the common features or  attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations. | |
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| **Strand** | | GEOMETRY AND MEASUREMENT | |
| **Sub strand** | | 2D and 3D Shapes | |
| **Teaching/ Learning Resources** | | Counters | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |
| Tuesday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |
| Wednesday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 | learners to practice with  more examples |
| Thursday | Sing songs like: | Sort a collection of 3D  objects by 1 or 2 features and explain the sorting rule use | Review the lesson with  Learners |
| I’m counting one, what  is one5 - Fire |

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|  |  |  | Assessment: have |
|  |  |  | learners to practice with  more examples |
| Friday | Sing songs like: | Identify examples of these  3D objects in the classroom and community | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
|  | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.4.3.1.1 | |
| **Performance Indicator** | | Learners can discover the effects of forces on objects | |
| **Strand** | | FORCES AND ENERGY | |
| **Sub strand** | | FORCES AND MOVEMENT | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|  | | | |
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Provide different  scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc.  • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.  • Learners talk about the  activities they performed  Assessment: let learners write the effects of forces on objects | 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 | Emphasise the effects of  forces on objects, e.g. changing shape, making it | What have we learnt  today? |

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|  |  | move, changing the  direction of movement and reducing the speed of a moving object.  Assessment: let learners write the effects of forces on objects | Ask learners to  summarize the important points of the lesson |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2. 3.1.1.2: | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives  of the religious leaders. | |
| **Strand** | | Religious Leaders | |
| **Sub strand** | | Early Life of the Leaders of the three Major Religions | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|  | | | |
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Engage learners to sing  songs and recite familiar rhymes | Lead learners to talk about  the moral lessons they have learnt from the discussions about the religious leaders of the three main religions in Ghana.  Assessment: let learners outline the moral lessons in the early lives of the religious leaders | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B2.2.5.1.1 | |
| **Performance Indicator** | | Learners can identify Ghanaian women who have  made significant contributions to national development | |
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|
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Some Selected Individuals | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Think pair-share-activity: | What have we learnt |
| Individual learners identify  a woman who they admire | today? |
| most in the community. | Ask learners to |
| They choose partners and discuss the reasons for their choice. | summarize the main  points in the lesson |
| Assessment: let learners identify Ghanaian women who have made significant contributions to national development |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Think pair-share-activity: | What have we learnt  today? |
| Individual learners identify  a woman who they admire most in the community. |

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|  |  | They choose partners and  discuss the reasons for their choice.  Assessment: let learners identify Ghanaian women who have made significant contributions to national development | Ask learners to  summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.2.4.2.2: | |
| **Performance Indicator** | | Learners can identify the roles of parts of the body not  directly involved in catching objects. | |
| **Strand** | | MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES | |
| **Sub strand** | | BODY MANAGEMENT | |
| **Teaching/ Learning Resources** | | cones | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Learners jog round a  demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries | Learners understand that  the parts of the body that are not involved in catching the ball help to stabilise the body in absorbing the impact of the ball. | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.4.1.1.1 | |
| **Performance Indicator** | | Learners can explain values cherished by individuals in  society | |
| **Strand** | | OUR NATION GHANA | |
| **Sub strand** | | Being a Citizen | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Learners in groups list  values and behaviours cherished in the | What have we learnt  today? |
| community e.g. respect, teamwork, honesty, hard work, obedience, tolerance | Ask learners to summarize the main points in the lesson |
| Learners role play the roles of members of the community in the upbringing of its members: education,  discipline, counselling, etc |  |
| Assessment: let learners explain values cherished by individuals in society  . |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners role play the  following:  i. Patriotism ii. Tolerance  iii. Volunteerism iv. Love | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
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|  |  | Assessment: let learners explain values cherished by individuals in society |  |

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| **Learning Indicator (s) (Ref. No.)** | | B2.5.3.1.2 Write three-letter present tense action  words.  B2.1.1.3 Use present tense action words in a simple sentence correctly.  B2.5.4.1.1 Recognise comparative words/adjectives in sentences. | |
| **Performance Indicators** | | • The learner should write three-letter  present tense action words.  • The learner should use present tense action words in a simple sentence correctly.  • The learner should recognise comparative words/adjectives in sentences. | |
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| Week Ending | |  |  |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write three-letter  present tense action words on the board.  • Lead learners to read  the words.  • Let learners read the  action words as a group. | What have we learnt  today? |
|  | • Let learners read the  action words one after the other.  • Demonstrate the action  words with the class.  • Let learners write three- letter present tense action words. | Review the lesson with learners |
|  | Assessment: let learners write three-letter present tense action words. |  |

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|  | Engage leaners to sing  songs and recite familiar rhymes | • Revise the action words  introduced with learners.  • Write simple sentences made up of present tense action words on the board.  • Lead learners to read  the sentences.  • Let learners read the  sentences as a group.  • Let learners read the sentences one after the other.  • Help learners to use present tense action words to form simple sentences. | What have we learnt  today? |
|  | Assessment: let learners use present tense action words in a simple sentence correctly. | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write sentences with  adjectives underlined on flashcards.  • Lead learners to read  the sentences.  • Let learners read the sentences on their own and correct them where necessary.  • Use the flashcards to assist learners to recognise comparative words/adjectives in sentences | What have we learnt  today? |
|  | Review the lesson with learners |

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|  |  | Assessment: let learners  identify comparative words/adjectives in sentences. |  |