

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

WHATSAPP 0245350591

NANA FIFTEEN ACQUAH SCHOOL

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

TERMLY SCHEME OF LEARNING

B2 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.2	
3	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.3	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B2.1.3.1.	B2.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Fractions	B2.1.3.1.	B2.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B2.1.3.1.	B2.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Money	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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11	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	GEOMETRY AND MEASUREMENT	Algebraic Expressions	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

B2 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
8	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
9	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
10	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

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11	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
12	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

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TERMLY SCHEME OF LEARNING

B2 Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.2	
3	SYSTEMS	The Human Body system	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper Graphite pencil, battery and LED
4	SYSTEMS	The Solar System	B2.3.1.1.	B2.3.2.1.1	
5	FORCES AND ENERGY	Sources and Forms of Energy	B2.4.1.1.	B2.4.1.1.1	
6	FORCES AND ENERGY	Sources and Forms of Energy	B2.4.1.2.	B2.4.1.2.1	graphite pencil, battery and LED pictures videos paper
7	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1	
8	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1	
9	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	
10	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.1.	B2.4.3.1.1	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	

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TERMLY SCHEME OF LEARNING

B2 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3.	
	Writing	Writing As A Process	B2.4.4.1.	B2.4.4.1.1	
	Using Writing Conventions	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
2	Oral Language	Talking About Oneself, Etc	B2.1.6.1.	B2.1.6.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3	
	Writing	Writing As A Process	B2.4.4.1	B2.4.4.1.1	
	Using Writing Conventions	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
3	Oral Language	Talking About Oneself, Etc	B2.1.6.1.	B2.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B2.1.6.2.	B2.1.6.2.4	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.	B2.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
5	Oral Language	Talking About Oneself, Etc	B2.1.6.2.1	B2.1.6.2.1	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1..	B2.2.7.1.1.	
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.	B2.5.5.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
6	Oral Language	Talking About Oneself, Etc	B2.1.6.2.	B2.1.6.2.2	Word cards

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	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.1.	sentence cards, class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.	B2.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
7	Oral Language	Talking About Oneself, Etc	B2.1.6.2.	B2.1.6.2.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2.	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
8	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
9	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B2.4.7.1.	B2.4.7.1.1	
	Writing	Creative/Free Writing	B2.4.9.3.	B2.4.9.3.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.7.1.	B2.4.7.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
11	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	
	Using Writing Conventions	Using Qualifying Words: Adjectives	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
12	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	

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	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	sentence cards, class library
	Using Writing Conventions	Using Qualifying Words: Adjectives	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	

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TERMLY SCHEME OF LEARNING

B2 Term 2 PHYSICAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	Manipulative skills	B2.1.2.1.	B2.1.2.1.10	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	Manipulative skills	B2.1.2.1.	B2.1.2.1.11	Drums, Speakers
3	Motor Skills and Movement Pattern	Rhythmic skills	B2.1.3.1.	B2.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	Rhythmic skills	B2.1.3.1.	B2.1.3.1.2	Drums, Speakers
5	Motor Skills and Movement Pattern	Rhythmic skills	B2.2.1.3	B2.1.3.1.3	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Space Awareness,	B2.2.1.2.	B2.2.1.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Dynamics	B2.2.2.2.	B2.2.2.2.1	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Relations	B2.2.3.2.	B2.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Body Management	B2.2.4.2.	B2.2.4.2.1:	Balls, Videos and Picture, Drums, Speakers
10	Movement Concepts, Principles and Strategies	Body Management	B2.2.4.2.	B2.2.4.2.2:	Balls, Videos and Picture, Drums, Speakers
11	Movement Concepts, Principles and Strategies	Strategies	B2.2.5.2.	B2.2.5.2.1:	Videos and Picture, Drums
12	PHYSICAL FITNESS	strength	B2.3.2.3.	B2.3.2.3.1	Videos and Picture, Drums

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TERMLY SCHEME OF LEARNING

B2 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B2 1.1.1.	B2 1.1.1.2	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B2 2.1.1.	B2 2.1.1.2	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2.2	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.2	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.5.	B2 1.3.5.2	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.5.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B2 1.4.6. B2 2.4.6.	B2 1.4.6.1 B2 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B2 1.4.7. B2 2.4.7.	B2 1.4.7.1 B2 2.4.7.1	-do-
11	Performing Arts	Display and Sharing School-Based Project	B2 2.3.4.	B2 2.3.4.1	-do-

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		(Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B2.1.4.7. B2.2.4.7.	B2.1.4.7.2 B2.2.4.7.1	-do-

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TERMLY SCHEME OF LEARNING

for B2 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2.2.1.1.	B2.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 2.1.1.1	wall charts, wall words, posters, video clip, etc
3	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 2.1.1.2	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Festivals in the Three Major Religions	B2 2.1.1.	B2 2.1.1.2	wall charts, wall words, posters, video clip, etc
5	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
9	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
10	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc
11	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc
12	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING

for B2 Term OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	Map Making and Land Marks	B2.2.1.3.	B2.2.3.1.1.	Pictures, Charts, Video Clip
2	All Around Us	Population and Settlement	B2.2.4.1.	B2.2.4.1. 1.	Pictures, Charts, Video Clip
3	All Around Us	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts, Video Clip
4	All Around Us	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Festivals	B2.3.2.1.	B2.3.2.1.1	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Festivals	B2.3.1.1.	B2.3.2.2. 1	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Basic Human Rights	B2.3.3.1.	B2.3.3.1.1.	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts, Video Clip
9	Our Beliefs And Values	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts, Video Clip
10	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip
11	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip
12	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING**B2 Term 2 (Ghanaian Language)**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B2.1.6.1. B2.1.6.1. B2.1.7.1.	B2.1.6.1.1 B2.1.6.1.2 B2.1.7.1.1	Drums, drum sticks, recorded audios,
2.	Oral Language	Talking about Oneself, Family, People and Places	B2.1.7.1. B2.1.7.1. B2.1.7.1.	B2.1.7.1.2 B2.1.7.1.3 B2.1.7.1.4	Manila cards, recorded audio visuals
3.	Oral Language	Listening Comprehension/ Asking and Answering Questions	B2.1.8.1. B2.1.8.1. B2.1.9.1.	B2.1.8.1.1 B2.1.8.1.2 B2.1.9.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.2. B2.2.4.2.	B2.2.4.2.3 B2.2.4.2.4	Manila cards, markers, recorded audio-visual
5.	Reading	Vocabulary	B2.2.5.1. B2.2.5.1.	B2.2.5.1.1 B2.2.5.1.2	Manila cards, markers, recorded audio-visual
6.	Reading	Vocabulary	B2.2.5.1. B2.2.6.1.	B2.2.5.1.3 B2.2.6.1.1	Manila Cards, Class reader
7.	Writing	Penmanship/ Handwriting	B2.3.1.1.	B2.3.1.1.4	Manila Cards, Markers
8.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.	B2.3.3.1.1	Word cards, Manila card Markers Word cards Manila card Markers

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9.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.	B2.3.3.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Action Words) Integrating Grammar in Written Language (Use of Qualifying Words)	B2.5.3.1. B2.5.3.1. B2.5.4.1.	B2.5.3.1.2 B2.5.3.1.3 B2.5.4.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Qualifying Words) Integrating Grammar in Written Language (Use of Postpositions)	B2.5.4.1. B2.5.5.1.	B2.5.4.1.2 B2.5.5.1.1	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud With Children	B2.6.2.1.	B2.6.2.1.1	Manila Cards, Markers

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**TERM TWO
BASIC TWO
WEEK ONE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Vocabulary B. Writing As A Process C. Using Naming Words D. Building The Love And Culture Of Reading			
Indicator (code)	B2.2.6.1.3.	B2.4.4.1.1	B2.5.4.1.1	B2.6.1.1.1	
Content standard (code)	B2.2.6.1.	B2.4.4.1.	B2.5.4.1.	B2.6.1.1.	
Performance Indicator	A. Learners can show awareness that homonyms have different meanings in different contexts B. Learners can draw and label objects found in their environment C. Learners can use the simple present tense to express habitual actions D. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. right and bat a. You are right. Raise your right hand</p> <p>Assessment: Let learners list five examples of homonyms</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>Take learners round to look at charts showing labelled objects.</p> <ul style="list-style-type: none"> Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). <p>Assessment: Let learners draw and label objects from the area studied by their group</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>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <ul style="list-style-type: none"> Create situations for learners to use the structure. e.g. <ul style="list-style-type: none"> simple truths <ul style="list-style-type: none"> Lemons are sour. interest <ul style="list-style-type: none"> I like playing football. feelings – I am happy. iv. opinions – He is a good teacher. Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: : Let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

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	<p>and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: Guide learners to select books for readings</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 1.1.1.2		
Content standard (code)	B2 1.1.1.2		
Performance Indicator	Learners can explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> • talk about the visual artworks produced or found in other parts of Ghana • discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used • discuss the theme of the artworks and its social and cultural importance; • identify those who make artworks; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> • study the subject matter of the different artworks <p>Learners are to: examine the type of materials used in making the artworks;</p> <ul style="list-style-type: none"> <input type="checkbox"/> probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks; <input type="checkbox"/> explore the symbolism, function and uses of these artworks <p>Assessment:</p> <p>Learners describe visual artworks that are found in other communities in Ghana</p>	
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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.4.1		
Content standard (code)	B2.1.2.4.1		
Performance Indicator	Learners can use conventional strategy to add and subtract		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like:	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping)	Review the lesson with Learners

	<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</p>	<p>and record the process symbolically, using an addition or subtraction frame</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> <tr><td>+</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <table border="1" style="display: inline-table;"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> <tr><td>-</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	Tens	Ones			+				Tens	Ones			-				
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<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> <tr><td>+</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <table border="1" style="display: inline-table;"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> <tr><td>-</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			+				Tens	Ones			-				<p>Review the lesson with Learners</p>
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		Assessment: have learners to practice with more examples																	
Friday	<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>Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th><i>Tens</i></th> <th><i>Ones</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td>+</td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th><i>Tens</i></th> <th><i>Ones</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td>-</td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	<i>Tens</i>	<i>Ones</i>			+				<i>Tens</i>	<i>Ones</i>			-				Review the lesson with Learners
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B2.2.1.4.1		
Content standard (code)	B2.2.1.4.		
Performance Indicator	Learners can find out the qualities of good drinking water		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners mention the sources of water we drink and use in their homes and communities. • Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples. • In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell).	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>Each group presents their findings.</p> <p>Display to learners, samples of good drinking water and assist them to infer that good drinking water has no colour, and no odour and is free from solid particles.</p> <ul style="list-style-type: none">• Learners explain what will happen when they drink water that has particles, odour and colour in it. <p>Assessment: Learners mention the qualities of good drinking water</p>	
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Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B2. 2.1.1.1		
Content standard (code)	B2. 2.1.1.		
Performance Indicator	Learners can Explain the mode of worship		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Engage learners with video clips or pictures of people at worship. • If possible, take learners to the church, mosque or the shrine to observe the mode of worship Assessment: Let learners explain the mode of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where are the major historical locations? What do these locations tell us about our history?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.10		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can foot-dribble by controlling a ball on the ground		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Arrange cones in different patterns and learners. Have learners dribble balls through the cones at their own pace. Observe their practice and give them corrective feedback for improvement	What have we learnt today? Use answers to summarise the lesson.

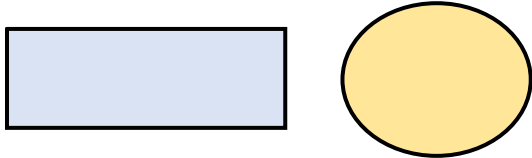
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Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

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

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		<p>Assessment: Let learners Sketch and colour the shape of things in the classroom</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Observe and sketch houses, school buildings and other facilities in the community</p> <p>Assessment: Let learners Sketch and colour the houses in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Conversation	
Indicator (code)	B2.1.6.1.1	B2.1.6.1.2	B2.1.7.1.1.
Content standard (code)	B2.1.6.1.	B2.1.6.1.	B2.1.7.1.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should discuss occasions to greet and talk about the importance of greetings. • The learner should discuss the greetings associated with different occasions. • The learner should narrate an experience at the market. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Ask learners to tell you what they do when they meet a teacher in school in the morning. • Demonstrate different greeting to learners. 	What have we learnt today?

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	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Lead learners through discussions to recognise the various occasions to greet. • Pick about three occasions and discuss their greetings with learners. E.g. Festivals, birth, death, etc. • Lead learners to discuss the values of greetings. E.g. to show respect, politeness, concern, friendliness, phatic communion, etc. <p>Assessment: let learners talk about the importance of greetings.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners mention some occasions they know. • Write the occasions on the board. • Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings. • Allow learners to practice the greetings in pairs. <p>Assessment: let learners mention greetings associated with different occasions.</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"> • Show a picture of a market to learners. • Discuss the picture with learners. • Discuss what goes on at the market with learners. • Ask learners to tell their experiences at the market. <p>Assessment: let learners narrate an experience at the market</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM TWO
BASIC TWO
WEEK TWO

NANA FIIFI ACQUAH SCHOOL

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Writing As A Process D. Using Naming Words E. Building The Love And Culture Of Reading			
Indicator (code)	B2.1.6.1.2	B2.2.6.1.3.	B2.4.4.1.1	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1.	B2.2.6.1.	B2.4.4.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator	A. Learners can talk about events at home B. Learners can show awareness that homonyms have different meanings in different contexts C. Learners can draw and label objects found in their environment D. Learners can use the simple present tense to express habitual actions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Introduce the day's topic and show pictures of activities at home.</p> <ul style="list-style-type: none"> • Have learners think-pair-share the domestic activities. • Have learners talk about which of the events they like most and why they like them. • Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. <p>Assessment: let learners talk about events at home</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. bat. I saw a bat fly this morning. My mother bought a tennis bat for me.</p> <p>Assessment: let learners use homonyms to form different sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Let learners draw and label objects from the area studied by their group.</p> <ul style="list-style-type: none"> • Help them to edit their work particularly spelling and spacing. • Let learners write their names under their work and post their charts on the walls of the classroom for peer review <p>Assessment: let learners draw and label objects found in their environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday. • Create situations for learners to use the structure. e.g. i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures</p> <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING Use the Author’s chair to introduce the reading/ library time. • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books</p> <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>

Vetted by : Signature: Date :

SUBJECT: Creative Arts

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 2.1.1.2		
Content standard (code)	B2 2.1.1.		
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> brainstorm on performing artworks (e.g. music, dance and drama) that are produced or performed by people in other parts of Ghana. <input type="checkbox"/> discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing those artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p><input type="checkbox"/> study the subject matter of those artworks and explore their importance and the occasions on which they are performed</p> <p>Assessment: let learners use their own experiences to talk about performing artworks that reflect people in other communities in Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: probe how the artworks are made, who makes them, the safety rules that are observed and taboos (if any) associated with these performing artworks; <input type="checkbox"/> improvise the skills and techniques observed in the performing artworks.</p> <p>Assessment: let learners use their own experiences to talk about performing artworks that reflect people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.4.2		
Content standard (code)	B2.1.2.4.		
Performance Indicator	Learners can use personal strategies to add and subtract within 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Decompose a number into easier numbers to add and doing partial sums- Decomposing one number into easier numbers to add E.g., when adding 28 + 47,	Review the lesson with Learners

	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>record think $20 + 40 + 8 + 7$, which is the same as $60 + 15$ which is the same as 75</p>  <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>'Friendly jumps' strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" or by "friendly jumps" e.g. when adding $26 + 32$, start with 26, add 10 three times to get 56 ($26 + 10 + 10 + 10$), then add on 2 to get 58. The answer is 58. (NOTE: This strategy is similar to the first strategy of decomposing)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>. <i>Moving part of one number to the other number to create numbers that are easier to add</i> E.g. when adding $29 + 56$, move 1 from 56 to 29 to create the expression $30 + 55 = 85$)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is</p>	<p>. <i>Compensation</i> – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding $26 + 39$, add 1 to 39 to create the expression $26 + 40$, which gives 76, then subtract from the answer the 1 that was added; $76 - 1 = 75$, so the answer is 75.</p>	<p>Review the lesson with Learners</p>

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		Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is	Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding $26 + 39$, add 1 to 39 to create the expression $26 + 40$, which gives 76, then subtract from the answer the 1 that was added; $76 - 1 = 75$, so the answer is 75. Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : Earth Science	
Indicator (code)	B2.2.1.4.2		
Content standard (code)	B2.2.1.4.		
Performance Indicator	Learners can identify uses of air		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners to breathe in and out and find out from them what they are breathing in. <ul style="list-style-type: none"> In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and if possible show pictures of the activities. Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners identify uses of air	
Thursday	Engage learners to sing songs and recite familiar rhymes	Create real life problems related to the topic for learners to discuss and come out with possible solutions Assessment: let learners identify uses of a fan and pump.	What have we learnt today? Ask learners to summarize the important points of the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B2. 2.1.1.1		
Content standard (code)	B2. 2.1.1.		
Performance Indicator	Learners can explain the importance of worship.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	. • Lead learners to talk about the importance of worship at home, church or mosque and in school: - It is a command from God to serve Him. Assessment: let learners explain the importance of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana. Assessment: let learners identify Ghana's major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana. Assessment: let learners narrate the history of Ghana's major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.11		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can clap and dance to beat (rhythm)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	Learners clap a beat and dance to the beat. Emphasis coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B2.2.4.1. 1.		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play problems of a large family size. Represent the number of family members in your house with a bar chart. Explain what happens to the class size when a new learner joins or leaves your class. Assessment: let learners explain the need to accept a change in the total number of people	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing. Assessment: let learners explain the need to adapt to a change in the total number of people	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Talking about Oneself, Family, People and Places	
Indicator (code)	B2.1.7.1.2	B2.1.7.1.3.	B2.1.7.1.4.
Content standard (code)	B2.1.7.1.	B2.1.7.1.	B2.1.7.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should narrate an experience at the hospital. • The learner should narrate experiences at school. • The learner should narrate experiences at the church/mosque, palace etc. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a picture of a hospital to learners. • Discuss the picture with learners. • Discuss what goes on at the hospital with learners. • Ask learners to tell their experience at the hospital 	What have we learnt today?

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		Assessment: let learners narrate an experience at the hospital	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners talk about their homes. • Show a picture of a school to learners. • Let learners talk about the picture. • Discuss what goes on at the school with learners. • Ask learners to tell their experiences at school. <p>Assessment: let learners narrate experiences at school.</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"> • Show a picture of a palace to learners/ Visit a palace/church. • Discuss what goes on at the church or palace with learners. • Ask learners to tell their experiences at the church or palace <p>Assessment: let learners narrate experiences at the church/mosque</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK THREE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Writing As A Process D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	B2.1.6.1.3.	B2.2.6.1.4.	B2.4.5.1.1.	B2.5.4.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.1.	B2.2.6.1.	B2.4.5.1.	B2.5.4.1.	B2.6.1.1.
Performance Indicator	Learners can talk about things and places in their homes Learners can use dictionaries and glossaries to clarify meaning of words Learners can write simple sentences to express feelings Learners can use the simple present tense to express habitual actions Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Ask learners to name things and places in their homes and say what happens at those places.</p> <ul style="list-style-type: none"> • Show pictures of important places in their community, such as the chief's palace, the market, the police station, etc. and have learner's think-pair-share ideas or views with the person sitting next to them. • Put learners into groups to talk about their pictures. • Rotate the pictures until each group has had its turn to talk about all the pictures. <p>Assessment: let learners talk about things and places in their homes</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <p>Introduce learners to the use of picture dictionaries and glossaries.</p> <ul style="list-style-type: none"> • Have learners use guide words to find meaning of words used <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Put learners in groups to share their feelings.</p> <ul style="list-style-type: none"> • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." <p>Assessment: let learners write simple sentences to express feelings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs	D. WRITING CONVENTIONS AND GRAMMAR USAGE	<p>What have we learnt today?</p>

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.2.2		
Content standard (code)	B2 1.2.2.		
Performance Indicator	Learners can make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: experiment with carefully selected materials and tools to learn about their usefulness for designing and making visual artworks; Assessment: let learners create own artworks from imagination,	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: explore and experiment with available tools, materials, resources and techniques to plan for making specific artworks that represent visual artworks made in other Ghanaian communities.</p> <p>Assessment: let learners create own artworks from imagination</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.4.3		
Content standard (code)	B2.1.2.4.		
Performance Indicator	Learners can solve one-step and multi-step word problems involving addition and subtraction within 100 using a variety of strategies based on place value, including algorithms		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether? Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether?	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left? Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left? Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is	Araba needs 8 Ghana cedis to buy exercise books. She has only 5 Ghana cedis. How much money does she need in order to buy the books? Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

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

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B2 2.1.1.2:		
Content standard (code)	B2 2.1.1.		
Performance Indicator	Learners can sing and recite simple texts from the three main religions in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to mention popular religious songs and recitations in the three main religions in Ghana. • Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord’s Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR) Assessment: let learners sing and recite simple texts from the three main religions in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Retell the history of these major historical locations in Ghana Assessment: let learners narrate the history of Ghana's major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Retell the history of these major historical locations in Ghana	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners narrate the history of Ghana's major historical locations.	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Motor Skill And Movement Patterns		Sub-strand : Rhythmic Skills	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can demonstrate balance on the ground and on objects, using bases of support other than both feet.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Learners warm up by doing knees boxing. Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and support the trunk with your hands for learners to observe. Sit on a chair and lift your feet off the ground guide learners to identify the chair as the base of support. Learners identify others and practice them as individuals as well as give support to others	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners can explain the importance of worship		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Take learners to a place of worship such as the church, mosque or the shrine to observe the mode of worship or show pictures videos of the various modes of worship Assessment: let learners explain the importance of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine Assessment: let learners explain the importance of worshi	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : <ul style="list-style-type: none"> • Listening Comprehension • Asking and Answering Questions 	
Indicator (code)	B2.1.8.1.1	B2.1.8.1.2	B2.1.9.1.1
Content standard (code)	B2.1.8.1.	B2.1.8.1.	B2.1.9.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should recount what a story is about and answer simple questions on the story. • The learner should explain the meaning of some key words in the story. • The learner should recognise and use the question words, “what”, “who”, “where”, “when.” 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Revise the lesson on learners’ experiences at the market, school and palace. 	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Tell an interesting story or show a movie of a short story. • Lead learners to discuss the story or movie. • Let learners tell what the story is about. <p>Assessment: What is the story about? Mention a character in the story. Where did the story take place?</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"> • Write some key words of the story you told. • Let learners discuss the meaning of some of the key words contextually. <p>Assessment: let learners explain the meaning of some key words in the story</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"> • Write some questions on a flashcard using the question words “what”, “who”, “where”, “when” and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question words under discussion. • Assist learners to recognise when to use question words/tags ‘what’ and ‘who,’” where” and” when”. • E.g. What is your age? Who is your mother? Where is your teacher? When will you come? <p>Assessment: let learners use the question words, “what”, “who”, “where”, “when” to form sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK FOUR**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Writing As A Process D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	B2.1.6.1.4.	B2.2.6.1.4	B2.4.5.1.2	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.6.1..	B2.2.6.1.	B2.4.5.1.	B2.5.5.1.	B2.6.1.1.
Performance Indicator	A. Learners can use a wide variety of words to talk about manners B. Learners can use dictionaries and glossaries to clarify meaning of words C. Learners can write simple and meaningful sentences on objects found in the environment D. Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Ask learners to Use a wide variety of words to talk about manners Assessment: let learners use a wide variety of words to talk about manners	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners use guide words to find meaning of words used. • Have learners practise in pairs Assessment: let learners use dictionaries and glossaries to clarify meaning of words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Take learners out on a field-trip outside the school to observe things. • Discuss the trip and write their observations in simple sentences on the board. e.g. i. There is a blue house near the school. Assessment: let learners write simple and meaningful sentences on objects found in the environment	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 Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.2.2		
Content standard (code)	B2 2.2.2.		
Performance Indicator	Learners can make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to <input type="checkbox"/> experiment with carefully selected instruments, resources and techniques to learn about their use for composing and performing music, dance and drama; Assessment: let learners make decisions to create own artworks from imagination	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to explore and experiment with available instruments and resources to compose and perform own music, dance or drama that reflect performing artworks of other communities in Ghana.</p> <p>Assessment: let learners make decisions to create own artworks from imagination</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: MATHEMATICS

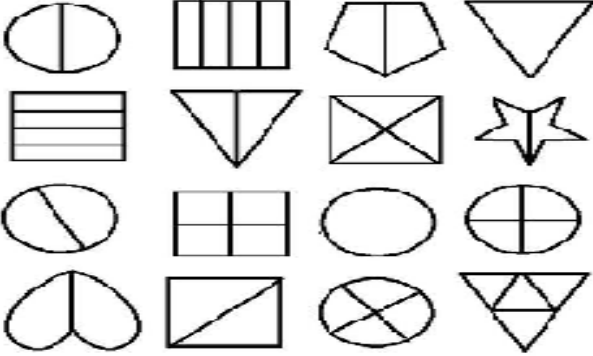
CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Fractions	
Indicator (code)	B2.1.3.1.1		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts. Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts. Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts. Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.	Review the lesson with Learners

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		 <p>Assessment: have learners to practice with more examples</p>	
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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : SOLAR SYSTEM	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can identify the sun as the main source of light and warmth on earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Engage learners with these questions: What does the sun look like? Where is the sun located? Do you feel warmer or colder when the sun is out? Why is the sun important to us here on Earth? • In groups, learners discuss and present to the class what they use the light and the warmth from the sun for	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention what they use the light and the warmth from the sun for	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm on how life without the sun will be. Assessment: let learners draw a picture of the sun and colour it.	What have we learnt today? Ask learners to summarize the important points of the lesson

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B2 2.1.1.2:		
Content standard (code)	B2 2.1.1.		
Performance Indicator	Learners can sing and recite simple texts from the three main religions in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord’s Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR) Assessment: let learners write simple texts from the religious songs and recitations	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district Assessment: let learners narrate the history of any historical location in your community or district	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district Assessment: let learners narrate the history of any historical location in your community or district	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : RHYTHMIC SKILLS	
Indicator (code)	B2.1.3.1.2:		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can transfer weight from feet to hands and from hands to feet, landing with control		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Learners stand shoulder width apart. Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the hand on the ground after warm-ups and demonstration. Transfer weight momentarily from feet to one hand to the other in hand stand position. This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel). Learners practice with support and feedback. Allow learners to progress at their own pace. End lesson with cool-down	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners can explain the importance of worship		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine Assessment: let learners explain the importance of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners write simple texts from the religious songs and recitations. Learner's role play or talk about the importance of religious tolerance, e.g. peaceful coexistence, love, humility, sharing, caring, respect, unity. Assessment: let learners role play the importance of religious tolerance	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.4.2.3	B2.2.4.2.4	
Content standard (code)	B2.2.4.2.	B2.2.4.2.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise diagraphs from letters of the alphabet • The learner should read three-syllable words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a poem. • Write some diagraphs and the letters of the alphabet on the board. • Let learners say the letters of the alphabet. • Assist learners to recognise diagraphs from the letters of the alphabet. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners identify diagraphs from letters of the alphabet	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write some three-syllable words on the board and lead learners to read them. • Call learners one by one to read the words. <p>Assessment: let learners read three-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"> • Let learners say the letters of the alphabet as a group and individually. • Write some three-syllable words on the board and lead learners to read them. • Call learners one by one to read the words. <p>Assessment: let learners read three-syllable words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK FIVE**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Comprehension C. Writing As A Process D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	B2.1.6.2.1. B2.2.7.1.1.	B2.4.5.1.2	B2.5.5.1.1.	B2.6.1.1.1	
Content standard (code)	B2.1.6.2 . B2.2.7.1.	B2.4.5.1.	B2.5.5.1.	B2.6.1.1	
Performance Indicator	A. Learners can demonstrate turn-taking in conversations B. Learners can use illustrations, text clues and context to make predictions during reading C. Learners can write simple and meaningful sentences on objects found in the environment D. Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Use the Community Circle Activity: Sit learners in horse-shoe formation.</p> <ul style="list-style-type: none"> • Call individual learners to talk about what happened over the weekend. e. g. events, personal experiences, incidents, etc. • Let learners take turns to name and describe events of recent occurrence. • Discuss the importance of turn-taking in conversation: e.g. <ul style="list-style-type: none"> i. They talk after the last speaker has stopped. They talk when invited e.g. by the group leader. <p>Cultural</p> <p>Assessment: let learners demonstrate turn-taking in conversations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners use text features like title, illustrations and text clues to make meaning and inferences. • Have learners predict, brainstorm on the topic and have them read to confirm their predictions <p>Assessment: let learners use illustrations, text clues and context to make predictions during 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>Put learners into groups to write simple sentences about the objects and places found in the environment</p> <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.3.2		
Content standard (code)	B2 1.2.3.		
Performance Indicator	Learners can create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> generate ideas from the natural and manmade environments (e.g. vegetation, animals, birds, rivers, bridges, clouds); Assessment: let learners create own artworks using available visual arts media	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: create own visual artworks that reflect the natural and manmade environments in other communities in Ghana Assessment: let learners create own artworks using available visual arts media	What have we learnt today? Ask learners to summarize the main points in the lesson
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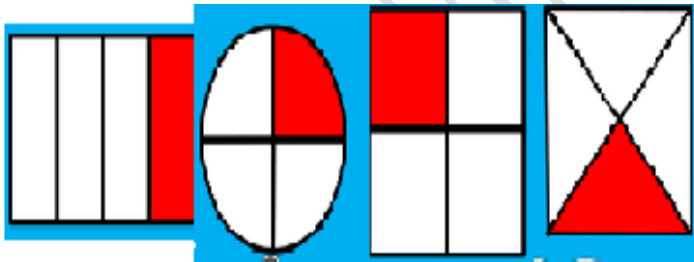
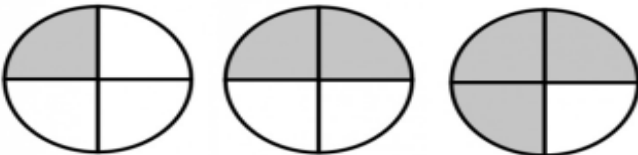
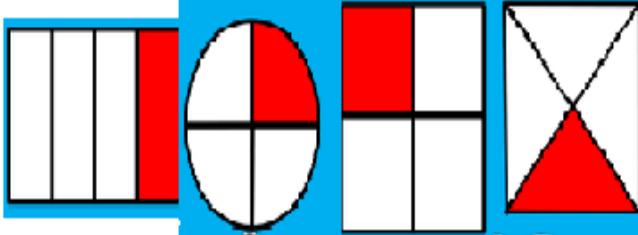
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SUBJECT: MATHEMATICS

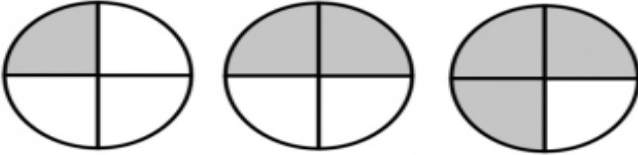
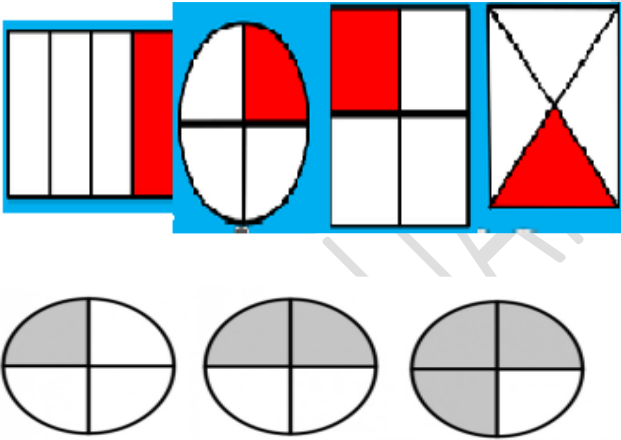
CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Fractions	
Indicator (code)	B2.1.3.1.2		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can Count in halves and quarters (fourths) using concrete and pictorial representations) of halves and fourths.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language one-fourth, twofourths, three-fourths, etc.)	Review the lesson with Learners

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	<p>I'm counting one, what is one</p>	<p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language one-fourth, two-fourths, three-fourths, etc.)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p>   <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p> 	<p>Review the lesson with Learners</p>

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

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: TWO

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

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Festivals in the Three Major Religions	
Indicator (code)	B2.2.2.1.1:		
Content standard (code)	B2.2.2.1.		
Performance Indicator	Learners can demonstrate activities which take place during the celebration of festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention religious festivals they have witnessed or heard of. Islam - Eid-ul-Fitr, Eid-ul-Adha, etc., Christianity-Easter, Christmas, etc., Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival, etc. • Let learners, in groups, describe how various festivals are celebrated. Assessment: let learners demonstrate activities which take place during the celebration of festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Visit any historical site in their community. Assessment: let learners narrate the history of the historical site	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Visit any historical site in their community. Assessment: let learners narrate the history of the historical site	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : RHYTHMIC SKILLS	
Indicator (code)	B2.1.3.1.3		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can roll forward (a forward roll) from standing position and back to standing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Learner progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace. Personal	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B2.3.2.1. 1.		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe activities which take place during the celebration of festivals		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about festivals they have witnessed: i. Islam - Eid-ul-Fitr, Eid-ul-Adha ii. Christianity - Easter, Christmas iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival. Learners talk about how the various festivals are celebrated.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities which take place during the celebration of festivals	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play activities that take place during the festivals: merry-making, sharing, family re-union, worship, etc. Learners draw scenes from festivals. Assessment: let learners describe activities which take place during the celebration of festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Vocabulary	
Indicator (code)	B2.2.5.1.1	B2.2.5.1.2	
Content standard (code)	B2.2.5.1.	B2.2.5.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise sounds that make up words. • The learner should make picture dictionaries. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise sounds with learners. • Write some words on the board and lead learners to read them. • Assist learners to recognise sounds that make up the words 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners identify sounds that make up words.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them. <p>Assessment: let learners make picture dictionaries.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them. <p>Assessment: let learners make picture dictionaries.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK SIX**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Comprehension C. Writing As A Process D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	B2.1.6.2.2.	B2.2.7.1.1.	B2.4.5.1.2	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.6.2.	B2.2.7.1..	B2.4.5.1.	B2.5.5.1..	B2.6.1.1.
Performance Indicator	A. Learners can ask and answer questions for clarifications about what other people say B. Learners can use illustrations, text clues and context to make predictions during reading C. Learners can write simple and meaningful sentences on objects found in the environment D. Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

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T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Have learners recall the discussion on turn-taking in conversation and state the rules. <ul style="list-style-type: none"> • Encourage learners to ask and answer questions for clarification on what other learners have said. • Encourage appropriate language use during conversations Assessment: let learners ask and answer questions for clarifications about what other people say	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners use text features like title, illustrations and text clues to make meaning and inferences. <ul style="list-style-type: none"> • Have learners predict, brainstorm on the topic and have them read to confirm their predictions. • Have learners pause frequently during reading to make predictions to enhance comprehension. Assessment: let learners use illustrations, text clues and context to make predictions during reading	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Encourage each group to add pictures to their sentences. <ul style="list-style-type: none"> • Publish their work on the walls and encourage gallery walk. Assessment: let learners write simple and meaningful sentences on objects found in the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.3.3		
Content standard (code)	B2 2.2.3.		
Performance Indicator	Learners can create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> select ideas from topical issues in Ghana to create own music, dance, drama, story or poem; Assessment: let learners can create performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson

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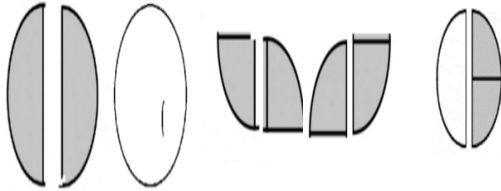

<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana. Assessment: let learners can create performing artworks to express own views</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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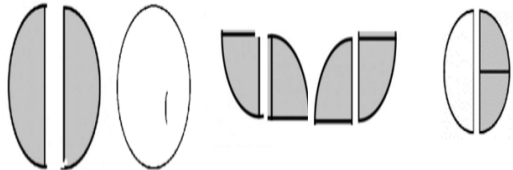

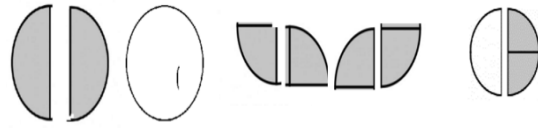
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Fractions	
Indicator (code)	B2.1.3.1.3		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can determine the number of halves and quarters in a whole		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between	Review the lesson with Learners

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

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B2.4.1.2.1		
Content standard (code)	B2.4.1.2.		
Performance Indicator	Learners can understand that objects become hot or cold through the loss or gain of heat		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners feel hot and cold substances and discuss their observations. • In a practical activity, learners create heat by rubbing the palms, boiling water, burning candle, etc. • Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplucking a hot electric iron, or a local box iron, putting a substance in a refrigerator etc.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners explain that objects become hot or cold through the loss or gain of heat	
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplugging a hot electric iron, or a local box iron, putting a substance in a refrigerator etc. <ul style="list-style-type: none"> • Provide learners with water and ask learners to plan how to make it hot or cold. Core Assessment: let learners explain that objects become hot or cold through the loss or gain of heat	What have we learnt today? Ask learners to summarize the important points of the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Festivals in the Three Major Religions	
Indicator (code)	B2.2.2.1.1:		
Content standard (code)	B2.2.2.1.		
Performance Indicator	Learners can demonstrate activities which take place during the celebration of festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners role-play or dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc. Let learners draw scenes from festivals. Assessment: let learners demonstrate activities which take place during the celebration of festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Retell the history of major sites in their community. Assessment: let learners narrate the history of Ghana's major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Retell the history of major sites in their community. Assessment: let learners narrate the history of Ghana's major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SPACE AWARENESS	
Indicator (code)	B2.2.1.2.1		
Content standard (code)	B2.2.1.2.		
Performance Indicator	Learners can explain open spaces		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up	Learners explain open space by moving to free space within the demarcated working area. From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.	What have we learnt today? Use answers to summarise the lesson.

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	the body for maximal performance and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B2.3.2.2. 1.		
Content standard (code)	B2.3.2.2.		
Performance Indicator	Learners can identify things that families do to show their commitment to God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine. Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify things that families do to show their commitment to God	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play what their families do to show commitment to God, e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting. Assessment: let learners identify things that families do to show their commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Vocabulary	
Indicator (code)	B2.2.5.1.3	B2.2.6.1.1.	
Content standard (code)	B2.2.5.1.	B2.2.6.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should match action words with corresponding pictures • The learner should interpret meaning of pictures. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Display a picture showing actions of various kinds. • Write the actions on the board and lead learners to match the action words with the pictures. • Allow learners to do some actions. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners match action words with corresponding pictures	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners a picture story. • Lead learners through discussions to interpret the pictures Assessment: let learners interpret meaning of pictures.	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners a picture story. • Lead learners through discussions to interpret the pictures Assessment: let learners interpret meaning of pictures.	What have we learnt today? Review the lesson with learners

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**TERM TWO
BASIC TWO
WEEK SEVEN**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Comprehension C. Narrative Writing D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	B2.1.7.1.1.	B2.2.7.1.2.	B2.4.5.1.3	B2.5.7.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.7.1.	B2.2.7.1.	B2.4.5.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can listen to and interact actively with drama B. Learners can ask and answer factual and inferential questions about level appropriate texts C. Learners can draw a picture and write at least a sentence to share an opinion D. Learners can identify prepositions in sentences to indicate days, dates and places E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Before Reading – Activate the previous knowledge of the learners by making them think-pair and share with their friends.</p> <ul style="list-style-type: none"> • Discuss illustrations accompanying the text. • Have them predict the content of the text. • Teach key vocabulary. • During Reading – Read the text aloud to learners. Pause often and have learners talk about the content of the text. <p>Assessment: let learners answer simple questions based on the text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level-appropriate texts in pairs.</p> <ul style="list-style-type: none"> • Guide learners to ask and answer simple inferential questions on the texts <p>Assessment: let learners answer factual and inferential questions about level appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Show pictures of ‘smiley/images on your 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners write at least a sentence to share an opinion	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Let learners use the preposition in, on, in context.</p> <p>Assessment: let learners identify prepositions in sentences to indicate days, dates and places</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.5.2		
Content standard (code)	B2 1.3.5.		
Performance Indicator	Learners can display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana. Assessment: let learners display own visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to : <input type="checkbox"/> display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana. Assessment: let learners display own visual artworks</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :



SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Money	
Indicator (code)	B2.1.4.1.1		
Content standard (code)	B2.1.4.1.		
Performance Indicator	Learners can recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting one, what is one	Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each coin	Review the lesson with Learners

	<p>1 - One is one alone, alone it shall be.</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Introduce the notes (i.e. 1 cedi, 2 cedis, 5 cedis 10 cedis etc.) in turns and have learners examine and talk about its features</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it</p>	<p>State the relationship between $\text{¢}2$ and $\text{¢}10$; $\text{¢}5$ and $\text{¢}10$; $\text{¢}2$ and $\text{¢}20$; $\text{¢}5$ and $\text{¢}20$, $\text{¢}10$ and $\text{¢}50$</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting</p>	<p>. State the relationship between $\text{¢}2$ and $\text{¢}10$; $\text{¢}5$ and $\text{¢}10$; $\text{¢}2$ and $\text{¢}20$; $\text{¢}5$ and $\text{¢}20$, $\text{¢}10$ and $\text{¢}50$</p>	<p>Review the lesson with Learners</p>

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	<p>one, what is one 1 - One is one alone, alone it shall be.</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>. State the relationship between $\text{¢}2$ and $\text{¢}10$; $\text{¢}5$ and $\text{¢}10$; $\text{¢}2$ and $\text{¢}20$; $\text{¢}5$ and $\text{¢}20$, $\text{¢}10$ and $\text{¢}50$</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.1.1		
Content standard (code)	B2.4.2.1.		
Performance Indicator	Learners can recognise the importance of safety when using electricity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners mention electrical items they use in the home. • Learners view pictures of how people use electricity in the home, school and community and talk about it. Assessment: let learners mention the uses electricity in the home, school and community	What have we learnt today? Ask learners to summarize the important points of the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Early Life of the Leaders of the three Major Religions	
Indicator (code)	B2. 3.1.1.1:		
Content standard (code)	B2. 3.1.1.		
Performance Indicator	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (SallahuAlaihiWasallam-S.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie, EgyaAhor, etc. • Discuss with learners the early lives of these religious leaders. - The Lord Jesus Christ; - The Holy Prophet Muhammad (SAW), Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Ghanaian	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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	women contribute d to national developme nt?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : DYNAMICS	
Indicator (code)	B2.2.2.2.1		
Content standard (code)	B2.2.2.2.		
Performance Indicator	Learners can distinguish between ‘a hop and a jump’.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking off with both feet and land on both feet. Gallop involves moving one leg leading and the other is rapidly brought forward to it whiles sliding is one count movement to the side.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Basic Human Rights	
Indicator (code)	B2.3.3.1. 1.		
Content standard (code)	B2.3.3.1.		
Performance Indicator	Learners can explain the importance of respecting the rights of others		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of allowing others to enjoy their rights, e.g. peace, cooperation, teamwork Assessment: let learners explain the importance of respecting the rights of others	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role-play ways of allowing others to enjoy their rights e.g. tolerance, love, respect, etc Assessment: let learners explain the importance of respecting the rights of others	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship / Handwriting	
Indicator (code)	B2.3.1.1.4.		
Content standard (code)	B2.3.1.1.		
Performance Indicator	The learner should practise saying letters or words that present difficulty to them		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Write the letters of the alphabet and simple words on the board. <ul style="list-style-type: none"> • 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?

		<p>Assessment: let learners practise saying letters or words that present difficulty to them</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Write the letters of the alphabet and simple words on the board.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners practise saying letters or words that present difficulty to them</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>	<p>Write the letters of the alphabet and simple words on the board.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners practise saying letters or words that present difficulty to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK EIGHT**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Narrative Writing D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	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
Content standard (code)	B2.1.7.1.	B2.2.7.1.	B2.4.5.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can listen to and interact actively with drama B. Learners can retell level-appropriate texts in own words C. Learners can draw a picture and write at least a sentence to share an opinion D. Learners can identify prepositions in sentences to indicate days, dates and places E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE After Reading – Have learners retell the story. <ul style="list-style-type: none"> • Let learners role-play the story. ASSESSMENT: let learners interact actively with drama	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Revise some previous stories told. <ul style="list-style-type: none"> • Have learners retell a story using simple herring-bone strategies ASSESSMENT: let learners retell level-appropriate texts in own words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING <ul style="list-style-type: none"> • Show pictures of ‘smiley/images on your 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. ASSESSMENT: let learners draw a picture and write at least a sentence to share an opinion	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	D.WRITING CONVENTIONS AND GRAMMAR USAGE Let learners use the preposition in, on, in context.	What have we learnt today?

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	familiar rhymes	ASSESSMENT: let learners identify prepositions in sentences to indicate days, dates and places	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>ASSESSMENT: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 2.3.5.2		
Content standard (code)	B2 2.3.5.		
Performance Indicator	Learners can perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> perform own music, 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 ASSESSMENT: let learners perform own artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to perform some of the music, dance and drama artworks of people in other communities in Ghana.</p> <p>ASSESSMENT: let learners perform own artworks to share creative experiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can demonstrate an understanding of increasing and decreasing number patterns		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern	Review the lesson with Learners

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	I'm counting one, what is one	2, 4, 6, 8 ,... - the rule is "add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms. Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	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. Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	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 Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.1.1		
Content standard (code)	B2.4.2.1.		
Performance Indicator	Learners can recognise the importance of safety when using electricity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Teacher reinforces learners' ideas by mentioning the safety 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	What have we learnt today? Ask learners to summarize the important points of the lesson

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		ASSESSMENT: let learners identify the importance of 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?

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Early Life of the Leaders of the three Major Religions	
Indicator (code)	B2. 3.1.1.1:		
Content standard (code)	B2. 3.1.1.		
Performance Indicator	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners 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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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Ghanaian	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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	women contribute d to national developme nt?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : RELATIONS	
Indicator (code)	B2.2.3.2.1:		
Content standard (code)	B2.2.3.2.		
Performance Indicator	Learners can compare the body parts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Being a Leader	
Indicator (code)	B2.3.4.1. 1.		
Content standard (code)	B2.3.4.1.		
Performance Indicator	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention the names of the religious leaders: Jesus Christ, the 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. <ul style="list-style-type: none"> • The Lord Jesus Christ; • The Holy Prophet Muhammad S.A.W. • A Traditional 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	
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 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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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment / Classroom	
Indicator (code)	B2.3.3.1.1		
Content standard (code)	B2.3.3.1.		
Performance Indicator	The learner should write and practise saying letters they have difficulty with.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet and simple words on the board. • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners keep practicing those they have difficulty with. <p>ASSESSMENT: let learners write and practise saying letters they have difficulty with.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>ASSESSMENT: let learners write and practise saying letters they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet 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. <p>ASSESSMENT: let learners write and practise saying letters they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK NINE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Creative/Free Writing D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	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
Content standard (code)	B2.1.7.1.	B2.2.7.2.	B2.4.7.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama B. Learners can demonstrate understanding of the purpose and features of information texts C. Learners can write or copy correct sentences from substitution tables D. Learners can identify prepositions in sentences to indicate days, dates and places E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.											
Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. Assessment: let learners identify and relate the sequence of events	What have we learnt today? Ask learners to summarize the main points in the lesson										
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING 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										
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Have a simple 3-4 column substitution table on the board <table border="1" data-bbox="451 1350 1076 1518"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> Have learners identify the words that make up the table. <ul style="list-style-type: none"> • With an example, let learners form sentences from the substitution table Assessment: let learners write or copy correct sentences from substitution tables	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	What have we learnt today? Ask learners to summarize the main points in the lesson
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Let learners use the preposition in, on, in context.</p> <p>Assessment: let learners identify prepositions in sentences to indicate days, dates and places</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B2 1.4.6.1	B2 2.4.6.1	
Content standard (code)	B2 1.4.6.	B2 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> Learners can agree on guidelines for 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on guidelines for viewing, examining and 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. <p>Assessment: let learners agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks</p>	Monday
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on guidelines for 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 <p>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</p>	Wednesday

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)	B2.2.1.1.2		
Content standard (code)	B2.2.1.1.		
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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	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

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Find the missing terms in the following: 15, 20 ____, ____ ; or - 54, 55, 56, 57, ____, ____ . Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	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, ... Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	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, ... Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	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, ... Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.2.2		
Content standard (code)	B2.4.2.2.		
Performance Indicator	Learners can investigate the function of batteries in electronic devices		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners mention common examples of household electronic appliances. <ul style="list-style-type: none"> • 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 	What have we learnt today? 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	<p>In groups, learners discuss other gadgets in the home that use batteries.</p> <ul style="list-style-type: none"> • Assist learners to draw and colour any one electronic gadget of their choice. • Learners build a paper circuit using a graphite pencil, battery and LED. <p>Assessment: let learners investigate the function of batteries in electronic devices</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Early Life of the Leaders of the three Major Religions	
Indicator (code)	B2. 3.1.1.1:		
Content standard (code)	B2. 3.1.1.		
Performance Indicator	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> In groups, 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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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator	Learners narrate the story of the early life of the religious leaders in the three religions in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Using anecdotes/videos learners retell the contributions of these leaders to national development. 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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Thursday	Engage learners to sing songs and recite familiar rhymes	Using anecdotes/videos learners retell the contributions of these leaders to national development. 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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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : BODY MANAGEMENT	
Indicator (code)	B2.2.4.2.1:		
Content standard (code)	B2.2.4.2.		
Performance Indicator	Learners can Identify types of base of support when practicing movement skills		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Being a Leader	
Indicator (code)	B2.3.4.1. 1.		
Content standard (code)	B2.3.4.1.		
Performance Indicator	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, through questions and answers, to talk about the moral lessons they have learnt from early lives of the religious leaders of the three main religions in Ghana. Learners explain how they will apply the moral lessons from the religious leaders in their daily lives	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	
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 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words / Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	
Indicator (code)	B2.3.3.1.2		
Content standard (code)	B2.3.3.1.		
Performance Indicator	The learner should write and practice saying words they have difficulty with.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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?

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		Assessment: let learners write and practice saying words they have difficulty with.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write and practice saying words they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet 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. <p>Assessment: let learners write and practice saying words they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK TEN**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Creative/Free Writing D. Using Action Words/Verbs E. Building The Love And Culture Of Reading			
Indicator (code)	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
Content standard (code)	B2.1.7.1.	B2.2.7.2.	B2.4.7.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can recognise and discuss events in a story (characters, settings, moral, etc.) B. Learners can describe events in a story C. Learners can write or copy correct sentences from substitution tables D. Learners can use prepositions to form simple sentences to indicate position and time E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.											
Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE Read aloud a story to learners.</p> <ul style="list-style-type: none"> • Have them identify and discuss (in pairs) the events in the story. • Have groups share their views with the whole class. <p>Assessment: let learners discuss events in a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners retell stories sequentially. • Have them identify and describe events in the stories. <p>Assessment: let learners describe events in a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING Have a simple 3-4 column substitution table on the board</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <p>Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table Have learners read out their sentences and write down their sentences in their books</p> <p>Assessment: let learners copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE Provide a short passage containing prepositions that indicate position and time. • Let learners identify the prepositions. Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING Use the Author’s chair to introduce the reading/ library time. • 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 Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Appreciation and Appraising	
Indicator (code)	B2 1.4.7.1	B2 2.4.7.1	
Content standard (code)	B2 1.4.7.	B2 2.4.7.	
Performance Indicator	<ul style="list-style-type: none"> 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. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs	Learners are to: <input type="checkbox"/> view and make informed decisions on the artworks using the senses and the agreed guidelines	What have we learnt today?

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	and recite familiar rhymes	<input type="checkbox"/> examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); <input type="checkbox"/> assess the beauty and usefulness of own and others' displayed visual artworks as representations of artworks produced or found in other Ghanaian communities. Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines <input type="checkbox"/> examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing); <input type="checkbox"/> assess the 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	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 5 – Fire	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: TWO

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

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		Assessment: let learners write the effects of forces on objects	
Thursday	Engage learners to sing songs and recite familiar rhymes	Emphasise the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object. 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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Early Life of the Leaders of the three Major Religions	
Indicator (code)	B2. 3.1.1.2:		
Content standard (code)	B2. 3.1.1.		
Performance Indicator	Learners can outline the moral lessons in the early lives of the religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	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

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

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p> <p>Assessment: let learners identify Ghanaian women who have made significant contributions to national development</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : BODY MANAGEMENT	
Indicator (code)	B2.2.4.2.2:		
Content standard (code)	B2.2.4.2.		
Performance Indicator	Learners can identify the roles of parts of the body not directly involved in catching objects.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B2.4.1.1.1		
Content standard (code)	B2.4.1.1.		
Performance Indicator	Learners can explain values cherished by individuals in society		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc	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	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play the following:</p> <ul style="list-style-type: none"> i. Patriotism ii. Tolerance iii. Volunteerism iv. Love <p>Assessment: let learners explain values cherished by individuals in society</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : <ul style="list-style-type: none"> Integrating Grammar in Written Language (Use of Action Words) Integrating Grammar in Written Language (Use of Qualifying Words) 	
Indicator (code)	B2.5.3.1.2	B2.1.1.3.	B2.5.4.1.1.
Content standard (code)	B2.5.3.1.	B2.1.1.3	B2.5.4.1.
Performance Indicator	<ul style="list-style-type: none"> 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. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. • 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. <p>Assessment: let learners write three-letter present tense action words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners use present tense action words in a simple sentence correctly.</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"> • 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 <p>Assessment: let learners identify comparative words/adjectives in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK ELEVEN**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Creative/Free Writing D. Using Qualifying Words: Adjectives E. Building The Love And Culture Of Reading			
Indicator (code)	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
Content standard (code)	B2.1.7.1.	B2.2.7.2.	B2.4.7.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can recognise and discuss events in a story (characters, settings, moral, etc.) B. Learners can describe events in a story C. Learners can write or copy correct sentences from substitution tables D. Learners can use prepositions to form simple sentences to indicate position and time E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.											
Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read aloud a story to learners. <ul style="list-style-type: none"> • Have them identify and discuss (in pairs) the events in the story. • Have groups share their views with the whole class. Assessment: let learners discuss events in a story	What have we learnt today? Ask learners to summarize the main points in the lesson										
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Have them identify and describe events in the stories. <ul style="list-style-type: none"> • Guide learners to unfold the events in a story sequentially Assessment: let learners describe events in a story	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 <table border="1" data-bbox="451 1350 1032 1520"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td>Play</td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> 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	I	Sing	at	School	We	Play	Home	The Boys	Read	the park	What have we learnt today? Ask learners to summarize the main points in the lesson
I	Sing	at	School										
We	Play		Home										
The Boys	Read		the park										

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide a short passage containing prepositions that indicate position and time.</p> <ul style="list-style-type: none"> • Let learners identify the prepositions. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

NANA FIIFI ACQUAH

Monday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with learners
Thursday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 2.3.4.1		
Content standard (code)	B2 2.3.4.		
Performance Indicator	Learners can plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to : <input type="checkbox"/> watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana; Assessment: let learners display of own artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other Ghanaian communities. Assessment: let learners display of own artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.2.2		
Content standard (code)	B2.4.2.2.		
Performance Indicator	Learners can investigate the function of batteries in electronic devices		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Early Life of the Leaders of the three Major Religions	
Indicator (code)	B2. 3.1.1.2:		
Content standard (code)	B2. 3.1.1.:		
Performance Indicator	Learners can outline the moral lessons in the early lives of the religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives. Assessment: let learners outline the moral lessons in the early lives of the religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p> <p>Assessment: let learners identify Ghanaian women who have made significant contributions to national development</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : STRATEGIES	
Indicator (code)	B2.2.5.2.1:		
Content standard (code)	B2.2.5.2.		
Performance Indicator	Learners can identify opportunities to use underhand and overhand movement (throw) patterns		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Guide learners to understand that underhand and overhand throws are used in games such as netball, basketball, and handball, etc. for passing and shooting	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B2.4.1.1.1		
Content standard (code)	B2.4.1.1.		
Performance Indicator	Learners can explain values cherished by individuals in society		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc Assessment: let learners explain values cherished by individuals in society	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play the following:</p> <ul style="list-style-type: none"> i. Patriotism ii. Tolerance iii. Volunteerism iv. Love <p>Assessment: let learners explain values cherished by individuals in society</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : <ul style="list-style-type: none"> Integrating Grammar in Written Language (Use of Qualifying Words) Integrating Grammar in Written Language (Use of Postpositions) 	
Indicator (code)	B2.5.4.1.2	B2.5.5.1.1.	
Content standard (code)	B2.5.4.1.	B2.5.5.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should explain values cherished by individuals in society The learner should write and use some postpositions in sentences. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Let learners sing a popular song. Write sentences that show comparison and underline the word that show this on flashcards. Lead learners to read the sentences. 	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners read the sentences on their own and correct them where necessary. • Help learners to use adjectives to form comparative words in sentences. <p>Assessment: let learners explain values cherished by individuals in society</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners mention some traditional occupations they know. • Lead learners to sing songs associated with the traditional occupation. • Write sentences with postposition words underlined on flashcards. • Call learners individually to pick a card, show it to the class and read the sentence aloud to the class. • Use the flashcards to help learners to recognise the postpositions in the sentences and write the postpositions. <p>Assessment: let learners write and use some postpositions 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"> • Let learners use postpositions to form simple sentences <p>Assessment: let learners write and use some postpositions in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC TWO
WEEK TWELVE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Creative/Free Writing D. Using Qualifying Words: Adjectives E. Building The Love And Culture Of Reading			
Indicator (code)	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
Content standard (code)	B2.1.7.1.	B2.2.7.2.	B2.4.7.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can recognise and discuss events in a story (characters, settings, moral, etc.) B. Learners can describe events in a story C. Learners can write or copy correct sentences from substitution tables D. Learners can use prepositions to form simple sentences to indicate position and time E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.											
Ref:	English Language curriculum Page												
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections										
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Read aloud a story to learners.</p> <ul style="list-style-type: none"> • Have them identify and discuss (in pairs) the events in the story. • Have groups share their views with the whole class. <p>Assessment: let learners discuss events in a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have them identify and describe events in the stories.</p> <ul style="list-style-type: none"> • Guide learners to unfold the events in a story sequentially <p>Assessment: let learners describe events in a story</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>Have a simple 3-4 column substitution table on the board</p> <table border="1" data-bbox="451 1365 1096 1533"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <p>Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table</p> <p>Have learners read out their sentences and write down their sentences in their books</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										

		Assessment: let learners copy correct sentences from substitution tables	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide a short passage containing prepositions that indicate position and time.</p> <ul style="list-style-type: none"> • Let learners identify the prepositions. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : STRENGTH	
Indicator (code)	B2.3.2.3.1		
Content standard (code)	B2.3.2.3.		
Performance Indicator	Learners can Perform four continuous abdominal curls		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	After warm ups, learners to lie on the back with feet flat, knees bent and arms on the floor by the side with palms down. Lift the head and shoulders forward with hand support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength. This is a test for learners' abdominal muscular strength. Keep records of their performance	What have we learnt today? Use answers to summarise the lesson.

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	prevent injuries		
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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with learners
Thursday	Sing songs like: I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 2.3.4.1		
Content standard (code)	B2 2.3.4.		
Performance Indicator	Learners can plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to : <input type="checkbox"/> watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana; Assessment: let learners display of own artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other Ghanaian communities. Assessment: let learners display of own artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B2.4.2.2.2		
Content standard (code)	B2.4.2.2.		
Performance Indicator	Learners can investigate the function of batteries in electronic devices		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	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 build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Early Life of the Leaders of the three Major Religions	
Indicator (code)	B2. 3.1.1.2:		
Content standard (code)	B2. 3.1.1.		
Performance Indicator	Learners can outline the moral lessons in the early lives of the religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.	Friday

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.2.5.1.1		
Content standard (code)	B2.2.5.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p> <p>Assessment: let learners identify Ghanaian women who have made significant contributions to national development</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B2.4.1.1.1		
Content standard (code)	B2.4.1.1.		
Performance Indicator	Learners can explain values cherished by individuals in society		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc Assessment: let learners explain values cherished by individuals in society	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the following: i. Patriotism ii. Tolerance iii. Volunteerism iv. Love Assessment: let learners explain values cherished by individuals in society	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/ Children Library		Sub-strand : Read Aloud With Children	
Indicator (code)	B2.6.2.1.1		
Content standard (code)	B2.6.2.1.		
Performance Indicator	The learner should read short passages of simple sentences of about five to six words.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. 	What have we learnt today?

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

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