

**THE GODFATHER
TERM ONE
SAMPLE BASIC ONE
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

WHATSAPP 0245350591

NANA FIIFI ACQUAH

**TERM ONE
BASIC ONE
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

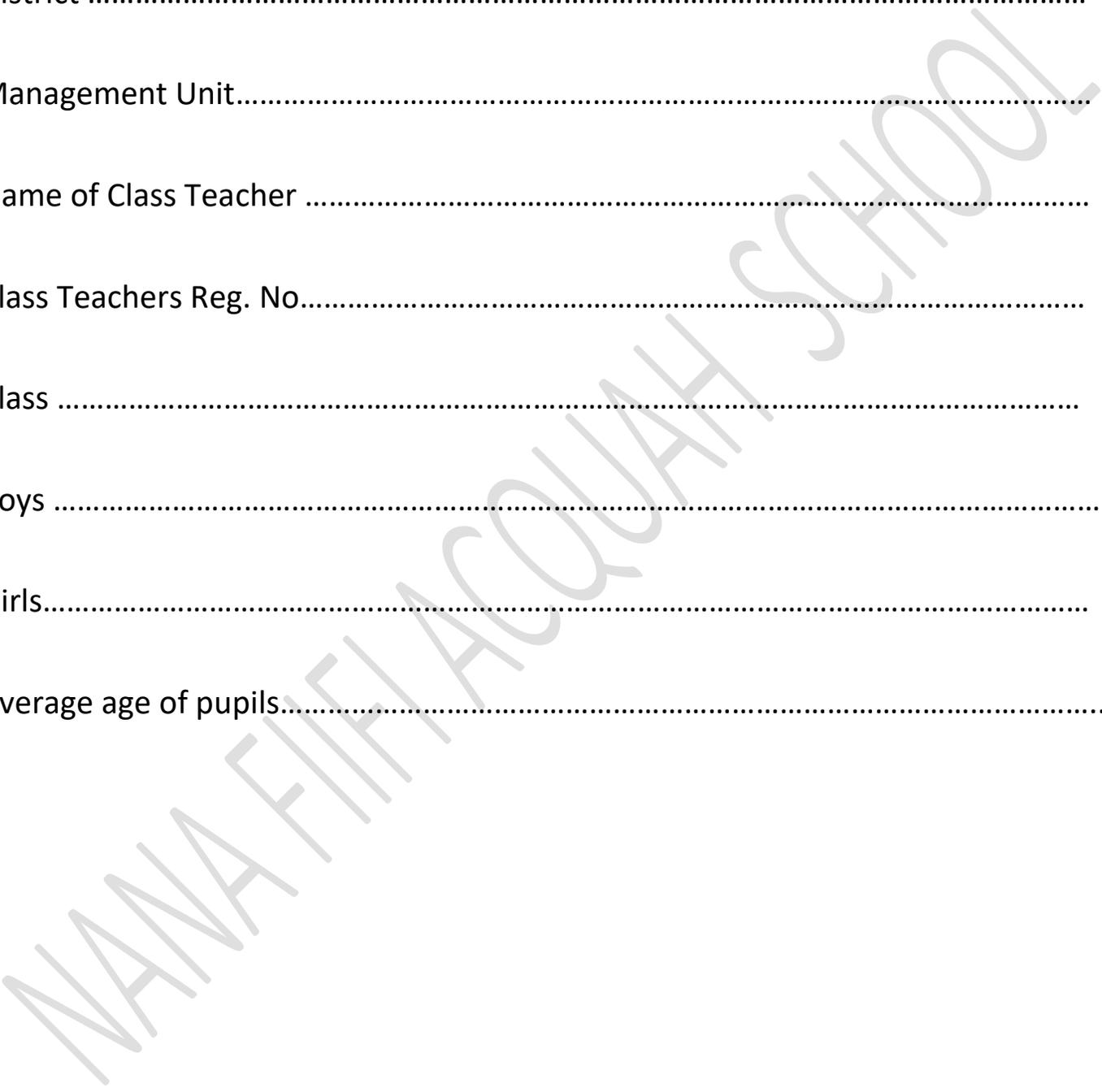
Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....



YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
2	Songs	Story Telling	Conversation
	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
3	Rhymes	Conversation	Conversation
	Pre-Reading Activities	Phonics	Phonics
	Penmanship	Writing Letters – Small and Capital	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
4	Story Telling	Conversation	Listening Comprehension
	Phonics	Phonics	Phonics
	Penmanship	Writing Letters – Small and Capital	Writing Simple Words and Sentences
	Using Action Words	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading

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5	Story Telling	Listening Comprehension	Listening Comprehension
	Phonics	Vocabulary	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
6	Dramatisation and Role-Play	Listening Comprehension	Asking and Answering Questions
	Word Families, Rhyming Endings and Common Digraphs	Vocabulary	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
7	Dramatisation and Role-Play	Asking and Answering Questions	Asking and Answering Questions
	Word Families, Rhyming Endings and Common Digraphs	Comprehension	Comprehension
	Labelling Items	Controlled Writing	Controlled Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
8	Conversation	Asking and Answering Questions	Giving and Responding to Commands/Instructions
	Vocabulary	Comprehension	Comprehension
	Labelling Items	Controlled Writing	Controlled Writing

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	Using Qualifying Words – Adjectives	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
9	Conversation	Giving and Responding to Commands/Instructions and Making Requests	Giving and Responding to Commands/Instructions
	Vocabulary	Comprehension	Comprehension
	Writing Simple Words and Sentences	Controlled Writing	Controlled Writing
	Using Qualifying Words – Adjectives	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
10	Listening Comprehension	Giving and Responding to Commands/Instructions and Making Requests	Presentation
	Comprehension	Comprehension	Comprehension
	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
12	Listening Comprehension	Presentation	Presentation

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	Comprehension	Fluency	Fluency
	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading

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YEARLY SCHEME OF LEARNING

MATHS

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Patterns and Relationship
2	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Patterns and Relationship
3	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
4	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
5	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
6	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
7	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Position /Transformation
8	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Measurement – Length, Mass and Capacity
9	Number: Counting, Representation, Cardinality & Ordinality	Fractions	Data Collection, Organisation, Interpretation, Presentation and Analysis
10	Number Operations (Addition, Subtraction, Multiplication and Division)	Fractions	Data Collection, Organisation, Interpretation, Presentation and Analysis

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11	Number Operations (Addition, Subtraction, Multiplication and Division)	Fractions	Data Collection, Organisation, Interpretation, Presentation and Analysis
12	Number Operations (Addition, Subtraction, Multiplication and Division)	Money	Data Collection, Organisation, Interpretation, Presentation and Analysis

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YEARLY SCHEME OF LEARNING

SCIENCE

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
2	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	MATERIALS	EARTH SCIENCE	FORCES AND MOVEMENT
5	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND SANITATION
6	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
8	THE HUMAN BODY SYSTEMS	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
9	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
10	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
11	ELECTRICITY AND ELECTRONICS	DISEASES	CLIMATE CHANGE
12	ELECTRICITY AND ELECTRONICS	DISEASES	CLIMATE CHANGE

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YEARLY SCHEME OF LEARNING

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OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the Weather	Authority and Power
2	Myself	The Environment and the Weather	Authority and Power
3	My Family and the Community	Plants and Animals	Responsible Use of Resources
4	Home and School	Worship	Farming in Ghana
5	The Environment and the Weather	Festivals	Farming in Ghana
6	Plants and Animals	Basic Human Rights	Our Neighbouring Countries
7	Map Making and Land Marks	Being a Leader	Introduction to Computing
8	Population and Settlement	Being a Leader	Sources of Information
9	Worship	Being a Citizen	Technology in Communication
10	Worship	Being a Citizen	Technology in Communication
11	Worship	Authority and Power	Technology in Communication
12	Worship	Authority and Power	Technology in Communication

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YEARLY SCHEME OF LEARNING

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices	Birth of the Leaders of the three Major Religions in Ghana
2	God the Creator	Religious Worship, Prayer and other Religious Practices	Birth of the Leaders of the three Major Religions in Ghana
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Birth of the Leaders of the three Major Religions in Ghana
4	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
5	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
6	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
7	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
8	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
9	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships
10	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships
11	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships
12	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships

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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
2	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
3	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
4	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
5	Why and How We Study History	How Ghana Got Its Name	The Republics
6	Why and How We Study History	How Ghana Got Its Name	The Republics
7	Community History	How Ghana Got Its Name	The Republics
8	Community History	Some Selected Individuals	The Republics
9	Community History	Some Selected Individuals	The Republics
10	Community History	Some Selected Individuals	The Republics
11	Community History	Some Selected Individuals	The Republics
12	Community History	Some Selected Individuals	The Republics

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Thinking and exploring (Visual Arts)	Thinking and exploring (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and exploring (Performing Arts)	Thinking and exploring (Performing Arts)
3	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
6	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
7	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
8	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
9	Displaying and Sharing (Visual Arts & Performing Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
10	Displaying and Sharing / Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)
11	Appreciating and Appraising (Visual and Performing Arts))	Display and Sharing School-Based Project (Visual and Performing Arts)	Display and Sharing School-Based Project (Visual and Performing Arts)

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12	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)
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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs Rhymes	Conversation/ Talking about Oneself, Family, People and Places	Giving and Following Commands/Instructions
2	Listening and Story Telling	Talking about Oneself, Family, People and Places	Giving and Following Commands /Instructions
3	Dramatisation and Role Play Conversation	Listening Comprehension/ Asking and Answering Questions	Presentation
4	Pre-Reading Activities	Phonics: Letter and Sound Knowledge	Comprehension
5	Print Concept Phonological and Phonemic Awareness	Phonics: Letter and Sound Knowledge	Silent Reading
6	Phonics: Letter and Sound Knowledge	Vocabulary (Sight and Content Vocabulary)	Fluency
7	Penmanship/Handwriting		Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom
8	Penmanship/Handwriting	Writing Letters-Small and Capital	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

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9	Writing Letters-Small and Capital	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	Copying/Writing Simple Sentences with Correct Spacing
10	Integrating Grammar in Written Language (Capitalization)	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar in Written Language (Use of Postpositions)
11	Integrating Grammar in Written Language (Use of Action Words)	Integrating Grammar in Written Language (Use of Qualifying Words/ Postpositions)	Integrating Grammar in Written Language (Spelling)
12	Building the Love and Culture of Reading	Read Aloud With Children	Read Aloud With Children

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills.	STRENGTH
2	LOCOMOTOR SKILLS	Manipulative skills.	ENDURANCE
3	LOCOMOTOR SKILLS	Rhythmic skills.	FLEXIBILITY
4	MANIPULATIVE SKILLS	Rhythmic skills.	Fitness Programme,
5	MANIPULATIVE SKILLS	Rhythmic skills.	Healthy Diet,
6	MANIPULATIVE SKILLS	Space Awareness,	Safety and Injuries,
7	MANIPULATIVE SKILLS	Dynamics,	Self-Responsibility
8	MANIPULATIVE SKILLS	Relations,	Social Interaction
9	MANIPULATIVE SKILLS	Body Management	Group Dynamics
10	MANIPULATIVE SKILLS	Strategies	Critical Thinking
11	MANIPULATIVE SKILLS	Strategies	Critical Thinking
12	MANIPULATIVE SKILLS	Aerobic capacity	Critical Thinking

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Pre-Reading Activities	B1.2.1.1.	B1.2.1.1.1	Word cards sentence cards, class library
	Writing	Pre-Writing	B1. 4.1.1.	B1. 4.1.1.1	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
2	Oral Language	Songs	B1.1.1.1..	B1.1.1.1.1.	Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	
	Writing	Pre-Writing	B1. 4.1.1	B1. 4.1.1.1	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
3	Oral Language	Rhymes	B1.1.2.1.	B1.1.2.1.1	Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
4	Oral Language	Story Telling	B1.1.3.1..	B1.1.3.1.1.	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1..	B1.2.2.1.1.	
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
5	Oral Language	Story Telling	B1.1.3.1..	B1.1.3.1.1.	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.2	
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
6	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards sentence cards, class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	B1.2.3.1.	B1.2.3.1.1	

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	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
7	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards sentence cards, class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	B1.2.3.1.	B1.2.3.1.1	
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
8	Oral Language	Conversation	B1.1. 6.1..	B1.1. 6.1.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1.	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
9	Oral Language	Conversation	B1.1. 6.1.	B1.1. 6.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1.	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
10	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.1.	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
11	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.2	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	

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12	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B1.2. 7.1	B1.2. 7.1.3	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1 1.1.1.	B1 1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.2..	B1.1.1.2.1.	
3	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.2	
5	CYCLES	EARTH SCIENCE	B1.2.1.1.	B1.2.1.1.1	
6	CYCLES	EARTH SCIENCE	B1.2.1.2.	B1.2.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	LIFE CYCLES OF ORGANISMS	B1.2. 2.1	B1.2. 2.1.1	
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B1.3.1.1.	B1.3.1.1.1	
9	SYSTEMS	ECOSYSTEM	B1.3.2.1.	B1.3.2.1.1	
10	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B1.4.1.1.	B1.4.1.1.1	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B1.4.2.1.	B1.4.2.1.1	
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B1.4.2.1.	B1.4.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B2.1.1.1.	B2.1.1.1.1:	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B2.1.1.1.:	B2.1.1.1.1:	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	God the Creator	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	God the Creator	B2. 1.2.1:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
8	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
9	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
10	God, His Creation and Attributes	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words, posters, video clip, etc
11	God, His Creation and Attributes	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words, posters, video clip, etc
12	God, His Creation and Attributes	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING

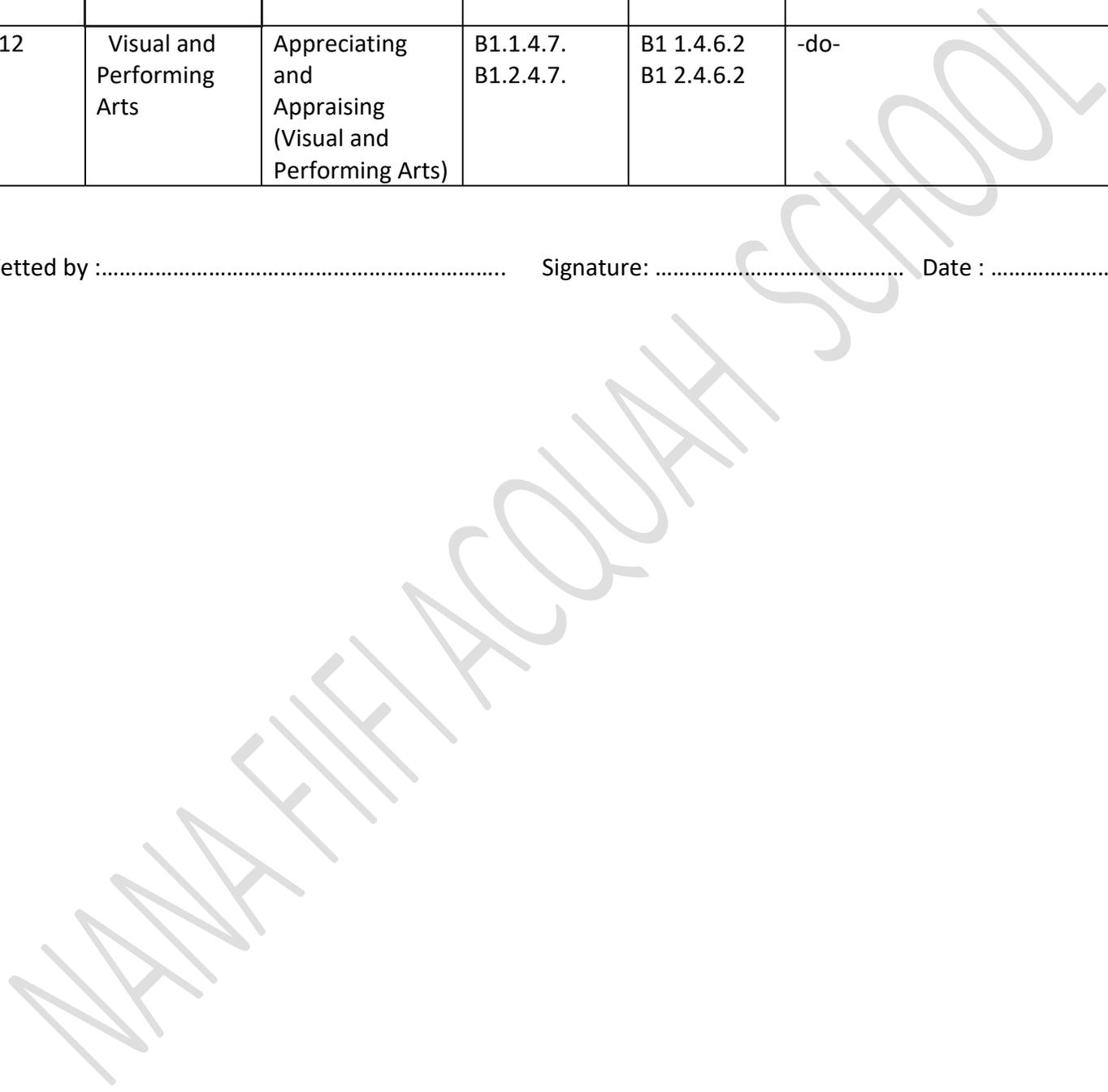
(SOL) for B1 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1.	B1 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.5.	B1 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.5.	B1 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing (Visual Arts & Performing Arts)	B1 1.4.6. B1 2.4.6.	B1 1.3.4.2 B1 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising (Performing Arts)	B1 1.4.7. B1 2.4.7.	B1 1.3.5.1 B1 2.4.7.2	-do-

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11	Performing Arts	Appreciating and Appraising (Visual and Performing Arts))	B1 2.3.4.	B1 1.4.6.2 B1 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B1.1.4.7. B1.2.4.7.	B1 1.4.6.2 B1 2.4.6.2	-do-

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	
3	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
8	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1	B1.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
9	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
10	NUMBER	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.1.	B1.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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11	NUMBER	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	NUMBER	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
5	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
6	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
7	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
8	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
9	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
10	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary

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11	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
12	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B1.1.1.1.	B1.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Myself	B1.1.2.1.1	B1.1.2.1.1	Pictures, Charts, Video Clip
3	ALL ABOUT US	My Family and the Community	B1.1.3.1..	B1.1.3.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	Home and School	B1.1.4.1. .	B1.1.4.1. 1.	Pictures, Charts, Video Clip
5	ALL AROUND US	The Environment and the Weather	B1.2.1.1..	B1.2.1.1.1.	Pictures, Charts, Video Clip
6	ALL AROUND US	Plants and Animals	B1.2.2.1..	B1.2.2.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Map Making and Land Marks	B1.2.3.1..	B1.2.3.1. 1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Population and Settlement	B1.2.4.1..	B1.2.4.1.1.	Pictures, Charts, Video Clip
9	OUR BELIEFS AND VALUES	Worship	B1.3.1.1..	B1.3.1.1.1.	Pictures, Charts, Video Clip
10	OUR BELIEFS AND VALUES	Worship	B1.3.1.1..	B1.3.1.1.1.	Pictures, Charts, Video Clip
11	OUR BELIEFS AND VALUES	Worship	B1.3.1.1..	B1.3.1.1.1.	Pictures, Charts, Video Clip
12	OUR BELIEFS AND VALUES	Worship	B1.3.1.1..	B1.3.1.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B1.1.1.1.	B1.1.1.1.1:	Balls, Videos and Picture,
2	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B1.1.1. 1.:	B1.1.1. 1.2:	Drums, Speakers
3	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B1 .1.1.1.	B1 .1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.1	Drums, Speakers
5	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.:	B1.1.2.1.2:	Balls, Videos and Picture,
6	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.3	Drums, Speakers
7	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.4	Balls, Videos and Picture,
8	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.5	Drums, Speakers
9	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.7	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.8	Videos and Picture, Drums
12	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.8	Videos and Picture, Drums

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TERMLY SCHEME OF LEARNING

Scheme of Learning for GHANAIAN LANGUAGE P1 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs Rhymes	B1.1.1.1. B1.1.2.1.	B1.1.1.1.1. B1.1.2.1.1	Drums, drum sticks, recorded audios, Manila cards,
2.	Oral Language	Listening and Story Telling	B1.1.4.1. B1.1.4.1. B1.1.4.1.	B1.1.4.1. 1 B1.1.4.1.2 B1.1.4.1.3	recorded audio visuals
3.	Oral Language	Dramatisation and Role Play Conversation	B1.1.5.1. B1.1.6.1.	B1.1.5.1.1 B1.1.6.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Pre-Reading Activities	B1.2.1.1. B1.2.1.1. B1.2.1.1.	B1.2.1.1.1. B1.2.1.1.2 B1.2.1.1.3	Manila cards, markers, recorded audio-visual
5.	Reading	Print Concept Phonological and Phonemic Awareness	B1.2.2.1. B1.2.3.1. B1.2.3.1.	B1.2.2.1.1 B1.2.3.1.1 B1.2.3.1.2	Manila cards, markers, recorded audio-visual
6.	Reading	Phonics: Letter and Sound Knowledge	B1.2.4.1. B1.2.4.1. B1.2.4.1.	B1.2.4.1.1 B1.2.4.1.2 B1.2.4.1.3	Manila Cards, Class reader
7.	Writing	Penmanship/Handwriting	B1.3.1.1. B1.3.1.1.	B1.3.1.1.1 B1.3.1.1.2	Manila Cards, Markers
8.	Writing	Penmanship/Handwriting	B1.3.1.1. B1.3.1.1.	B1.3.1.1.3 B1.3.1.1.4	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing	Writing Letters-Small and Capital	B1.3.2.1.	B1.3.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,

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10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization)	B1.5.1.1. B1.5.1.1. B1.5.1.1.	B1.5.1.1.1 B1.5.1.1.2 B1.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Action Words)	B1.5.3.1.. B1.5.3.1.	B1.5.3.1.1. B1.5.3.1.2	Reading materials
12.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	Manila Cards, Markers

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TERM ONE
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WEEK 1

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Pre-Reading Activities B. Pre-Writing C. Using Capitalisation D. Building the Love and Culture of Reading	
Indicator (code)	B1.2.1.1.1	B1. 4.1.1.1.	B1.5.1.1.1 B1.6.1.1.1
Content standard (code)	B1.2.1.1.	B1. 4.1.1.	B1.5.1.1.1 B1.6.1.1.
Performance Indicator	A. Learners can handle books appropriately B. Learners can make given patterns, trace and draw various objects C. Learners can write capital letters correctly D. Learners can read a variety of age – appropriate books and texts from 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)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	for learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners think-pair-share the reasons for keeping books neat and handling them well. • Lead learners to make some rules to guide the handling of books. • Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc. • Discuss the information on the cover and title pages with learners, e. g. What can you find on the cover? - The title, - Author, - Illustrations and illustrators, etc. • Call learners in turns to demonstrate how to handle books, e.g. opening a book, holding a book, etc. • Let learners, in groups, role-play how to handle books, e.g. keeping them neat. <p>Assessment: let learners demonstrate how to handle books</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 Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.</p> <p style="text-align: center;">  </p> <p>Let learners write these strokes/patterns in the air.</p> <p>Have learners write them in their books</p> <p>Assessment: let learners make given patterns, trace and draw various objects</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Through pick and write activity, revise writing of capital letters with learners <p>Assessment: let learners write capital letters correctly</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	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. 	<p>What have we learnt today?</p>

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	familiar rhymes	<ul style="list-style-type: none">• Have a variety of age appropriate books for learners to make a choice from.• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.• Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	Ask learners to summarize the main points in the lesson
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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can use number names, counting sequences and how to count to find out "how many?"		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Counters		
T. L .R. (s)			
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:	Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences	Review the lesson with Learners

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	I'm counting one, what is one.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one	Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Count to answer "how many?" questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects 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, alone it shall be.	Count to answer "how many?" questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: Science

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B1 1.1.1.1		
Content standard (code)	B1 1.1.1.		
Performance Indicator	Learners can observe and describe different kinds of things in the environment		
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	<ul style="list-style-type: none"> Go on a nature’s walk to observe things in the environment (e.g. Plants, animals, plastics and stones. The things should come from the classroom or the school environment. Learners work in groups to describe the different kinds of things observed Elaborate on the learners’ ideas to find out why they need to know about the characteristics of different things in their environment. 	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">• Sort things into living and non-livings based on common characteristics.• Watch videos/pictures of different kinds of living and non-living things in the environment. <p>Assessment: let learners describe different kinds of things in the environment</p>	
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SUBJECT: Our World Our People

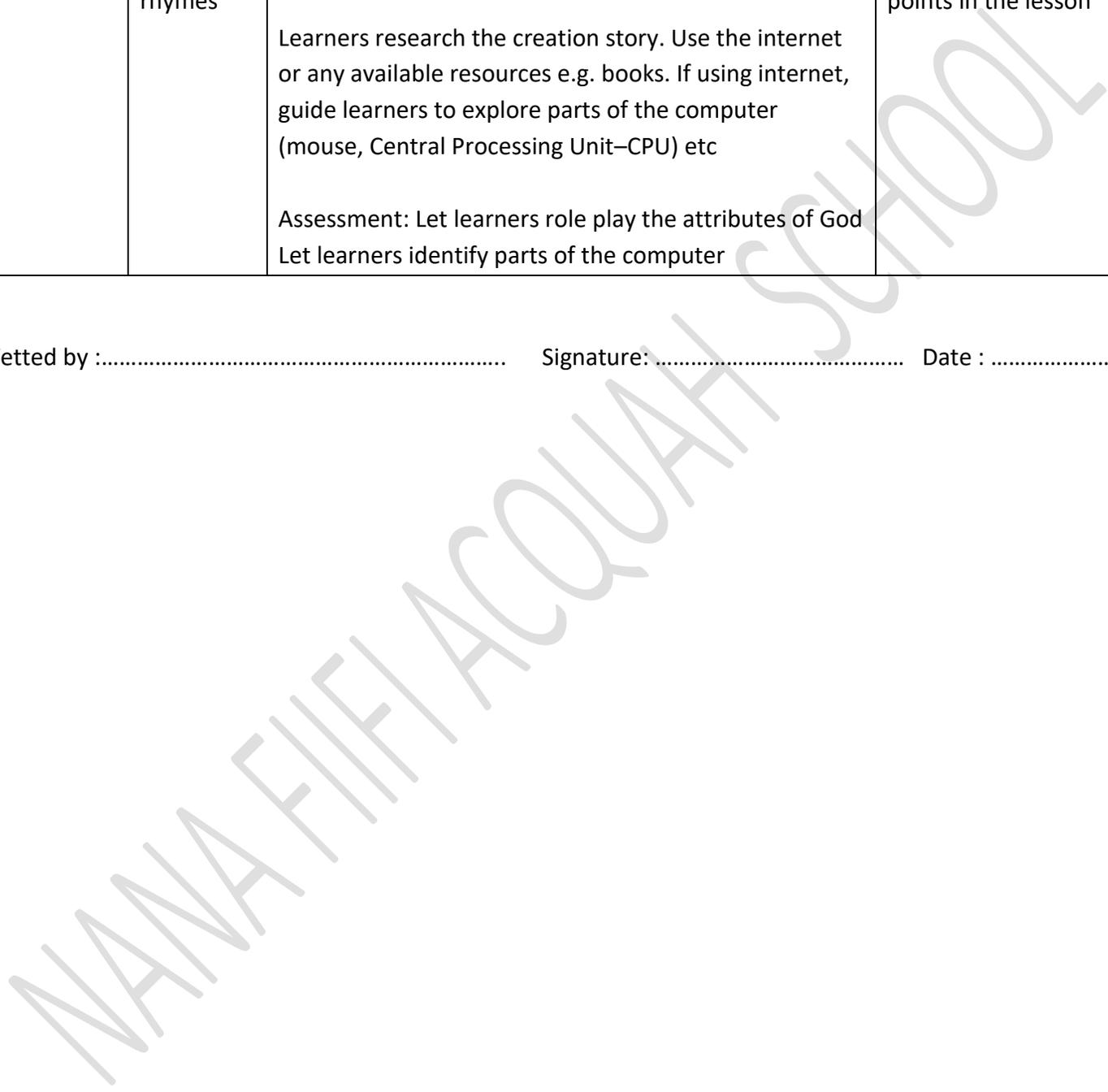
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Nature of God		Sub-strand : ALL ABOUT US	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can examine our relationship with the Creator		
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 God’s creation using pictures and charts and real things from the environment. Learners listen to creation stories/watch videos from the internet about creation. Learners role play to retell the creation story. Assessment: Let learners role play to retell the creation story	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>Learners draw, colour, make models, recite rhymes, sing songs about God’s creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p> <p>Learners discuss and role play the attributes of God.</p> <p>Learners research the creation story. Use the internet or any available resources e.g. books. If using internet, guide learners to explore parts of the computer (mouse, Central Processing Unit–CPU) etc</p> <p>Assessment: Let learners role play the attributes of God Let learners identify parts of the computer</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: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HISTORY		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can explain that history deals with past human activities		
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	1. Mention the activity they witnessed on their first day at school. 2. Identify any activity performed in the past which has not been performed again. Assessment: let learners explain that history deals with past human activities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	1. Mention the activity they witnessed on their first day at school. 2. Identify any activity performed in the past which has not been performed again.	What have we learnt today?

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	familiar rhymes	Assessment: let learners explain that history deals with past human activities	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

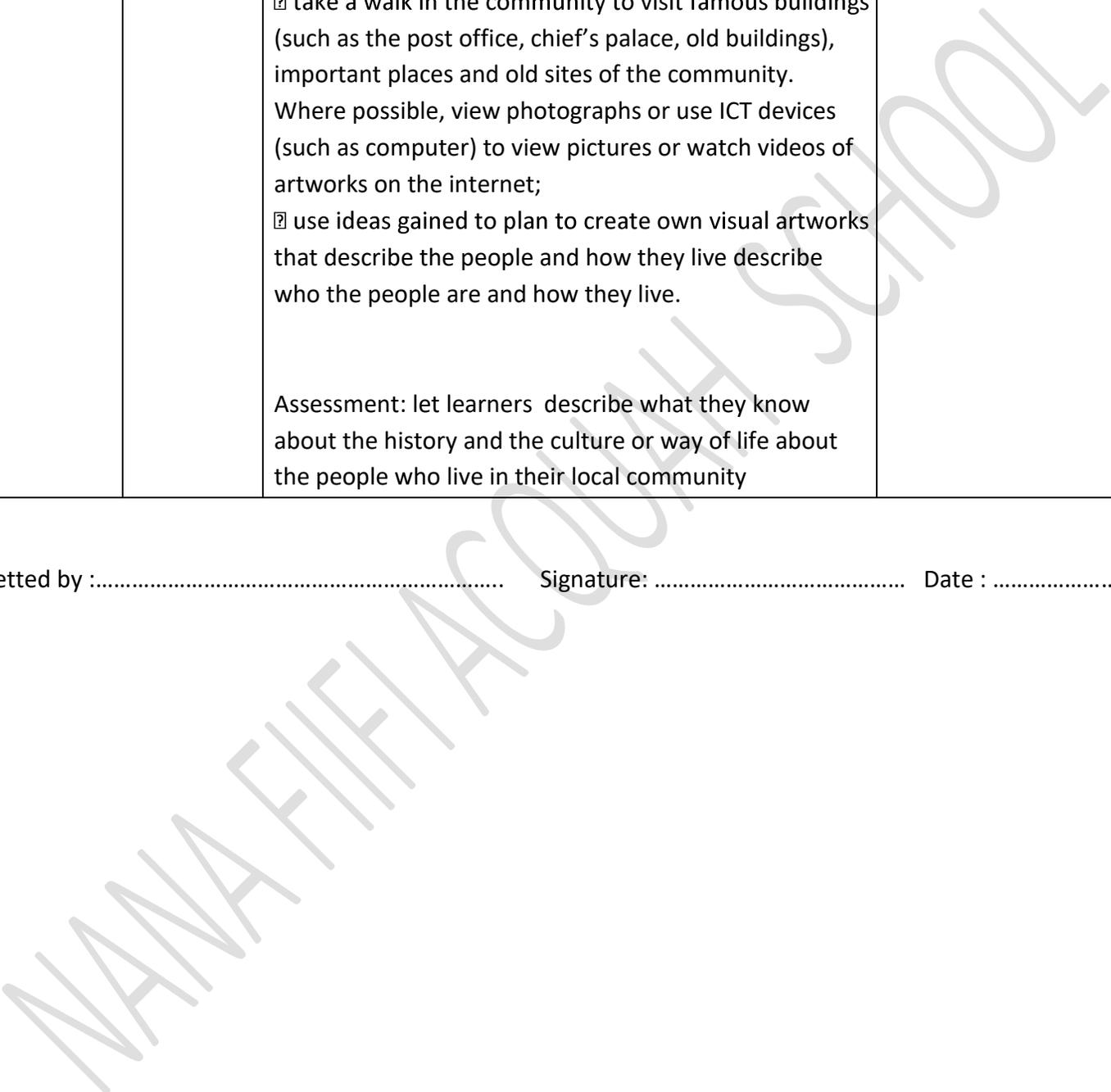
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1 1.1.1.1		
Content standard (code)	B1 1.1.1.		
Performance Indicator	Learners can think about the people who live in the local community and describe what they know about their history and their culture or way of life		
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
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> • think about the different groups of people who live in the local community (your village, town, city or district); • share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started); • share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>cooking, body marks, songs, dances, artworks) of people in the community;</p> <ul style="list-style-type: none">• listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community; <p>☑ take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community.</p> <p>Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos of artworks on the internet;</p> <p>☑ use ideas gained to plan to create own visual artworks that describe the people and how they live describe who the people are and how they live.</p> <p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in their local community</p>	
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Vetted by : Signature: Date :



SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.1		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can explore God’s Creation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Learners can explore God’s Creation		
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	In groups, learners discuss who the creator is. - He is God, the originator of all things. - He provides all our needs: air, food, water, life, etc Assessment: let learners explain who the creator is	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : LOCOMOTOR SKILLS		Sub-strand : MOTOR SKILLS AND MOVEMENT PATTERNS	
Indicator (code)	B1.1.1.1.1:		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can Travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump, crawl etc.).		
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	i. Demonstrate to learners how to move over objects and allow them to practice at their own pace. Learners who master the skill should move on to the next activity. ii. Demonstrate how to move under objects and allow learners to practice at their own pace. iii. Learners in pairs, practice moving in front and behind while teacher or partners give the instruction. iv. Learners walk, jog or run through the objects as individuals and as a group.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries	v. Travel over, rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects. vi. Observe learners during practice as individuals and provide them with feedback for correct mastery of the skill. Allow them to progress at their own pace toward mastery. Take them through cool down/warm down activities to end the lesson	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language (Listening and Speaking)		Sub-strand : Songs Songs	
Indicator (code)	B1.1.1.1.1	B1.1.2.1.1	
Content standard (code)	B1.1.1.1.	B1.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should sing familiar songs of more than six lines and recognise place names heard in the song. Learners should explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme 		
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"> Use a recorder to play some popular songs in the community. Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do Let learners sing and dance to the song. 	What have we learnt today?

		<ul style="list-style-type: none"> • Learners should listen to a song which has names of animals, things and places. • Let learners sing and enjoy the song. • Let learners mention names of people and animals in the song they have heard. <p>Assessment: let learners sing familiar songs of more than six lines and identify place names heard in the song</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"> • Using actions and gestures, teacher explores rhymes for pupils to imitate. • Learners explore rhymes accompanied by tapping, clapping and other sound making actions. • Ask learner to explore some rhymes they know. • Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc. • Write the names of things mentioned on the board and say them aloud • Discuss some of the words with the learners <p>Assessment: let learners mention names of places and people heard in the rhyme</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"> • Using actions and gestures, teacher explores rhymes for pupils to imitate. • Learners explore rhymes accompanied by tapping, clapping and other sound making actions. • Ask learner to explore some rhymes they know. • Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc. • Write the names of things mentioned on the board and say them aloud • Discuss some of the words with the learners <p>Assessment: let learners mention names of places and people heard in the rhyme</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 2

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Songs B. Pre-Reading Activities C. Pre-Writing D. Using Capitalisation E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.1.1.1	B1.2.1.2.1.	B1. 4.1.1.1	B1.5.1.1.1	B1.6.1.1.1
Content standard (code)	B1.1.1.1.	B1.2.1.2..	B1. 4.1.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can listen to and sing familiar songs with appropriate expressions B. Learners can orally blend two or three sounds together to make one C. Learners can make given patterns, trace and draw various objects D. Learners can write capital letters correctly E. Learners can read a variety of age – appropriate books and texts from 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> <ul style="list-style-type: none"> • Let learners identify some familiar songs. • Let learners sing familiar songs and clap, tap and or dance to the rhythm. • Let learners answer a variety of questions on the songs. • Discuss the moral lesson in the songs with learners. <p>Assessment: let learners listen to and sing familiar songs with appropriate expressions</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"> • Make individual sounds and have learners blend them together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot). <p>Assessment: let learners orally blend two or three sounds together to make one</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>Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.</p> <p style="text-align: center;">/// \\</p> <p style="text-align: center;"> ≡ </p> <p>Let learners write these strokes/patterns in the air.</p> <p>Have learners write them in their books</p> <p>Assessment: let learners make given patterns, trace and draw various objects</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> <ul style="list-style-type: none"> • Through pick and write activity, revise writing of capital letters with learners <p>Assessment: let learners write capital letters correctly</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> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can use number names, counting sequences and how to count to find out "how many?"		
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:	Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice	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,	Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B1.1.1.2.1		
Content standard (code)	B1.1.1.2.		
Performance Indicator	Learners can identify and name animals and plants in their locality		
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	<ul style="list-style-type: none"> • Watch pictures or videos on animals and plants. • With guidance, learners identify the local names of plants and animals seen in the videos and pictures. • Learners come out with the local names of other plants and animals not seen in the video/pictures using the "think-pair-share". Assessment: let learners identify and name animals and plants in their locality	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs	<ul style="list-style-type: none"> • Learners Draw and colour any local plant or animal. • Compare their drawings and identify the type of animal or plant drawn through a peer activity. 	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners identify and name animals and plants in their locality	Ask learners to summarize the important points of the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B1.1.2.1. I		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can recognise individual characteristics as the basis of one’s uniqueness		
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 identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. I am kind. I am honest. I like people. Assessment: Let learners identify individual characteristics as the basis of one’s uniqueness	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners brainstorm on the importance of knowing and appreciating oneself.	What have we learnt today?

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	and recite familiar rhymes	Learners say things about themselves with confidence and positive self-esteem: e.g. I am tall and beautiful. I am short and strong I am black and proud Assessment: Let learners mention importance of knowing and appreciating oneself.	Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can explain that history deals with past human activities		
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	List any past events they have witnessed. Explain that since those activities were performed in the past, they qualify to be called history. Assessment: let learners explain that history deals with past human activities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	List any past events they have witnessed. Explain that since those activities were performed in the past, they qualify to be called history	What have we learnt today?

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	familiar rhymes	Assessment: let learners explain that history deals with past human activities	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1 2.1.1.1		
Content standard (code)	B1 2.1.1.		
Performance Indicator	Learners can think about the people who live in the local community and describe what you know about their history and their culture or way of life		
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: <ul style="list-style-type: none"> ☑ think about the different groups of people who live in the local community (your village, town, city or district) ☑ share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started) ☑ share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>cooking, body marks, songs, dances, artworks) of people in the community</p> <p>☑ listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community</p> <p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in the local community</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet</p> <p>☑ use ideas gained to plan to create own performing artworks that describe the people and how they live.</p> <p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.1		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can Explore God’s Creation		
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	In groups, learners discuss who the creator is. - He is God, the originator of all things. - He provides all our needs: air, food, water, life, etc Assessment: let learners explain who the creator is	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B1.1.1. 1.2:		
Content standard (code)	B1.1.1. 1.		
Performance Indicator	Learners can Jump individually taking off on one foot and on 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	Learners go through general and specific warm ups. Demonstrate to learners how to jump taking off on one foot and on both feet (show video or pictures of the activities). Guide learners to practice the activity as individuals and in a group at their own pace based on individual differences for mastery.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries	Organise mini long jump and high jump activities by arranging obstacles for learners to jump over for height or distance taking off on one foot or on two feet. Take them through cool down/warm down activities to end your lesson.	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

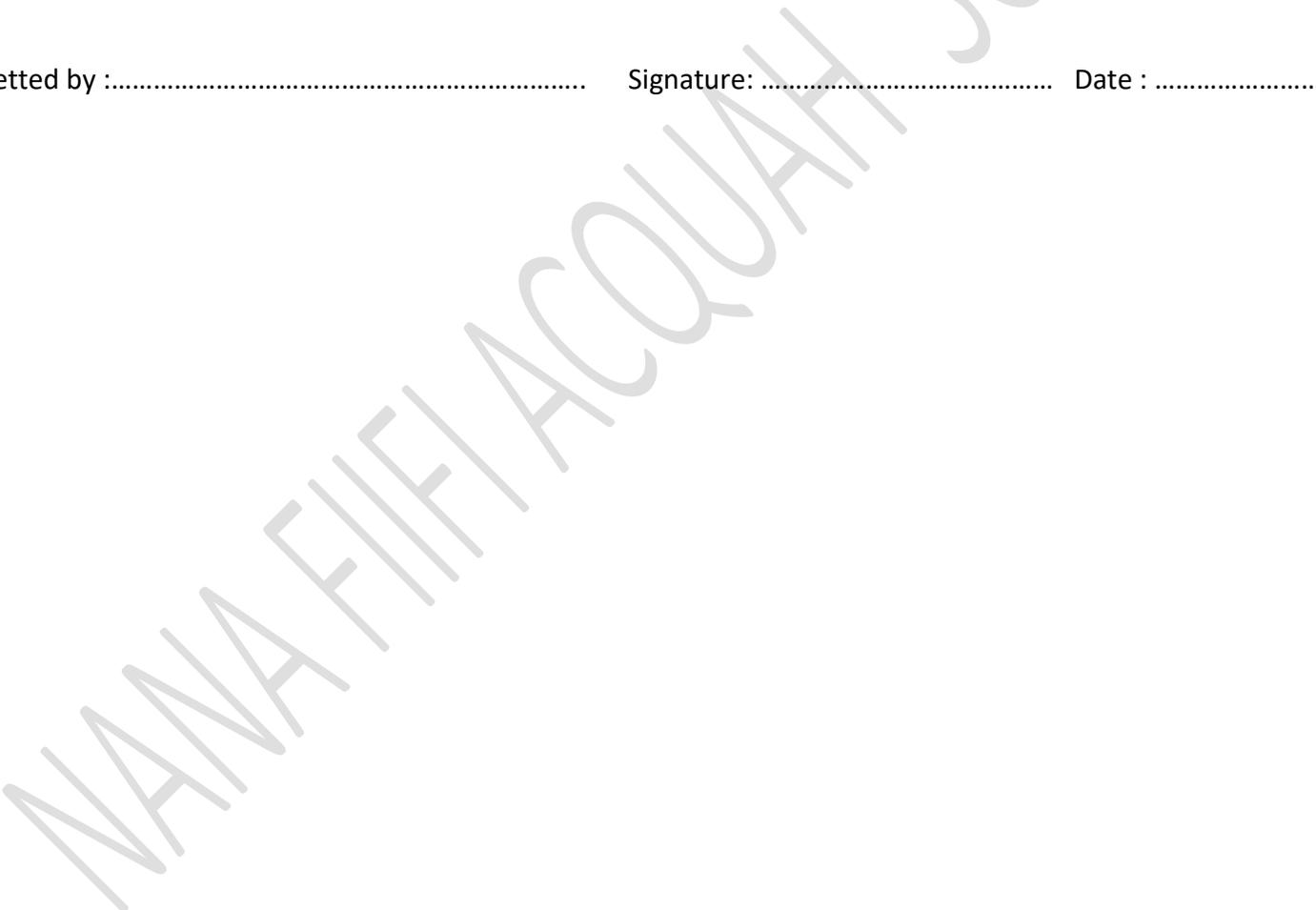
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language (Listening and Speaking)		Sub-strand : Listening and Story Telling	
Indicator (code)	B1.1.4.1.1	B1.1.4.1.2	B1.1.4.1.3
Content standard (code)	B1.1.4.1.	B1.1.4.1.	B1.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should discuss the characters of the story Learners should discuss the events in the story Learners should role play the story. 		
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 clip or tell a story to learners. Use questions to elicit names of characters in stories watched or told in class from learners Assessment: let learners describe the characters of the story	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a movie/play to learners. • Tell or read an interesting story to learners. • Discuss the story with the learners by talking about key issues. • Encourage learners to retell the actions in the story. <p>Assessment: let learners describe the events in the story</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 watch the clip again. • Read the story line to the learners and direct them to role play the story <p>Assessment: let learners role play the story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 3

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Rhymes B. Pre-Reading Activities C. Penmanship D. Using Capitalisation E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.2.1.1	B1.2.1.2.1.	B1.4.2.1.1.	B1.5.1.1.1	B1.6.1.1.1
Content standard (code)	B1.1.2.1.	B1.2.1.2.	B1.4.2.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can listen to and recite rhymes and tongue-twisters with accompanying actions B. Learners can orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin) C. Learners can copy letters of the alphabet clearly D. Learners can write capital letters correctly E. Learners can read a variety of age – appropriate books and texts from 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> <ul style="list-style-type: none"> • Have learners recite familiar rhymes. • Introduce new rhymes by performing them. • Lead learners to echo-read the rhymes. • Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm. • Guide learners to identify rhyming words and teach the accompanying actions. <p>Assessment: let learners recite rhymes and tongue-twisters with accompanying actions</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>Make individual sounds and have learners blend them together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot).</p> <p>Assessment: let learners orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin)</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"> • Introduce learners to the lines and spaces they will be expected to write in. • Demonstrate the letter on the board and in the air several times. • Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters. • Let learners execute the writing task. • Give feedback after assessing learners' work <p>Assessment: let learners copy letters of the alphabet clearly</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	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Through pick and write activity, revise writing of capital letters with learners <p>Assessment: let learners write capital letters correctly</p>	<p>What have we learnt today?</p>

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

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.2		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can identify numbers in different positions around a given number (0 – 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:	Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a	Review the lesson with Learners

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	<p>I'm counting one, what is one</p>	<p>number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="456 268 1045 562"> <tr> <td>4</td> <td>8</td> <td>1</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> <tr> <td>67</td> <td>76</td> <td>96</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	4	8	1	16	18	11	28	44	69	67	76	96	
4	8	1													
16	18	11													
28	44	69													
67	76	96													
<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>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="456 1010 1045 1262"> <tr> <td>4</td> <td>8</td> <td>1</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> <tr> <td>67</td> <td>76</td> <td>96</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	4	8	1	16	18	11	28	44	69	67	76	96	<p>Review the lesson with Learners</p>
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16	18	11													
28	44	69													
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<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>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="456 1703 1045 1955"> <tr> <td>4</td> <td>8</td> <td>1</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> <tr> <td>67</td> <td>76</td> <td>96</td> </tr> </table>	4	8	1	16	18	11	28	44	69	67	76	96	<p>Review the lesson with Learners</p>
4	8	1													
16	18	11													
28	44	69													
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		Assessment: have learners to practice with more examples													
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">18</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">28</td> <td style="text-align: center;">44</td> <td style="text-align: center;">69</td> </tr> <tr> <td style="text-align: center;">67</td> <td style="text-align: center;">76</td> <td style="text-align: center;">96</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	4	8	1	16	18	11	28	44	69	67	76	96	Review the lesson with Learners
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Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">18</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">28</td> <td style="text-align: center;">44</td> <td style="text-align: center;">69</td> </tr> <tr> <td style="text-align: center;">67</td> <td style="text-align: center;">76</td> <td style="text-align: center;">96</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	4	8	1	16	18	11	28	44	69	67	76	96	Review the lesson with Learners
4	8	1													
16	18	11													
28	44	69													
67	76	96													

SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B1.1.2.1.1		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can identify and name a variety of everyday materials in their immediate		
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	<ul style="list-style-type: none"> Teacher engages learners with questions about metals, wood, plastics, soil, glass, textiles, water and stone they see around the playground and other places outside the school; or engages learners to go on a nature’s walk and observe and collect materials present in their environment. <p>Assessment: let learners identify and name a variety of everyday materials in their immediate</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • In groups, learners observe, sort, identify and name materials collected such as wood, plastic, soil, metals glass, textile, water and stone; and explain the basis of their classification. • Reflect on what they have learnt and relate the lesson to everyday uses of the materials. <p>Teacher should build a stock of materials into a Science corner to annul any shortages.</p> <p>Assessment: let learners identify and name a variety of everyday materials in their immediate</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B1.1.3.1.1.		
Content standard (code)	B1.1.3.1.		
Performance Indicator	Learners can identify persons closely related us and the need to relate well with 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 mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of inter-personal relationships and the need to accept everyone, irrespective of where the person comes from. Assessment: Let learners identify persons closely related us and the need to relate well with 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 healthy relationship with family and friends. Assessment: Let learners role play healthy relationship with family and friends.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can explain that history deals with past human activities		
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	Learners sing a song, recite a rhyme or watch a documentary of any past activity Assessment: let learners explain that history deals with past human activities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners sing a song, recite a rhyme or watch a documentary of any past activity	What have we learnt today?

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	familiar rhymes	Assessment: let learners explain that history deals with past human activities	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.2.1		
Content standard (code)	B1 1.2.2.		
Performance Indicator	Learners can reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the people		
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: ☑ refresh their memory on visual artworks that are produced or found in the local community; ☑ recall all kinds of visual artworks that reflect the history and culture of the people; ☑ make decisions on how the artworks (e.g. drawing, poster, clay,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>modelling) they plan to make will reflect the history and culture or way of life of people in the local community</p> <p>Assessment: let learners write a plan for making own artworks from imagination to reflect the history and culture or way of life of the people</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ refresh their memory on visual artworks that are produced or found in the local community; ☑ recall all kinds of visual artworks that reflect the history and culture of the people; ☑ make decisions on how the artworks (e.g. drawing, poster, clay, modelling) they plan to make will reflect the history and culture or way of life of people in the local community <p>Assessment: let learners write a plan for making own artworks from imagination to reflect the history and culture or way of life of the people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B2.1.2.1.1:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can mention the names of some of the things God created.		
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 pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains Assessment: let learners mention the names of some of the things God created.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B1 .1.1.1.3		
Content standard (code)	B1 .1.1.1.		
Performance Indicator	Learners can Walking with the arms or hands stretched by sides		
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	Learners jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up. Demonstrate to learners how to walk with arms stretched sideways from one point to the other. Guide learners to walk with their hands stretched sideways as individuals and in a group but let them progress at their own pace. Observe them practice and give them feedback for motivation and correct mastery of skill.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries	Mark lines on the ground and let learners walk on them make the activity challenging and to prevent boredom. Guide learners to cool down to end the lesson	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language (Listening and Speaking)		Sub-strand : Dramatisation and Role Play Conversation	
Indicator (code)	B1.1.5.1.1.	B1.1.6.1.1	
Content standard (code)	B1.1.5.1..	B1.1.6.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should role play a character in a story. Learners should recognise the various categories of people to greet. 		
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"> Ask a learner to tell a story. Let learners discuss issues in the story told. Direct learners to role play the story. Assessment: let learners role play a character in a story	What have we learnt today? Review the lesson with learners

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Revise the lesson on greetings. • Ask learners to mention the people they greet. • Discuss the categories of people in the community and how they are greeted. • Demonstrate greetings of people of various categories in class. • Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc. <p>Assessment: let learners mention various categories of people to greet.</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 lesson on greetings. • Ask learners to mention the people they greet. • Discuss the categories of people in the community and how they are greeted. • Demonstrate greetings of people of various categories in class. • Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc. <p>Assessment: let learners mention various categories of people to greet.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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NANA FIFI ACQUAH

TERM ONE
BASIC ONE
WEEK 4

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Story Telling B. Phonics C. Penmanship D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.3.1.1.	B1.2.2.1.1	B1.4.2.1.1.	B1.5.4.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.3.1..	B1.2.2.1.	B1.4.2.1.	B1.5.4.1..	B1.6.1.1.
Performance Indicator	A. Learners can listen to stories and be able to identify characters with their roles B. Learners can identify the alphabet in order C. Learners can copy letters of the alphabet clearly D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from 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.				

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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> <ul style="list-style-type: none"> • Mount appropriate story pictures. • Guide learners to tell the story logically, using the pictures at each stage. • Pause and show pictures for learners to ask questions or answer questions to predict the next stage. • Let learners retell the story in a chain, using the pictures, if necessary. • Tell learners your personal response and guide them to do same. e.g. <ol style="list-style-type: none"> i. Why do you like the story? ii. I like the story because... iii. Which part do you like best? iv. I like where... <p>Assessment: let learners listen to stories and be able to identify characters with their roles</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"> • Introduce the lesson with alphabet songs paying attention to the letters as they sing. • Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ). • Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards, e.g. Sound Ball Game, Find My Partner, etc. <p>Assessment: let learners identify the alphabet in order</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"> • Introduce learners to the lines and spaces they will be expected to write in. • Demonstrate the letter on the board and in the air several times. • Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • Let learners execute the writing task. • Give feedback after assessing learners' work <p>Assessment: let learners copy letters of the alphabet clearly</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. <p>Assessment: let learners use the present tense of verbs to describe 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 and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.3		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can use number names and non-standard units for measuring (lengths and volumes) to count to find out “how long or how much?”...up to 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:	Have learners use their feet, hand-span and referent materials to find how long a table, window and door frames are etc., by counting the number of times their	Review the lesson with Learners

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	I'm counting one, what is one	feet, hand-span and referent materials are able to do this Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one .	Have learners use their feet, hand-span and referent materials to find how long a table, window and door frames are etc., by counting the number of times their feet, hand-span and referent materials are able to do this Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one .	Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one .	Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this Assessment: have learners to practice with more examples	Review the lesson with Learners s
Friday	Sing songs like: I'm counting one, what is one .	Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

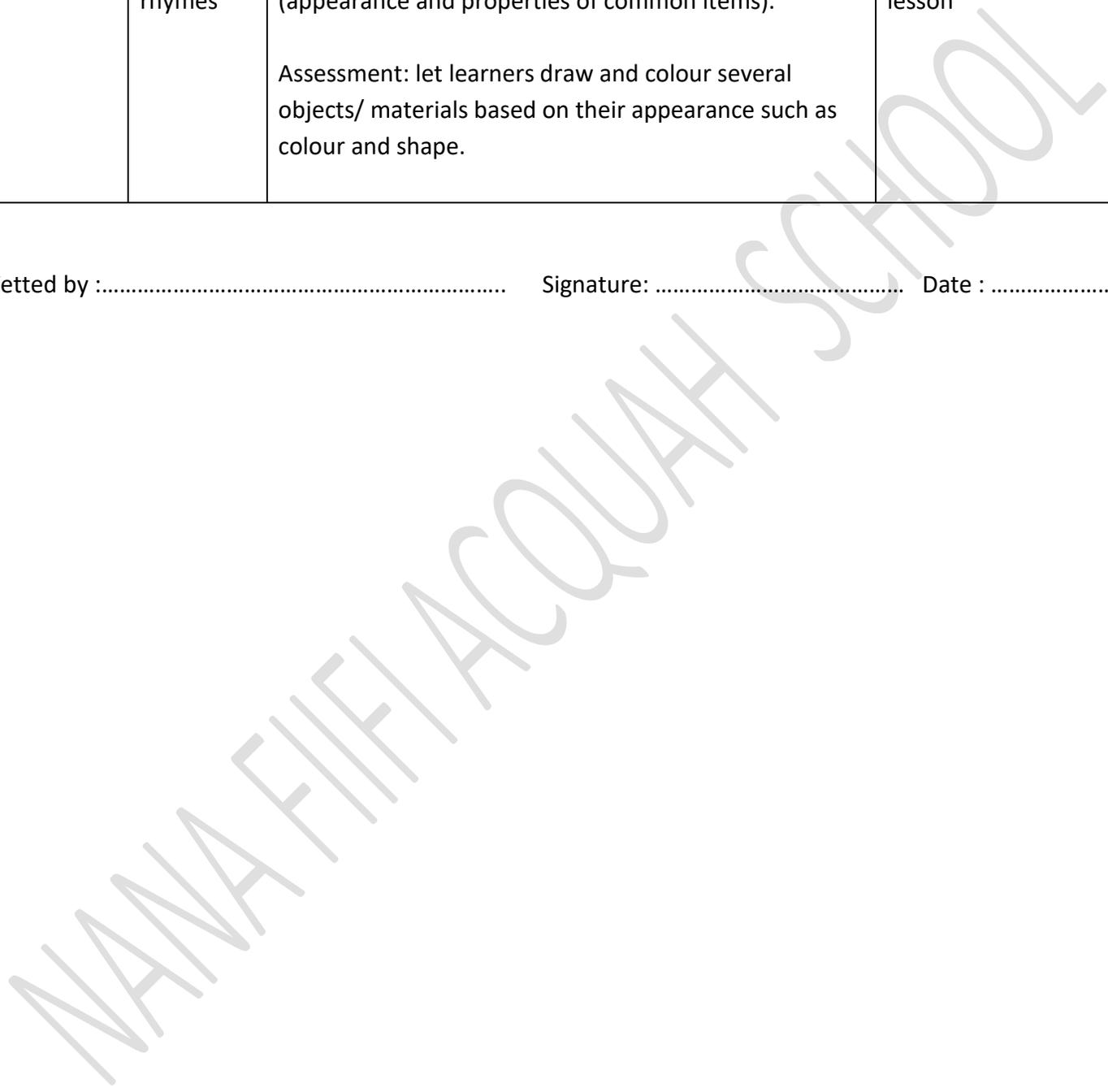
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B1.1.2.1.2		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can describe and group materials by their appearance (shape, size, colour, texture, mass)		
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	<ul style="list-style-type: none"> Learners describe the appearance of the materials (in terms of colour, size, feel, length, etc.). Group materials based on their observable properties such as shape, size (big/small), colour, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light). Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)	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>	<ul style="list-style-type: none"> • Draw and colour several objects/ materials based on their appearance such as colour and shape. • Display their drawings for class observation and talk about them. • Relate the lesson with everyday experiences (appearance and properties of common items). <p>Assessment: let learners draw and colour several objects/ materials based on their appearance such as colour and shape.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B1.1.4.1. 1.		
Content standard (code)	B1.1.4.1.		
Performance Indicator	Learners can describe and show direction to their home		
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 take turns to talk about their home e.g. my home is in a good and beautiful neighbourhood. Learners sketch the direction to their home on paper. Assessment: Let learners sketch the direction to their home on paper.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners talk about what they want to add to their home. Learners draw their home	What have we learnt today?

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	familiar rhymes	Assessment: Let learners draw their home	Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.2		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can describe how sources of historical evidence help us find out about past human activities		
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 Where do we get informatio	1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history. 2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration Assessment: let learners sketch a scene depicting a birthday, funeral, wedding and festival celebration	What have we learnt today? Ask learners to summarize the main points in the lesson

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	n about our past?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where do we get information about our past?	1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history. 2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration Assessment: let learners sketch a scene depicting a birthday, funeral, wedding and festival celebration	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.2.1		
Content standard (code)	B1 2.2.2.		
Performance Indicator	Learners can reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local community		
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 ☑ refresh their memory on music, dance and drama that are produced or found in the local community; ☑ recall all kinds of music, dance, drama that reflect the history and culture of the people;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>☑ make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people.</p> <p>Assessment: let learners write a plan for creating own artworks that will reflect the history and culture or way of life of people in the local community</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to</p> <p>☑ refresh their memory on music, dance and drama that are produced or found in the local community;</p> <p>☑ recall all kinds of music, dance, drama that reflect the history and culture of the people;</p> <p>☑ make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people.</p> <p>Assessment: let learners plan for creating own artworks that will reflect the history and culture or way of life of people in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.2:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can mention the names of some of the things God created.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		RME curriculum Page	
Ref:	Pictures		
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 draw, colour and model some of the things God created. Assessment: let learners draw, colour and model some of the things God created.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.1		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can roll a ball from stationary position using hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones balls	
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	After taking learners through the general and specific warm ups, demonstrate to learners how to roll a ball from stationary position using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward whiles moving from one point to another (from walking to jogging and to running. Guide learners to practice individually and in groups.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries	Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners can further use bats or sticks to roll the ball to challenge the fast learners. Organise mini games for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	B1.2.1.1.1.	B1.1.1.1.2	B1.1.1.1.3
Content standard (code)	B1.2.1.1.	B1.1.1.1.	B1.1.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should say the names of items in the home and the school Learners should recognise and discuss the items in the home and school. Learners should demonstrate the uses of the items 		
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 some concrete items to learners and ask learners to mention the names. Write the names of some items in the home and school on a manila card. Lead learners to mention the items on the manila card. <p>Assessment: let learners say the names of items in the home and the school</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Draw some items in the home and school on a manila card. • Show some concrete items that can be found in home and school. • Lead learners to recognise the items by mentioning the names of the items and group them under the following: “School Items” and “Home Items”. • Lead learners to apply their knowledge on colours, shapes and sizes to discuss the items. For example: School: chairs tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc. Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc. <p>Assessment: let learners mention the items in the home and school.</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"> • Learners should mention names of items in the home and school. • Display some of the items in the class and call learners one by one to demonstrate how the item is used for. • Lead learners through questions and answers to tell what each of the items are used for. <p>Assessment: let learners mention names of items in the home and school and what each of the items are used for.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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WEEK 5

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Story Telling B. Phonics C. Writing Letters – Small and Capital D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.3.1.1.	B1.2.2.1.2	B1.4.3.1.1	B1.5.4.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.3.1.	B1.2.2.1.	B1.4.3.1.	B1.5.4.1.	B1.6.1.1.
Performance Indicator	A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from 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> <ul style="list-style-type: none"> • Mount appropriate story pictures. • Guide learners to tell the story logically, using the pictures at each stage. • Pause and show pictures for learners to ask questions or answer questions to predict the next stage. • Let learners retell the story in a chain, using the pictures, if necessary. • Tell learners your personal response and guide them to do same. e.g. i. Why do you like the story? ii. I like the story because... iii. Which part do you like best? iv. I like where... <p>Assessment: let learners listen to stories and be able to identify characters with their roles</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 play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt. • Let learners use letter cards to order the letters of the alphabet. • Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually. • Select letters whose sound you intend to teach, e.g. two letters at a time. • Say each sound first in context and then in isolation, e.g. ants-a • Have learners repeat it after you. • Give examples of words that contain each sound at the initial, medial and final positions, e.g. bag, table, bulb • Have learners work in pairs to provide examples of words that contain the sounds. 	<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 recognise and produce letter names and sounds randomly	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Show a chart of letters (small and capital). e.g. A B C D E... a b c d e... • Place letter cards (small and capital letters) on the teacher's table. • Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars. • Let learners write the letters in their books. <p>Assessment: let learners match lower and upper case letters</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. <p>Assessment: let learners use the present tense of verbs to describe 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 and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. 	<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 read a variety of age – appropriate books and texts from print	
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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.4		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line		
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 1-to-1 correspondence or matching to solve problems that involve comparing 2 sets having between 1 to 100 objects and explain how he/she solved the	Review the lesson with Learners

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	I'm counting one, what is one	problem (finding which set has more or less, which groups have the same as) Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Use 1-to-1 correspondence or matching to solve problems that involve comparing 2 sets having between 1 to 100 objects and explain how he/she solved the problem (finding which set has more or less, which groups have the same as) 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 the terms "more than", "less than" or "the same as" when comparing two groups having between 1 to 100 objects 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 the terms "more than", "less than" or "the same as" when comparing two groups having between 1 to 100 objects Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is on	Use the terms "more than", "less than" or "the same as" when comparing two groups having between 1 to 100 objects Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B1.2.1.1.1		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can explain that some natural phenomena, such as day and night, occur repeatedly		
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	<ul style="list-style-type: none"> Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards, musical chairs could be used). Relate this activity to the occurrence of day and night and explain that the appearance of the Sun, Moon and stars follow a cyclic pattern. <p>Assessment: let learners explain that some natural phenomena, such as day and night, occur repeatedly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners suggest other events in their environment that happen over and over again in a cycle. For example, dry and wet seasons.• Learners make sketches displaying events that take place in the day and those that take place in the night. <p>Assessment: let learners make sketches displaying events that take place in the day and those that take place in the night.</p>	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

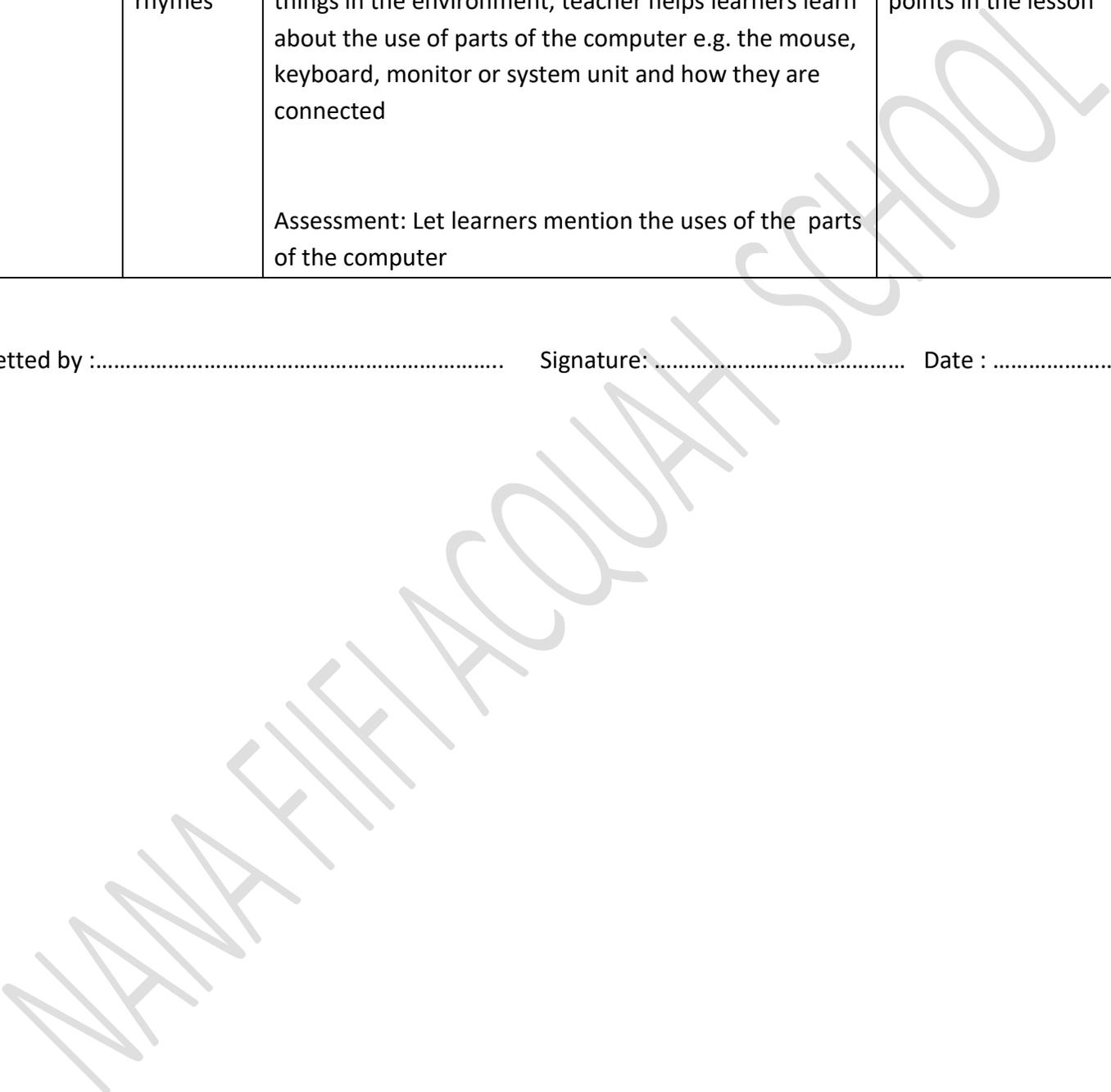
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B1.2.1.1.1.		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can explore the uses of things in the environment		
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	Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses e.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural Assessment: Let learners mention the uses of things in the environment	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>Learners browse the internet, draw or look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens</p> <p>As learners use the internet to browse pictures of things in the environment, teacher helps learners learn about the use of parts of the computer e.g. the mouse, keyboard, monitor or system unit and how they are connected</p> <p>Assessment: Let learners mention the uses of the parts of the computer</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :



SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.2		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can describe how sources of historical evidence help us find out about past human activities		
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 Why do we celebrate birthdays	Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hung in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	and festivals?	<p>Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p> <p>Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hung in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday.</p> <p>Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p> <p>Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</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

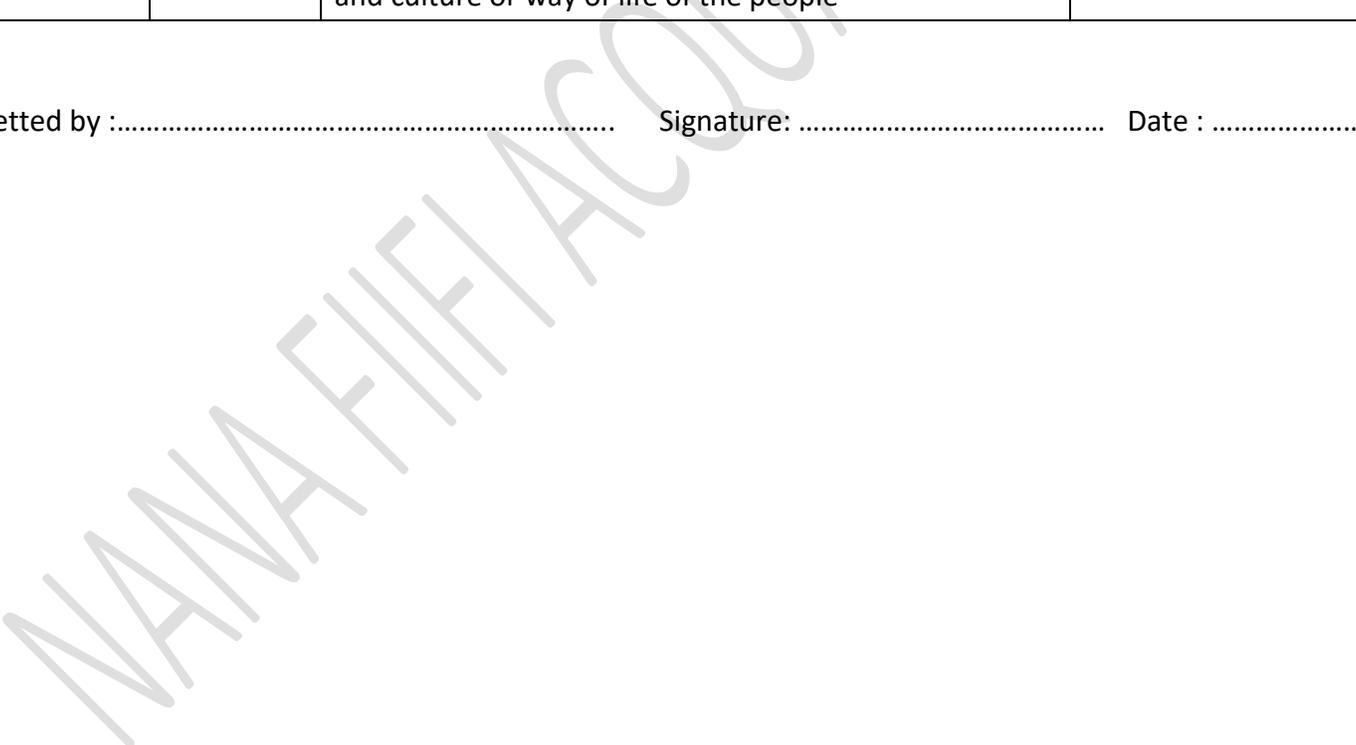
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.3.1		
Content standard (code)	B1 1.2.3.		
Performance Indicator	Learners can create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people		
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: ☑ carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people ☑ create useful artworks that reflects the history and culture of the local community, such as stools and symbols.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people ☑ create useful artworks that reflects the history and culture of the local community, such as stools and symbols. <p>Assessment: let learners create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people</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: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.2:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can Mention the names of some of the things God created.		
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	Help learners to role play, recite rhymes and sing songs about some of the things God created Assessment: let learners role play, recite rhymes and sing songs about some of the things God created	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	Help learners to role play, recite rhymes and sing songs about some of the things God created Assessment: let learners role play, recite rhymes and sing songs about some of the things God created	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.2:		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can strike a light ball upward continuously, using arms, hands, and feet		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
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	After general and specific warm ups, demonstrate to learners how to strike a ball continuously with their hands and feet: 1. Hang light balls on a crossbar 2. Stand in front and strike the ball upwards continuously as it moves back within your reach with your hands and later with your feet. 3. Guide learners to practice as individuals and in groups at their own pace.	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries	4. Let the quick learners toss balls after mastering the skill with the hang balls and strike them with their hands and later with their feet continuously. 5. Organise mini football or volleyball matches for learners to apply the skills for fun and enjoyment. End the lesson with cool down activities.	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Print Concept Phonological and Phonemic Awareness	
Indicator (code)	B1.2.2.1.2	B1.2.3.1.1.	B1.2.3.1.2.
Content standard (code)	B1.2.2.1.N	B1.2.3.1..	B1.2.3.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should move fingers across tables and books from left to right (do picture walk) and top to bottom (Handle a book appropriately). Learners should recognise the location of individual sounds in one and two-syllable words (beginning or end). Learner's should recognise and create rhyming 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	<ul style="list-style-type: none"> Demonstrate how reading is done holding the book appropriately for learners to observe. Learners demonstrate how reading is done holding the book correctly 	What have we learnt today?

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	familiar rhymes	Assessment: let learners move fingers across the books from left to right and top to bottom	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 on the board. • Teach learners the corresponding sounds. • Assist learners to recognise the individual sounds in one-syllable and two syllable words. E.g. Go, come, eat, etc. E.g. Paddle, cradle, parrot, carrot, bucket, corner etc. <p>Assessment: let learners mention individual sounds in one and two-syllable words (beginning or end).</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 rhyming words on the board. • Say them aloud for learners to repeat. • Lead learners to create rhyming words with one and two syllable words. • Let learners write the rhyming words on the board. • Put learners in groups and do creating rhyming words game among the groups. <p>Assessment: let learners mention rhyming words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 6

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Dramatisation and Role-Play B. Word Families, Rhyming Endings and Common Digraphs C. Writing Letters – Small and Capital D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.5.1.1	B1.2.3.1.1.	B1.4.3.1.1	B1.5.4.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.5.1.	B1.2.3.1..	B1.4.3.1.	B1.5.4.1..	B1.6.1.1.
Performance Indicator	A. Learners can dramatise stories heard B. Learners can use common rhyming endings to decode simple words C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
T. L .R. (s)					
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> <ul style="list-style-type: none"> • Begin the lesson with the narration of a familiar story. • Have learners identify the characters in the story and their roles. • Have learners role-play some specific characters in groups. • Let learners talk about theirs and others' roles <p>Assessment: let learners dramatise stories heard</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"> • Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat. • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Assessment: let learners use common rhyming endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Show a chart of letters (small and capital). e.g. A B C D E... a b c d e... • Place letter cards (small and capital letters) on the teacher's table. • Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars. • Let learners write the letters in their books. <p>Assessment: let learners match lower and upper case letters</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	What have we learnt today?

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	<p>and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. <p>Assessment: let learners use the present tense of verbs to describe habitual actions</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</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.4		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line		
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:	Put groups between 1 to 50 objects in increasing or decreasing order and justify his/her answer or explain what he/she did to find the answer	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	Put groups between 1 to 50 objects in increasing or decreasing order and justify his/her answer or explain what he/she did to find the answer Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Put groups between 1 to 50 objects in increasing or decreasing order and justify his/her answer or explain what he/she did to find the answer 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 numbers and groups of objects that are that are 1 more or less than a number (for numbers 1 to 100) 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 numbers and groups of objects that are that are 1 more or less than a number (for numbers 1 to 100) Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B1.2.1.2.1		
Content standard (code)	B1.2.1.2.		
Performance Indicator	Learners can know that the sun is the main source of light to the 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	<ul style="list-style-type: none"> Engage learners with a number of questions to enable them explore where we get light, e.g. What does the sun look like? Where is the sun located? Do you see clearly or otherwise when the sun is out? Display various sources of light such as torch, candles, matchstick, and lantern. Brainstorm with learners to come out with one thing which is common to all the items you have displayed. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> Engage learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). <p>Assessment: let learners mention sources of light in their environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners brainstorm the main sources of light by considering the biggest source of light which makes them see clearly in the day time. Learners use paper to design the sun as a source of light to the earth <p>Assessment: let learners draw the sun as a source of light to the earth</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: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)	B1.2.2.1.1.		
Content standard (code)	B1.2.2.1.		
Performance Indicator	Learners can Identify different plants in the environments and their uses		
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 go on a nature walk to observe and talk about different plants in the environment. Learner watch films/pictures of plants in the environment to show forest trees, grassland, maize, cocoa, shea butter trees, rubber, mangoes, to enable learners understand that different plants live in different environments. Assessment: Let learners identify different plants in the environments	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 uses of plants and share the information with the whole class. The uses of plants include food, clothing, shelter, medicine, decoration and shades. Assessment: Let learners identify different plants in the environments and their uses	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.2		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can describe how sources of historical evidence help us find out about past human activities		
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	Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones	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	Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones	What have we learnt today? Visiting historical sites in town e.g. an old chapel, a post office, a chief's palace, groves, forests, wetlands etc. as the next lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.3.1		
Content standard (code)	B1 2.2.3.		
Performance Indicator	Learners can create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people		
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: ☑ plan and perform basic dance movements and patterns based on dances performed in the local and community ☑ select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ plan and perform basic dance movements and patterns based on dances performed in the local and community ☑ select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama. <p>Assessment: let learners create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can Examine some attributes of 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:	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	In groups, guide learners to talk about the attributes of God. Assessment: let learners mention the attributes of God.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.3		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can strike a light ball upward continuously, using a large, short-handled paddle.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones balls	
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	After general and specific warm ups, demonstrate to learners how to strike a ball upward continuously using a large, short-handled paddle: 1. Stand with shoulders straight holding a ball and short-handled paddle. Toss a ball up and strike it upwards continuously as it drops within your reach with a short-handled paddle or bat. 2. Guide learners to practice as individuals and in groups at their own pace. 3. Organise games for learners in pairs to serve and play a rally for fun and enjoyment	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries	End the lesson with cool down.	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge	
Indicator (code)	B1.2.4.1.1.	B1.2.4.1.2	B1.2.4.1.3
Content standard (code)	B1.2.4.1..	B1.2.4.1.	B1.2.4.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should blend sounds to produce syllables • Learners should blend syllables to produce simple words. • Learners should segment syllables and words into sounds and 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	<ul style="list-style-type: none"> • Write the letters of the alphabet on the board. • Say the sounds aloud to learners. • Let learners say the sounds of the letters. 	What have we learnt today?

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	familiar rhymes	<ul style="list-style-type: none"> • Lead learners to use the sounds of the letters on the board to produce syllables. Eg: /b/ + /a/ = ba; /t/ + /o/ = to etc <p>Assessment: let learners blend sounds to produce syllables</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write letters on the board and create some syllables from them. • Write the syllables on the board. • Lead learners to use the syllables on the board to produce simple words. • Say the simple words aloud to learners. E.g: /ba/ + /se/ = base /cry/ + /ing/ = crying. <p>Assessment: let learners blend syllables to produce simple 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"> • Revise sounds and syllables with learners. • Write some words on the board and lead learners to segment the words into syllables and sounds. • Ask learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/ <p>Assessment: let learners segment syllables and words into sounds and words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 7

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Dramatisation and Role-Play B. Word Families, Rhyming Endings and Common Digraphs C. Labelling Items D. Using Qualifying Words – Adjectives E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.5.1.1.	B1.2.3.1.1.	B1.4.4.1.1	B1.5. 5.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.5.1.	B1.2.3.1.	B1.4.4.1.	B1.5. 5.1..	B1.6.1.1.
Performance Indicator	A. Learners can dramatise stories heard B. Learners can use common rhyming endings to decode simple words C. Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself D. Learners can identify adjectives and use them to describe oneself and other people E. Learners can read a variety of age – appropriate books and texts from 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.				

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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> <ul style="list-style-type: none"> • Begin the lesson with the narration of a familiar story. • Have learners identify the characters in the story and their roles. • Have learners role-play some specific characters in groups. • Let learners talk about theirs and others' roles. <p>Assessment: let learners dramatise stories heard</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"> • Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat. • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Assessment: let learners use common rhyming endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.</p> <ul style="list-style-type: none"> • Have learners go round to observe the pictures. • In groups, let learners share their observations. • Ask learners to draw and label three objects of their choice. <p>Assessment: let learners draw simple pictures of peers or various objects and use invented spelling to write about oneself</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> <ul style="list-style-type: none"> • Have learners read level-appropriate texts describing people. • Put learners in groups to discuss the texts read. <p>Provide questions to help them identify the descriptive words.</p> <p>Assessment: let learners identify adjectives and use them to describe oneself and other people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.5		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can represent the comparison of two number up to 100 using the symbols ">, < or ="		
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 the terms "more than", "less than" or "the same as" when comparing two numbers between 1 to 50.	Monday

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	<p>I'm counting one, what is one</p>	<p>Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p>> > = = < <</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use the terms "more than", "less than" or "the same as" when comparing two numbers between 1 to 50.</p> <p>Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p>> > = = < <</p> <p>Assessment: have learners to practice with more examples</p>	<p>Tuesday</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use the terms "more than", "less than" or "the same as" when comparing two numbers between 1 to 50.</p> <p>Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p>> > = = < <</p> <p>Assessment: have learners to practice with more examples</p>	<p>Wednesday</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Use the terms "more than", "less than" or "the same as" when comparing two numbers between 1 to 50.</p>	<p>Thursday</p>

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	<p>one, what is one 1 - One is one alone, alone it shall be.</p>	<p style="text-align: center;">Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <hr style="border-top: 1px dashed black;"/> <p>> > = = < <</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.</p>	<p>Use the terms "more than", "less than" or "the same as" when comparing two numbers between 1 to 50.</p> <p style="text-align: center;">Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <hr style="border-top: 1px dashed black;"/> <p>> > = = < <</p> <p>Assessment: have learners to practice with more examples</p>	<p>Friday</p>

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)	B1.2. 2.1.1		
Content standard (code)	B1.2. 2.1.		
Performance Indicator	Learners can examine the structure of plants		
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	<ul style="list-style-type: none"> • Assist learners to uproot young plants from the school environment and bring them to class • Learners examine the external parts of the plants (using hand lens if available), • Draw the external parts and display drawings for discussion <p>Assessment: let learners draw the external parts of young plants</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Assist learners to uproot young plants from the school environment and bring them to class• Create weed albums using leaves of different plants Assessment: let learners create weed albums using leaves of different plants	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Map Making and Land Marks	
Indicator (code)	B1.2.3.1. 1.		
Content standard (code)	B1.2.3.1.		
Performance Indicator	Learners can identify the cardinal points		
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 cardinal points e.g. North, South, East and West. Learners sketch the cardinal points and label them. Assessment: Let learners identify the cardinal points	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners stretch their arms sideways to demonstrate the cardinal points e.g. in front of me is North, to the right is East, to the left is West and to my back is South.	What have we learnt today?

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	familiar rhymes	Assessment: Let learners identify the cardinal points	Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can state the similarities and differences between the communities where learners live.		
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 historical sites in town e.g. an old chapel, a post office, a chief's palace, groves, forests, wetlands etc. Assessment: let learners state the similarities and differences between the communities where learners live.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, groves, forests, wetlands etc.	What have we learnt today?

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	familiar rhymes	Assessment: let learners state the similarities and differences between the communities where learners live.	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	Learners can plan a display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people		
Content standard (code)	B1 1.3.4.1		
Performance Indicator	B1 1.3.4.		
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: <ul style="list-style-type: none"> ☑ watch a short video on an exhibition or visit an exhibition centre or gallery ☑ discuss the need for displaying portfolio of own visual artworks ☑ plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>inform the public on the history and culture of people in the local community</p> <p>Assessment: let learners write a plan for display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a short video on an exhibition or visit an exhibition centre or gallery ☑ discuss the need for displaying portfolio of own visual artworks ☑ plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community <p>Assessment: let learners write a plan for display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can examine some attributes of 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:	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 pictures, charts, video clips, songs and role play to demonstrate attributes of God showing: love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community. Assessment: let learners mention some attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.4:		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can demonstrate the underhand throw pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Balls			
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	After learners have warmed up, demonstrate the underarm throw pattern by standing with shoulders straight and holding a ball. Swing the hand with the ball backward as you simultaneously step forward with the foot. Swing the hand forward and throw the ball with the palm facing forward. Guide learners to practice as individuals and in groups. Observe them practice and give feedback for correction and motivation. Organise underarm throws for distance or target. Let learners cool down to end the lesson	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B1.3.1.1.1	B1.3.1.1.2	
Content standard (code)	B1.3.1.1.	B1.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners should control wrist in letter writing and pattern drawing • Learners should trace given shapes 		
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"> • Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing letters and drawing patterns. • Call learners one by one to write the letters and draw patterns in the sand tray while you control them. • Make sure they move their wrist correctly. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners write the letters and draw patterns in the sand tray	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw broken lines on papers. • Give the papers to learners and lead them to trace the broken lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners trace given shapes</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"> • Draw broken lines on papers. • Give the papers to learners and lead them to trace the broken lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners trace given shapes</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 8

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Conversation B. Vocabulary C. Labelling Items D. Using Qualifying Words – Adjectives E. Building the Love and Culture of Reading			
Indicator (code)	A. Learners can use appropriate greetings for different times of the day B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself D. Learners can identify adjectives and use them to describe oneself and other people E. Learners can read a variety of age – appropriate books and texts from print				
Content standard (code)	B1.1. 6.1.1	B1.2.6.1.1.	B1.4.4.1.1	B1.5. 5.1.1.	B1.6.1.1.1
Performance Indicator	B1.1. 6.1.	B1.2.6.1.	B1.4.4.1.	B1.5. 5.1.1	B1.6.1.1.
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	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Revise daily greetings by having learners identify greeting times in the day. e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening. • Discuss the correct responses to these greetings. • Let learners take turns to demonstrate greetings at different times of the day and also practise the appropriate responses. • Discuss the importance of greetings <p>Assessment: let learners use appropriate greetings for different times of the day</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"> • Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc. • Use the word “tree” to teach the sight words. • Have learners repeat the words aloud. • Have learners use the sight words in meaningful sentences. <p>Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have each learner choose and draw a peer and write a line or two about that person. • Assist learners with spelling where necessary. • Have learners share their work with their partners. • Similarly, let learners draw pictures of themselves and write a sentence or two about the pictures. 	<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 draw simple pictures of peers or various objects and use invented spelling to write about oneself	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Assessment: let learners use adjectives to describe oneself and other people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.5		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can represent the comparison of two number up to 100 using the symbols ">, < or ="		
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 the symbols ">", "<" or "=" when comparing two numbers between 1 to 50	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p>> > = = < <</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use the symbols ">", "<" or "=" when comparing two numbers between 1 to 50</p> <p>Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p>> > = = < <</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:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use the symbols ">", "<" or "=" when comparing two numbers between 1 to 50</p> <p>Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p>> > = = < <</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:</p>	<p>Use the symbols ">", "<" or "=" when comparing two numbers between 1 to 50</p>	<p>Review the lesson with Learners</p>

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	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p style="text-align: center;">Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p style="text-align: center;">> > = = < <</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.</p>	<p>Use the symbols ">", "<" or "=" when comparing two numbers between 1 to 50</p> <p style="text-align: center;">Comparing Numbers!</p> <p>14 <input type="text"/> 7 16 <input type="text"/> 16</p> <p>11 <input type="text"/> 19 8 <input type="text"/> 8</p> <p>17 <input type="text"/> 20 13 <input type="text"/> 10</p> <p style="text-align: center;">> > = = < <</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: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify the external human body parts by their appropriate names (e.g. eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest)		
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	Use songs to get learners to name the parts of their bodies e.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”. <ul style="list-style-type: none"> • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body. • Learners draw a human body and use a colour of their choice to colour their drawing. Assessment: let learners identify the external human body parts by their appropriate names (What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Learners can trace an outline of the human body on a cardboard or paper.• Learners display their work for discussion Assessment: let learners identify the external human body parts by their appropriate names (What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B1.2.4.1.1.		
Content standard (code)	B1.2.4.1.		
Performance Indicator	Learners can describe the population structure of their class and the need to respect one another		
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 describe the structure of population in their class by sex and age. Learners group the population in their class by age and by sex in their class. NB: Teacher to represent each age by sex on the chalk/white board with a rectangular block, starting with the youngest age at three bottom and building on with older boys and girls. Size of box will be	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>determined in each case by number of learners in each age group.</p> <p style="text-align: center;"><u>Example of the Age Structure</u></p> <div style="text-align: center;"> <p style="margin-left: 100px;">8years</p> <p style="margin-left: 100px;">7years</p> <p style="margin-left: 100px;">6 years</p> </div> <p>Assessment: Let learners describe the population structure of their class</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the need to respect one another regardless of age and sex as responsible citizens</p> <p>Assessment: Let learners describe the population structure of their class and the need to respect one another</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can State the similarities and differences between the communities where learners live.		
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	Learners list the names of historical sites starting with the oldest to the most recent. Assessment: let learners list the names of historical sites starting with the oldest to the most recent.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners list the names of historical sites starting with the oldest to the most recent.	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners list the names of historical sites starting with the oldest to the most recent.	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 2.3.4.2		
Content standard (code)	B1 2.3.4.		
Performance Indicator	Learners can plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community		
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: <ul style="list-style-type: none"> ☑ watch a short video that reflect the natural and manmade environments in the local community; ☑ select compositions according to factors such as creativity and originality; ☑ plan the arrangement of own music, dance and drama to share own views on the natural and manmade environments of the local community. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write a plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a short video that reflect the natural and manmade environments in the local community; ☑ select compositions according to factors such as creativity and originality; ☑ plan the arrangement of own music, dance and drama to share own views on the natural and manmade environments of the local community. <p>Assessment: let learners plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can examine some attributes of 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:	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 role play the following activities: - home: family members caring for one another Assessment: let learners mention some attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.5:		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can Throw and catch a self-tossed ball		
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	Take learners through warm ups (general and specific). Demonstrate how to throw and catch a self-tossed ball by throwing a ball with two hands up and catch the ball as it drops. Guide learners to practice throw and catch a self-tossed ball as individuals. Let them throw for others to catch. Organise a mini handball/basketball or netball game for learners to apply the skills for fun and enjoyment. End lesson with cool/warm down activities.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B1.3.1.1.3	B1.3.1.1.4	
Content standard (code)	B1.3.1.1.	B1.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners should write patterns of letters in continuous form • Learners should model various objects that interest 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	<ul style="list-style-type: none"> • Write the letters of the alphabet on a manila card and show it to learners. • Lead learners to practice how to write letter patterns in continuous form Assessment: let learners write patterns of letters in continuous form	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with different objects. • Let learners recognise the objects and talk about them. • Talk about their uses and where the objects can be found. • Lead learners to model various objects that interest them individually <p>Assessment: let learners model various objects that interest them</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"> • Provide learners with different objects. • Let learners recognise the objects and talk about them. • Talk about their uses and where the objects can be found. • Lead learners to model various objects that interest them individually <p>Assessment: let learners model various objects that interest them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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WEEK 9

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Conversation B. Vocabulary C. Writing Simple Words and Sentences D. Using Qualifying Words – Adjectives E. Building the Love and Culture of Reading			
Indicator (code)	B1.1. 6.1.2.	B1.2.6.1.1.	B1.4.5.1.1	B1.5. 5.1.1.	B1.6.1.1.1
Content standard (code)	B1.1. 6.1.	B1.2.6.1..	B1.4.5.1.	B1.5. 5.1..	B1.6.1.1.
Performance Indicator	A. Learners can describe the home, people or places B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can make a list of objects in the school D. Learners can identify adjectives and use them to describe oneself and other people E. Learners can read a variety of age – appropriate books and texts from 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.				

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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> <ul style="list-style-type: none"> • Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy. • Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings. <ul style="list-style-type: none"> • Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other. • Show pictures of homes, people and places and have learners think-pair-share their observations with the person sitting next to them and with the class <p>Assessment: let learners describe the home, people or places</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>Tell a story and have learners identify sight words in the story.</p> <ul style="list-style-type: none"> • Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend. <p>Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B1.1.1.1.6		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can describe the relationship between quantities/numbers up to 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:	Use one-to-one correspondence, matching or counting to identify whether the number of objects in one group of up to 20 objects is greater than, less than or equal to the number of objects in another; describe the	Review the lesson with Learners

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	I'm counting one, what is one	relationship between the two groups or numerals using the terms greater than, less than, or equal to Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one .	Use one-to-one correspondence, matching or counting to identify whether the number of objects in one group of up to 20 objects is greater than, less than or equal to the number of objects in another; describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Build a group that has more than, less than, or the same number as a given set Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Demonstrate an understanding of the relative size of numbers up to 100 by: - Order groups of 1 to 20 objects and then a small set of numerals between 1 and 20, and justifying the arrangement - Describe the relative size of numbers up to 100 (i.e., say whether one number is a lot or a little bigger or smaller than another, or 5 more than another number); Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20) Demonstrate an understanding of the relative size of numbers up to 100 by: - Place given numerals between 0 and 50 on a number line that has 0, 5 10 and 20 indicated as benchmarks	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.	- Act out and solving problems (pictures and words) that involve comparing quantities (i.e., Johnson has 3 mangoes, Adwoa has 7. what can you say?) Assessment: have learners to practice with more examples	
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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : Ecosystems	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.		
Performance Indicator	Learners can know the places where living things live (land, air, and 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
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners observe different habitats around the school, e. g. a tree which houses some birds and insects, a bush or a pond. • Observe videos or pictures of places where living things live e.g. a marshy area, forest, a pond etc. • Display pictures of air, water and land habitats with different organisms. • Learners come out with the names of the living things found in the three habitats (living places) in the video, pictures or through the nature walk. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners mention the places where living things live	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners come out with the names of the living things found in the three habitats (living places) in the video, pictures or through the nature walk</p> <p>Engage learners to draw organisms in their natural homes.</p> <p>Assessment: let learners draw organisms in their natural homes.</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: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B1.3.1.1.1.		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore the main types of worship 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	Show pictures, video clips, etc. of people worshipping, among the three main religions in Ghana - Christian worship - Islamic worship - Traditional worship Learners role play the act of worship in the three main religions in Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners role play the act of worship in the three main religions in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the act of worship in the three main religions in Ghana. Assessment: Let learners role play the act of worship in the three main religions in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can state the similarities and differences between the communities where learners live.		
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	Learners sketch what they have seen on their visit. Assessment: let learners sketch what they have seen on their visit	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners sketch what they have seen on their visit. Assessment: let learners sketch what they have seen on their visit	What have we learnt today?

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	and recite familiar rhymes		Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS, PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.4.2	B1 2.3.5.1	
Content standard (code)	B1 1.3.4.	B1 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community Learners can perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community 		
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	Learners are to: ☑ clean the classroom or available space and organise it for the exhibition;	What have we learnt today?

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	familiar rhymes	<p>☑ plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in the local community</p> <p>Assessment: let learners write a plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ watch a video or live performance of music, dance and drama on the culture of the local community;</p> <p>☑ plan to perform some of the music, dance and drama performed during a festival;</p> <p>☑ plan to perform own music, dance and drama compositions to share with, educate and inform the public on own knowledge and understanding of the history and culture of the local community</p> <p>Assessment: let learners perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local 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: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can examine some attributes of 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:	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 role play the following activities: - home: - school: teachers and learners demonstrate care and love among themselves Assessment: let learners mention some attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.6		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can catch a flying ball above the head.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Balls			
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	Lead learners through warm ups activities. Demonstrate how to catch a flying ball by stretching the arms forward, fingers opened with thumbs and index fingers close to each other. Let learners throw a ball and step forward to catch it. Guide learners in pairs to throw and catch flying balls in turns whiles you observe and give feedback. Organise a handball, basketball or netball mini game for learners to apply the skills in a real-life situation with fun and enjoyment. End the lesson with cool down activities	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Letters-Small and Capital	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should combine strokes to form shaps. 		
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"> Draw strokes of lines on papers. Give the papers to learners and lead them to trace the strokes of lines to form shapes. Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners combine strokes to form shaps</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw strokes of lines on papers. • Give the papers to learners and lead them to trace the strokes of lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners combine strokes to form shapes</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"> • Draw strokes of lines on papers. • Give the papers to learners and lead them to trace the strokes of lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners combine strokes to form shapes</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 10

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Writing Simple Words and Sentences D. Using Simple Prepositions E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.7.1.1.	B1.2. 7.1.1.	B1.4.5.1.1	B1.5.7.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.7.1.	B1.2. 7.1.	B1.4.5.1.	B1.5.7.1..	B1.6.1.1.
Performance Indicator	A. Learners can listen to and reproduce narrative texts B. Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions C. Learners can make a list of objects in the school D. Learners can identify and use prepositions in oral and written language to indicate position E. Learners can read a variety of age – appropriate books and texts from 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> <ul style="list-style-type: none"> • Before Reading – Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. – Have them predict the story. • During Reading – Read a story. Pause at vantage points and have learners talk about the content of the text. • After Reading – Have the learners answer simple questions based on the text. – Have them role-play the events in the story <p>Assessment: let learners listen to and reproduce narrative texts</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>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text..</p> <p>Assessment: let learners use illustrations, text clues (title, headings) and context to make inferences and predictions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher’s office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books. <p>Assessment: let learners make a list of objects in the school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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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</p> <ul style="list-style-type: none"> • State the position of various classroom objects using simple prepositions. • Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair. • Let learners identify the words in, on, etc. as words that show position. • Pair up learners and have them use the prepositions identified in simple and meaningful sentences. <p>Assessment: let learners use prepositions in oral and written language to indicate position.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)	B1.1.2.1.1		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can demonstrate understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20		
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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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Acting out a given story problem presented orally. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have? - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? • Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Acting out a given story problem presented orally. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have? - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? • Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer 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>Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel's family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel's family use? 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</p>	<p>Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel's family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel's family use? Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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Friday	Sing songs like: I'm counting one, what is one	Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel's family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel's family use? Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B1.4.1.1.1		
Content standard (code)	B1.4.1.1.		
Performance Indicator	Learners can understand energy and give examples of its uses		
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	<ul style="list-style-type: none"> • Learners talk about why they eat food every day • Guide learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom. • Assist learners to come-out with the meaning of energy. Assessment: let learners explain energy	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	<ul style="list-style-type: none">• Assist learners to come-out with the meaning of energy.• Ask learners to brainstorm on what happens when a car runs short of fuel.• Summarise the learners' responses by explaining to them that energy is what enables us to do work. <p>Assessment: let learners give examples of the uses of energy</p>	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B1.3.1.1.1.		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore the main types of worship 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 sing and recite texts from the three main religions. - The Lord’s Prayer, Psalm 23 (Christian) Assessment: Let learners recite The Lord’s Prayer and Psalm 23	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners sing and recite texts from the three main religions. - The Lord’s Prayer, Psalm 23 (Christian)	What have we learnt today?

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	familiar rhymes	Assessment: Let learners recite The Lord's Prayer and Psalm 23	Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can state the similarities and differences between the communities where learners live.		
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	Compare sketches drawn with pictures of historical sites from other communities. Assessment: let learners state the similarities and differences between the communities where learners live.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Compare sketches drawn with pictures of historical sites from other communities.	What have we learnt today?

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	familiar rhymes	Assessment: let learners state the similarities and differences between the communities where learners live.	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.5.1		
Content standard (code)	B1 1.3.5.		
Performance Indicator	<ul style="list-style-type: none"> Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved 		
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: ☑ display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Assessment: let learners exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ display (real/photographs/video) selected own and others' displayed performing artworks ☑ talk about the works dispassionately using agreed guidelines; ☑ use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artwork <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately; ☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; ☑ record/document the activity and share using an accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp etc.. <p>Assessment: let learners write a report on own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved</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: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can examine some attributes of 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:	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 role play the following activities: - community: visits to the hospital and orphanage, etc Assessment: let learners mention some attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.7		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can Kick a stationary ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
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	After warm ups, demonstrate to learners how to kick a ball from stationary. Place a ball at stationary, stand with shoulders straight with the non-kicking leg slightly forward supporting the body's weight. Swing the leg behind forward to kick the ball from stationary. Learners step forward with non-kicking leg to kick a stationary ball to partners based on their capabilities. Organise a mini football game for learners to apply the skills in real life for fun and enjoyment	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization)	
Indicator (code)	B1.5.1.1.1.		
Content standard (code)	B1.5.1.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners should learn to write capital letters correctly • Learners should use capital letters to write names • Learners should use capital letters to write proper nouns. 		
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 in upper case on cards and show it to learners. • Guide learners through modelling to say them. • Ask learners to write the capital letters correctly. 	What have we learnt today?

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		Assessment: let learners learn to write capital letters correctly	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write names of some objects using capital letters on flashcards. • Lead learners to read the words. • Let learners use capital letters to write names of the objects correctly <p>Assessment: let learners use capital letters to write names</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"> • Ask learners to mention their names; write them on the board and discuss with them. • Ask them to say what they see about the letters in the names. • Write names of persons and places on manila card in capital letters. • Guide learners to read the names and discuss the names with them. • Let learners use capital letters to write the proper nouns. <p>Assessment: let learners use capital letters to write proper nouns</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 11

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Writing Simple Words and Sentences D. Using Simple Prepositions E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.7.1.2	B1.2. 7.1.2.	B1.4.5.1.1	B1.5.7.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.7.1.	B1.2. 7.1.	B1.4.5.1.	B1.5.7.1..	B1.6.1.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events in a narrative text B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts C. Learners can make a list of objects in the school D. Learners can identify and use prepositions in oral and written language to indicate position E. Learners can read a variety of age – appropriate books and texts from 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.				

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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> <ul style="list-style-type: none"> • Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).. <p>Assessment: let learners identify and relate the sequence of events in a narrative 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> <ul style="list-style-type: none"> • Have learners read level appropriate texts independently, with minimal support from peers/teacher. • Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. <p>Assessment: let learners ask and answer factual and inferential and applicative questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher’s office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books. <p>Assessment: let learners make a list of objects in the school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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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</p> <p>Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</p> <ul style="list-style-type: none"> • Let each learner write two sentences describing the position of objects in the classroom <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)	B1.1.2.2.1		
Content standard (code)	B1.1.2.2.		
Performance Indicator	Learners can use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 and unknowns as any one of terms in problems such as $9 + 7 = []$, $13 + [] = 19$ and $14 - [] = 3$.		
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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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Explaining that = means "the same as" - Identifying if two quantities or groups of objects are equal or not and justifying answers - Using the symbol = to record equal relationships (e.g., $3 = 2 + 1$ or $2 + 1 = 3$)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Explaining that = means "the same as" - Identifying if two quantities or groups of objects are equal or not and justifying answers - Using the symbol = to record equal relationships (e.g., $3 = 2 + 1$ or $2 + 1 = 3$)</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>Explaining that = means "the same as" - Identifying if two quantities or groups of objects are equal or not and justifying answers - Using the symbol = to record equal relationships (e.g., $3 = 2 + 1$ or $2 + 1 = 3$)</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</p>	<p>Representing a pictorial or concrete equality in symbolic form (e.g., represent $3 + 2 = 5$)</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</p>	<p>Representing a pictorial or concrete equality in symbolic form (e.g., represent $3 + 2 = 5$)</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: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B1.4.2.1.1		
Content standard (code)	B1.4.2.1.		
Performance Indicator	Learners can know the importance of electricity and identify common household appliances that require electricity to work		
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	<ul style="list-style-type: none"> • Learners mention items in their homes that use electricity. • Alternatively show them videos/drawings of items that use electricity. • Put learners into groups and give each group flashcards of items that use electricity and those that do not. • Assist learners to sort the items into two groups i.e, 'uses electricity' and 'does not use electricity'. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Let learners match the items mentioned with their functions, e.g. washing machine is the item used for washing, the item used to play music is the sound system, etc. • Guide learners through questioning to understand why all such appliances are connected to a source of electricity. <p>Assessment: let learners identify common household appliances that require electricity to work</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners brainstorm on how daily living without electricity will affect our homes, schools and industries. • Summarise lesson by explaining that electricity is a form of energy thus it enables electrical items to work. • Learners talk about the importance of electricity in the home. <p>Assessment: let learners mention the importance of electricity in the home.</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: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B1.3.1.1.1.		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore the main types of worship 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 sing and recite texts from the three main religions. - Al-Fathiha (Islamic) Assessment: Let learners recite text - Al-Fathiha (Islamic)	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners sing and recite texts from the three main religions. - Al-Fathiha (Islamic)	What have we learnt today?

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	familiar rhymes	Assessment: Let learners learners recite text - Al-Fathiha (Islamic	Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can State the similarities and differences between the communities where learners live.		
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	Learners discuss their sketches bringing out similarities and differences in the sites they visited Assessment: let learners state the similarities and differences between the communities where learners live.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners discuss their sketches bringing out similarities and differences in the sites they visited	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners state the similarities and differences between the communities where learners live.	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciation and Appraisal	
Indicator (code)	B1 1.4.6.2	B1 2.4.6.2	
Content standard (code)	B1 1.4.6.	B1 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can Use the agreed guidelines to examine and derive meaning from own and others’ displayed visual artworks • Learners can Use the agreed guidelines to examine and derive meaning from own and others’ displayed performing artworks 		
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: ☑ agree to the guidelines to critically examine and come out with meaning from visual artworks; ☑ express own feelings and ideas about own and others’ displayed artworks. Suggested Process/Steps	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> ☑ discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;. ☑ identify the correct vocabularies to use for appreciating and appraising artworks; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury; ☑ select own/others artwork to talk about using the accepted guide <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others’ displayed visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on the guidelines to critically examine and come out with meaning of own and others’ performed artworks <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ discuss and accept a guide for appreciating and appraising own and/or others’ compositions and performances as suggested above; ☑ identify the correct vocabularies to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others’ displayed performing artworks</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: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can Examine some attributes of 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:	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 role play the following activities: - community: visits to the hospital and orphanage, etc Assessment: let learners mention some attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.8		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can bounce and dribble a ball (continuously) with one hand		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
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	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Action Words)	
Indicator (code)	B1.5.3.1.1.	B1.5.3.1.2	
Content standard (code)	B1.5.3.1.	B1.5.3.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners should write two letter action words • Learners should write three letter action 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"> • Ask learners to mention some action words on the board. • List the words on the board and say them loudly for learners. • Write two-letter action words on a manila card and show it to learners. • Lead learners to read the words. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Let learners write some two-letter action words correctly. <p>Assessment: let learners write two letter action words</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write three-letter action words on a manila card and show it to learners. • Lead learners to read the words. • Let learners write some three-letter action words correctly. <p>Assessment: let learners write three letter action 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"> • Write three-letter action words on a manila card and show it to learners. • Lead learners to read the words. • Let learners write some three-letter action words correctly. <p>Assessment: let learners write three letter action words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC ONE
WEEK 12

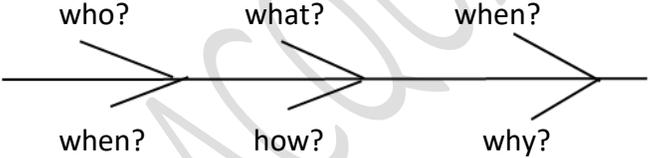
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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

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. Writing Simple Words and Sentences D. Using Simple Prepositions E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.7.1.2.	B1.2.7.1.3	B1.4.5.1.1	B1.5.7.1.1.	B1.6.1.1.1
Content standard (code)	B1.1.7.1.	B1.2.7.1.	B1.4.5.1.	B1.5.7.1.	B1.6.1.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events in a narrative text B. Learners can retell level-appropriate texts in own words C. Learners can make a list of objects in the school D. Learners can identify and use prepositions in oral and written language to indicate position E. Learners can read a variety of age – appropriate books and texts from 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> <ul style="list-style-type: none"> • Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending). <p>Assessment: let learners identify and relate the sequence of events in a narrative 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> <ul style="list-style-type: none"> • Use the Simple Herring Bone strategy to guide learners to retell the story in their own words.  <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books <p>Assessment: let learners make a list of objects in the school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Pair up learners and have them use the prepositions identified in simple and meaningful sentences. • Let each learner write two sentences describing the position of objects in the classroom</p> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)	B1.1.2.2.1		
Content standard (code)	B1.1.2.2.		
Performance Indicator	Learners can use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 and unknowns as any one of terms in problems such as $9 + 7 = []$, $13 + [] = 19$ and $14 - [] = 3$.		
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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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement. Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement. 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>Use a symbol (____) to represent the unknown in an addition or subtraction statement. 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</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement. 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</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement. Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B1.4.2.1.1		
Content standard (code)	B1.4.2.1.		
Performance Indicator	Learners can know the importance of electricity and identify common household appliances that require electricity to work		
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	<ul style="list-style-type: none"> • Learners mention items in their homes that use electricity. • Alternatively show them videos/drawings of items that use electricity. • Put learners into groups and give each group flashcards of items that use electricity and those that do not. • Assist learners to sort the items into two groups i.e, 'uses electricity' and 'does not use electricity'. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Let learners match the items mentioned with their functions, e.g. washing machine is the item used for washing, the item used to play music is the sound system, etc. • Guide learners through questioning to understand why all such appliances are connected to a source of electricity. <p>Assessment: let learners identify common household appliances that require electricity to work</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners brainstorm on how daily living without electricity will affect our homes, schools and industries. • Summarise lesson by explaining that electricity is a form of energy thus it enables electrical items to work. • Learners talk about the importance of electricity in the home. <p>Assessment: let learners mention the importance of electricity in the home.</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: OUR WORLD OUR PEOPLE

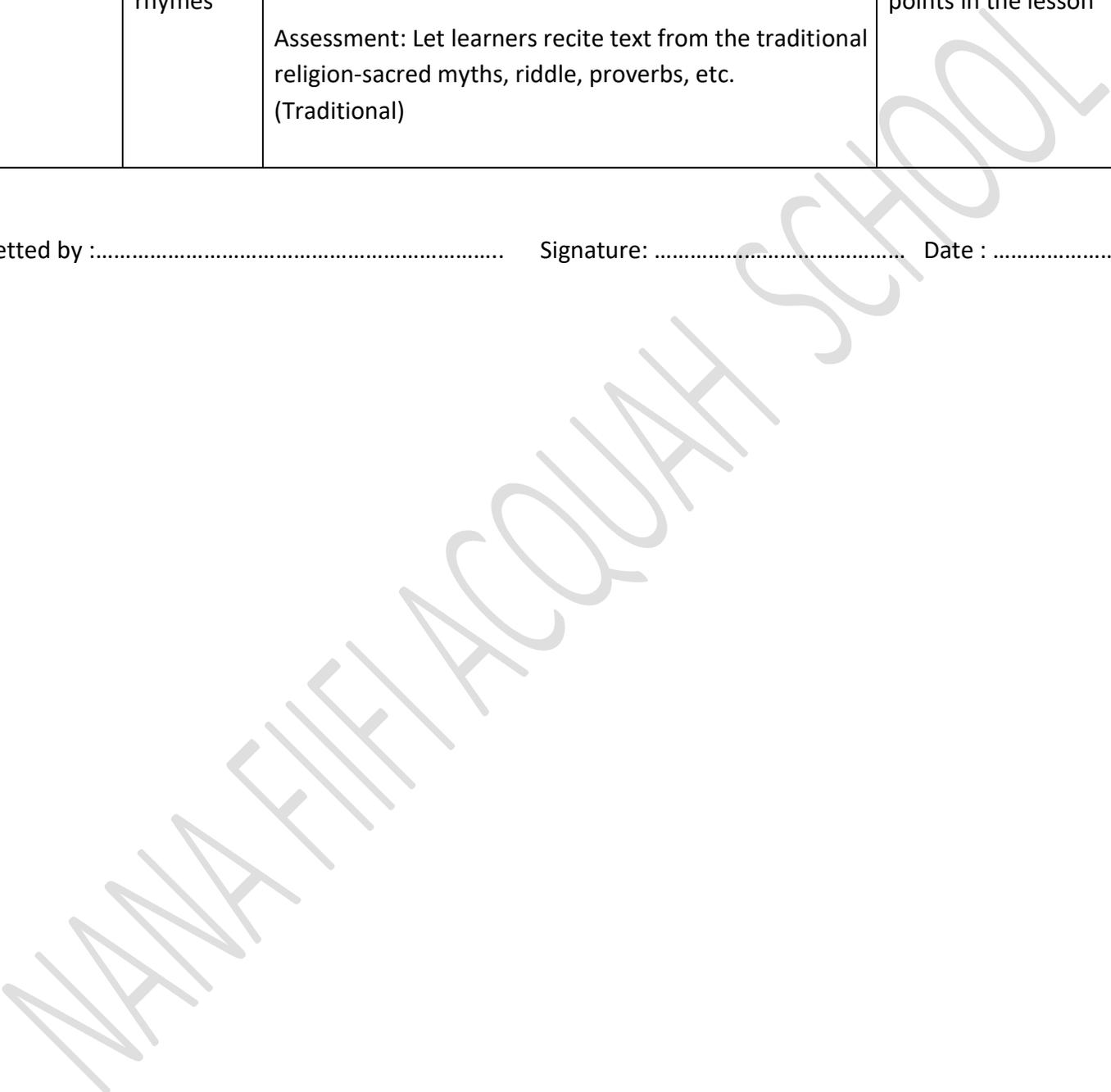
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B1.3.1.1.1.		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore the main types of worship 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 sing and recite texts from the three main religions. - Any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional) Assessment: Let learners recite text from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional)	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners sing and recite texts from the three main religions. - Any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional)</p> <p>Assessment: Let learners recite text from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional)</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :



SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can state the similarities and differences between the communities where learners live.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
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	Learners discuss their sketches bringing out similarities and differences in the sites they visited Assessment: let learners state the similarities and differences between the communities where learners live.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners discuss their sketches bringing out similarities and differences in the sites they visited	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners state the similarities and differences between the communities where learners live.	Ask learners to summarize the main points in the lesson
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciation and Appraisal	
Indicator (code)	B1 1.4.6.2	B1 2.4.6.2	
Content standard (code)	B1 1.4.6.	B1 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can use the agreed guidelines to examine and derive meaning from own and others’ displayed visual artworks • Learners can use the agreed guidelines to examine and derive meaning from own and others’ displayed performing artworks 		
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: ☑ agree to the guidelines to critically examine and come out with meaning from visual artworks; ☑ express own feelings and ideas about own and others’ displayed artworks. Suggested Process/Steps	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> ☑ discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;. ☑ identify the correct vocabularies to use for appreciating and appraising artworks; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury; ☑ select own/others artwork to talk about using the accepted guide <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others’ displayed visual artworks</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on the guidelines to critically examine and come out with meaning of own and others’ performed artworks <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ discuss and accept a guide for appreciating and appraising own and/or others’ compositions and performances as suggested above; ☑ identify the correct vocabularies to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others’ displayed performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God the Creator		Sub-strand : God, His Creation and Attributes	
Indicator (code)	B1. 1.1.1.3:		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can examine some attributes of 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:	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 role play the following activities: - community: visits to the hospital and orphanage, etc Assessment: let learners mention some attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.8		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can bounce and dribble a ball (continuously) with one hand		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
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	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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Vetted by : Signature: Date :

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners should read simple sentences of about three to four 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"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners read simple sentences of about three to four words	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :