

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

Downloaded From :

[https://avenuegh.com/download-ges-lesson-plan-  
notes-kg-basic-1-to-6-week-1-to-week-12-all-  
subjects/](https://avenuegh.com/download-ges-lesson-plan-notes-kg-basic-1-to-6-week-1-to-week-12-all-subjects/)

# WEEKLY SCHEME OF LEARNING- WEEK TEN

## BASIC ONE

Name of School.....

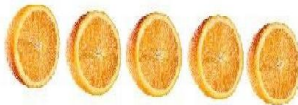
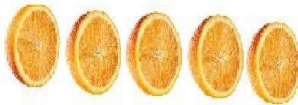
Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.7.1.3.      B1.2. 7.1.2.      B1.4.5.1.3. B1.5.7.1.1      B1.6.1.1.1.	
Performance Indicator		Learners can recognise and discuss characters in a story Learners can ask and answer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

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

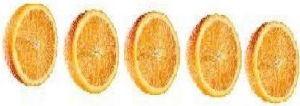
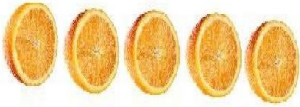
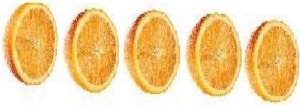
		<ul style="list-style-type: none"> <li>• Have groups/pairs share their views with the whole class</li> </ul> <p>Assessment: let learners discuss characters in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level appropriate texts independently,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

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

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

<b>Week Ending</b>			
<b>Class</b>		one	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.3.1.2	
<b>Performance Indicator</b>		Learners can count in halves using concrete and pictorial representations of halves	
<b>Strand</b>		NUMBER	
<b>Sub strand</b>		Fractions	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.) 	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.) 	Review the lesson with Learners  Assessment: have learners to practice with more examples

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

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

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

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



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

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

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

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

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

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

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

<b>Week Ending</b>			
<b>Class</b>		one	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B1 1.4.7.1      B1 2.4.7.1	
<b>Performance Indicator</b>		Learners can examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines  Learners can examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines	
<b>Strand</b>		Visual Arts                  Performing Arts	
<b>Sub strand</b>		Appreciating and Appraising	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: 1 view and make informed decisions on agreed guidelines by using the senses and movement; 2 assess based on established guide for judging artworks by using the theme, subject matter, media, techniques, elements; 3 recognise the characteristics of own and others’ displayed visual artworks 4 talk about the usefulness of the	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

		<p>displayed visual artworks;          2 identify future modifications that can be made to enhance the usefulness</p> <p>Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: 2 based on agreed guidelines assess the value and recognise the characteristics 2 assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements 2 express own likes and dislikes about the music, dance and drama artworks 2 make suggestions for developing own and others' music, dance and drama artworks</p> <p>Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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



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

