

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

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 FOUR

## BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.6.2.1 B1.2.6.1.1 B1.4.4.1.1. B1.5.4.1.3 B1.6.1.1.1.	
Performance Indicator		Learners can engage in collaborative conversation Learners can read level-appropriate sight words and use many of them in meaningful sentences Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself Learners can use the present tense continuous form of verbs Learners can read a variety of age – appropriate books and texts from print	
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 Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher’s office, library, etc.). • Lead learners, with questions, to talk about	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

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

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>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.2.3.1	
<b>Performance Indicator</b>		Learners can use strategies for solving basic addition facts (and related subtraction fact) to10	
<b>Strand</b>		NUMBER	
<b>Sub strand</b>		Number Operations (Addition, Subtraction, Multiplication and Division	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be.	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be.	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners  Assessment: have learners to practice with more examples

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

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

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

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

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

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		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.3.1.2	
Performance Indicator		Learners can recall when the name Ghana came into formal use	
Strand		My Country Ghana	
Sub strand		How Ghana Got Its Name	
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  How was the name changed? In which year was the name changed?	Discuss the sequence of events leading to the change of name.  Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the sequence of events leading to the change of name.  Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B1.1.3.1.2	
Performance Indicator		Learners can Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat	
Strand		MOTOR SKILLS AND MOVEMENT PATTERNS	
Sub strand		RHYTHMIC SKILLS	
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	After warm ups, demonstrate walking to an even beat such as clapping, music (one-two, onetwo.,etc.) and smooth transition to running when the beat changes to an uneven beat (one,two,three.,etc.). Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise walking to jogging or walking to running games for learners to create fun and enjoyment. End the lesson with cool down activities.	What have we learnt today?  Use answers to summarise the lesson.

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

		<p>preceding the Homowo Festival)</p> <p>Assessment: let learners describe religious festivals in Ghana</p>	
--	--	---	--

<b>Week Ending</b>			
<b>Class</b>		one	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B1 2.2.2.2	
<b>Performance Indicator</b>		Learners can develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community	
<b>Strand</b>		PERFORMING ARTS	
<b>Sub strand</b>		Planning, Making and Composing	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to:  ☐ develop ideas on the nature of performing artworks (music, dance and drama) produced or performed in the local community  ☐ make decisions on instruments, resources and techniques that are suitable for making these performing artworks   	

		<p>of life of people in the local community.</p> <p>☑ Record ideas to define the choice of artworks they have in mind</p> <p>Assessment: let learners give ideas for making own artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
--	--	--	--

<b>Learning Indicator (s) (Ref. No.)</b>		B1.2.4.1.3 Segment syllables and words into sounds and words. B1.2.4.2.1. Listen and say and read words with identical sounds from list of words. B1.2.4.2.2 Listen, say and recognise rhyming words in poems	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should segment syllables and words into sounds and words.</li><li>• The learner should listen and say and read words with identical sounds from list of words.</li><li>• The learner should listen, say and recognise rhyming words in poems</li></ul>	
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>• Revise sounds and syllables with learners.</li><li>• Write some words on the board and lead learners to segment the words into syllables and sounds.</li><li>• Ask learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/</li></ul> Assessment: let learners segment syllables and words into sounds and words	What have we learnt today?          Review the lesson with learners

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write words with identical sounds on a flashcard.</li> <li>• Mention the words for learners to listen.</li> <li>• Lead learners to say words with identical sounds from the list of words one by one.</li> <li>• Allow learners to write two words with identical sounds and read to the class.</li> <li>• Play an audio with identical words in them and talk about the words in the audio.</li> <li>• Write words with identical sounds on a flashcard/board.</li> <li>• Read the words for learners to listen.</li> </ul> <p>Assessment: let learners read words with identical sounds from the list of words one by one</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>• Explore a poem.</li> <li>• Invite a resource person explore a poem to learners.</li> <li>• Learners to listen and say rhyming words in the poems.</li> <li>• Write the identified rhyming words on the board.</li> <li>• Explain some of the rhyming words.</li> </ul> <p>Assessment: let learners identify and say rhyming words in poems</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



