

TERM TWO
BASIC ONE
WEEK FIVE

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 FIVE

BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.6.2.2. B1.2.6.1.2 B1.4.5.1.1 B1.5.4.1.3 B1.6.1.1.1.	
Performance Indicator		Learners can talk about likes and dislikes: food, animals, toys, etc Learners can ask questions to find out the meaning of new words Learners can make a list of objects in the school 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, Talk about likes and dislikes: food, animals, toys, etc Assessment: let learners talk about likes and dislikes: food, animals, toys, etc	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

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING As learners listen carefully, tell a story twice. Let learners answer questions based on the story.</p> <ul style="list-style-type: none"> • Have them mention words they hear in the story. • Let learners tell the meanings of some of the words. <p>Assessment: let learners make their own simple sentences using the key 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 Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <ul style="list-style-type: none"> • 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>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>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE Guide learners to use the present tense continuous form of verbs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use the present tense continuous form of verbs to form sentences	
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"> • 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>

Week Ending			
Class		one	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B1.1.2.4.1	
Performance Indicator		Learners can Use counting on, counting down and missing addend strategies for adding and subtracting within 20	
Strand		NUMBER	
Sub strand		Number Operations (Addition, Subtraction, Multiplication and Division	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I’m counting one, what is one	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	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,	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	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,	Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)	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>2 - Two pair, two pair</p>	<p>Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)</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>Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)</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)		B1.2. 2.1.2.	
Performance Indicator		Learners can observe different kinds of seeds	
Strand		CYCLES	
Sub strand		LIFE CYCLES OF ORGANISMS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut). • Learners examine the external parts of different seeds, draw and display them for discussion Assessment: let learners draw the external parts of different seeds	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Through a matching game, learners identify different fruits and their seeds. Assessment: let learners match different fruits and their seeds	What have we learnt today? Ask learners to summarize the important points of the lesson

Week Ending			
Class		One	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B1 2.1.1.2	
Performance Indicator		Learners can recite religious passages and sing religious songs	
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	<ul style="list-style-type: none">• Show pictures, video clips, etc. of songs and recitations from the three main religions.• Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātīhah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional). 	

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	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana Assessment: let learners narrate how 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 role of played by parliament and other individuals in the change of name from Gold Coast to Ghana Assessment: let learners narrate how 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)	B1.1.3.1.3
Performance Indicator	Learners can Roll in log form from stationary to a distance and back (from lying position).
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	Take learners through general and specific warm ups by jogging while flexing and twisting the parts of the body. Learners spread mats or mattresses in line. Lie on the mat/mattress at the start with legs closed and straight. Arms should be at the side while facing up. Maintain body posture while rolling from the start to the finish. Roll back to the start. 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 log roll game for	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

		learners to create fun and enjoyment. End the lesson with cool down activities.	
--	--	---	--

Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B1.3.3.1.1.	
Performance Indicator		Learners can explain basic human needs and rights of self and others	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Basic Human Rights	
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	Engage learners with games/storytelling, rhymes to talk about human needs and rights. Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc. Assessment: let learners explain basic human needs	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	Engage learners with games/story telling, rhymes to talk about human needs and rights.	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>Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.</p> <p>Assessment: let learners explain basic human rights</p>	
--	--	---	--

Week Ending			
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B1 1.2.3.2	
Performance Indicator		Learners can create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments	
Strand		VISUAL ARTS	
Sub strand		Planning, Making and Composing	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) ☐ make prints or line drawings of available visual artworks and use them to create patterns. Assessment: let learners create own artworks from imagination to express	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

		own ideas of the visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) ☐ make prints or line drawings of available visual artworks and use them to create patterns. <p>Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Learning Indicator (s) (Ref. No.)		B1.2.4.2.3 Listen and say diagraphs correctly. B1.2.4.2.4 Read two-syllable words B1.2.4.2.5 Recognise and say consonants in a language	
Performance Indicators		<ul style="list-style-type: none">• The learner should listen and say diagraphs correctly.• The learner should read two-syllable words• The learner should recognise and say consonants in a language	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Write list of words that consist of both diagraphs and non-diagraphs on the board.• Discuss the words and explain diagraphs to learners.• Write some of the diagraphs on a manila card. Example...• Read the diagraphs aloud for learners to listen. Assessment: Call learners one by one to pronounce the	What have we learnt today? <

		diagraphs correctly in words	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some two-syllable words on a manila card and display the card on the board. • Lead learners to read the words. • Call learners one by one to read the two syllable words. • Use some of the words to form sentences and ask learners also to form sentences with some of the words. <p>Assessment: let learners should read two-syllable words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the consonants on flashcards. • Show it to learners and lead them to say the consonants in a group. • Call learners one by one to recognise and mention the consonants. • Let learners write some consonants in their books <p>Assessment: let learners Identify and say consonants in a language.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

