

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

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# WEEKLY SCHEME OF LEARNING- WEEK ONE

## BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.2.2.1.5. B1.4.3.1.3 B1.5.4.1.2 B1.6.1.1.1.	
Performance Indicator		Learners can segment syllables/words into sounds Learners can write words using both capital and small letters Learners can use the present tense of verbs to express the present state of things or situations 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Revise the sounds of letters and words learners have learnt. • Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by mother = mo-ther	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"> <li>• Let learners read the words and use them in sentences</li> </ul> <p>Assessment: Let learners use the words pencil, baby and mother in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Write words in upper and lower cases.</li> <li>• Model pronunciation of target words for learners to repeat.</li> <li>• Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words.</li> </ul> <p>Let group leaders help other learners (who are not able to write some letters correctly).</p> <p>Assessment: Let learners copy the words from the board</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"> <li>• Introduce the activity and demonstrate it</li> <li>• Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: use the present tense of verbs to express the present state of things in the classroom</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>	<p>What have we learnt today?</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: Guide learners to select books for readings</p>	Ask learners to summarize the main points in the lesson
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Week Ending			
Class		One	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B1.1.2.2.2	
Performance Indicator		Learners can Use relationship between addition and subtraction to demonstrate understanding of equality for numbers 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)
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	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (10 – 8) is the same as identifying the number that must be added to 8 to make 10)  10 – 8 = What? Means 8 + What? = 10	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a	Review the lesson with Learners

	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (<math>10 - 8</math>) is the same as identifying the number that must be added to 8 to make 10)</p> <p><math>10 - 8 = \text{What?}</math></p> <p>Means <math>8 + \text{What?} = 10</math></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>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (<math>10 - 8</math>) is the same as identifying the number that must be added to 8 to make 10)</p> <p><math>10 - 8 = \text{What?}</math></p> <p>Means <math>8 + \text{What?} = 10</math></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>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 (<math>10 - 8</math>) is the same as identifying the number that must be added to 8 to make 10)</p> <p><math>10 - 8 = \text{What?}</math></p> <p>Means <math>8 + \text{What?} = 10</math></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)		B1.2.1.3.1	
Performance Indicator		Learners can Observe the disappearance of mist and pools of water after it rains	
Strand		: CYCLES	
Sub strand		EARTH SCIENCE	
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)
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out when it rains).</li><li>Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate.</li></ul> <p>Assessment: where does mist and run-off water go after rains?</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		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.3.1.1	
Performance Indicator		Learners can explain why, in the past, Ghana was known as the Gold Coast	
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  Why did the country change its name from the Gold Coast to Ghana? Who proposed the change of name? Why was the new name proposed?	Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name Costa da mina - Gold Coast.  Assessment: Explain why, in the past, Ghana was known as the Gold Coast	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	Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name Costa da mina - Gold Coast.  Assessment: Explain how the name was changed from Gold Coast to Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B1.1.2.1.9:	
Performance Indicator		Learners can move the ball forward while dribbling with the hand and with the foot by varying the amount of force (push).	
Strand		MOTOR SKILLS AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND 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	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 with the hands and later with the feet by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group with varying force while you supervise and give feedback. Vary the arrangements of the cone for practice to cater for slow and fast pushes. Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill	What have we learnt today?  Use answers to summarise the lesson.

		mastery. Let learners cool down to end the lesson	
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Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B1.2.3.1. 1.	
Performance Indicator		Learners can Identify the cardinal points	
Strand		ALL AROUND US	
Sub strand		Map Making and Land Marks	
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 talk about the cardinal points e.g. North, South, East and West.  Learners sketch the cardinal points and label them  Assessment: Learners sketch the cardinal points and label them	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 sketch the cardinal points and label them.  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.  Assessment: let Learners stretch their arms	What have we learnt today?  Ask learners to summarize the main points in the lesson

		sideways to demonstrate the cardinal points	
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<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B2 1.1.1.2	
<b>Performance Indicator</b>		Learners can think about and describe the different visual artworks that are produced or found in the local community	
<b>Strand</b>		Visual Arts	
<b>Sub strand</b>		Thinking and Exploring Ideas	
<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>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ think about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community; ☐ look at photographs or pictures that show artworks in books, catalogues, magazines and identify them by name or what they are made of or used for; ☐ identify and share ideas about different kinds of visual artworks that are produced or found in the local community; ☐ visit the workplace of a visual artist (graphic designer making prints on Tshirts, pottery artist	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>making clay pots, textile artist weaving Kente, sculptor making cement statue, etc.) to observe, ask questions, make notes and learn about their work practices; 2 record knowledge gained for planning own visual artworks</p> <p>Assessment: describe the different visual artworks that are found in the local community</p>	
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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	Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship  Assessment: Name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		B1.1.6.1.2 Discuss the correct terms for the various categories of people. B1.1.7.1.1 Describe themselves	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should discuss the correct terms for the various categories of people.</li><li>• The learner should describe themselves</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>• Discuss with learners, various terms for greeting.</li><li>• Demonstrate greetings of various categories of people using the correct terms.</li><li>• Assist learners to recognise the correct terms of greeting the various categories of people.</li></ul> Assessment: let learners mention the correct terms for the various categories of people.	What have we learnt today?  <

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Put learners into groups and let learners talk about themselves.</li> <li>• Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</li> </ul> <p>Assessment: let learners describe themselves individually</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>• Put learners into groups and let learners talk about themselves.</li> <li>• Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</li> </ul> <p>Assessment: let learners describe themselves individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

