

TERM TWO
BASIC TWO
WEEK TEN

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WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.3 B2.2.7.2.2 B2.4.7.1.1 B2.5.7.1.2. B2.6.1.1.1	
Performance Indicator		Learners can recognise and discuss events in a story (characters, settings, moral, etc.) Learners can describe events in a story Learners can write or copy correct sentences from substitution tables Learners can use prepositions to form simple sentences to indicate position and time Learners can read a variety of age and level-appropriate books and texts from print and non-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 aloud a story to learners. • Have them identify and discuss (in pairs) the events in the story. • Have groups share their views with the whole class.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners discuss events in a story													
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners retell stories sequentially. • Have them identify and describe events in the stories. <p>Assessment: let learners describe events in a story</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 simple 3-4 column substitution table on the board</p> <table border="1"> <tr> <td>I</td><td>Sing</td><td>at</td><td>School</td></tr> <tr> <td>We</td><td><u>Play</u></td><td></td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</td><td></td><td>the park</td></tr> </table> <p>Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table Have learners read out their sentences and write down their sentences in their books</p> <p>Assessment: let learners copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>		Home	The Boys	Read		the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School												
We	<u>Play</u>		Home												
The Boys	Read		the park												
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>CONVENTIONS AND GRAMMAR USAGE</p>	<p>What have we learnt today?</p>												

		<p>Provide a short passage containing prepositions that indicate position and time.</p> <ul style="list-style-type: none"> • Let learners identify the prepositions. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</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 Use the Author's chair to introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 1.4.7.1 B2 2.4.7.1	
Performance Indicator		Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other Ghanaian communities Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks as representations of artworks produced or found in other Ghanaian communities	
Strand		VISUAL ARTS PERFORMING ARTS	
Sub strand		Appreciation and Appraising	
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: ① view and make informed decisions on the artworks using the senses and the agreed guidelines ② examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); ③ assess the beauty and usefulness of own and others’ displayed visual artworks as representations of artworks produced or	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>found in other Ghanaian communities.</p> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: <input type="checkbox"/> view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines <input type="checkbox"/> examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing) ; <input type="checkbox"/> assess the beauty and usefulness of own and others' displayed music, dance and drama performances as representations of artworks produced or performed in other Ghanaian communities.</p> <p>Assessment: let learners use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.3.1.1.1	
Performance Indicator		Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.	
Strand		GEOMETRY AND MEASUREMENT	
Sub strand		2D and 3D Shapes	
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	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I’m counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	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	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I’m counting one, what is one5 - Fire	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners

			Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community	Review the lesson with Learners Assessment: have learners to practice with more examples

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Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.3.1.1	
Performance Indicator		Learners can discover the effects of forces on objects	
Strand		FORCES AND ENERGY	
Sub strand		FORCES AND MOVEMENT	
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 different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc. • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc. • Learners talk about the activities they performed Assessment: let learners write the effects of forces on objects	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	Emphasise the effects of forces on objects, e.g. changing shape, making it	What have we learnt today?

		<p>move, changing the direction of movement and reducing the speed of a moving object.</p> <p>Assessment: let learners write the effects of forces on objects</p>	<p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2. 3.1.1.2:	
Performance Indicator		Learners can outline the moral lessons in the early lives of the religious leaders.	
Strand		Religious Leaders	
Sub strand		Early Life of the Leaders of the three Major Religions	
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	Lead learners to talk about the moral lessons they have learnt from the discussions about the religious leaders of the three main religions in Ghana. Assessment: let learners outline the moral lessons in the early lives of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B2.2.5.1.1	
Performance Indicator		Learners can identify Ghanaian women who have made significant contributions to national development	
Strand		My Country Ghana	
Sub strand		Some Selected Individuals	
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	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions 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	Think pair-share-activity: Individual learners identify a woman who they admire most in the community.	What have we learnt today?

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		<p>They choose partners and discuss the reasons for their choice.</p> <p>Assessment: let learners identify Ghanaian women who have made significant contributions to national development</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.4.2.2:	
Performance Indicator		Learners can identify the roles of parts of the body not directly involved in catching objects.	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		BODY MANAGEMENT	
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	Learners understand that the parts of the body that are not involved in catching the ball help to stabilise the body in absorbing the impact of the ball.	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.4.1.1.1	
Performance Indicator		Learners can explain values cherished by individuals in society	
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 in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc Assessment: let learners explain values cherished by individuals in society .	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 the following: i. Patriotism ii. Tolerance iii. Volunteerism iv. Love	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners explain values cherished by individuals in society	
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Learning Indicator (s) (Ref. No.)		B2.5.3.1.2 Write three-letter present tense action words. B2.1.1.3 Use present tense action words in a simple sentence correctly. B2.5.4.1.1 Recognise comparative words/adjectives in sentences.	
Performance Indicators		<ul style="list-style-type: none">• The learner should write three-letter present tense action words.• The learner should use present tense action words in a simple sentence correctly.• The learner should recognise comparative words/adjectives in sentences.	
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 three-letter present tense action words on the board.• Lead learners to read the words.• Let learners read the action words as a group.• Let learners read the action words one after the other.• Demonstrate the action words with the class.• Let learners write three-letter present tense action words. Assessment: let learners write three-letter present tense action words.	What have we learnt today?

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the action words introduced with learners. • Write simple sentences made up of present tense action words on the board. • Lead learners to read the sentences. • Let learners read the sentences as a group. • Let learners read the sentences one after the other. • Help learners to use present tense action words to form simple sentences. <p>Assessment: let learners use present tense action words in a simple sentence correctly.</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 with adjectives underlined on flashcards. • Lead learners to read the sentences. • Let learners read the sentences on their own and correct them where necessary. • Use the flashcards to assist learners to recognise comparative words/adjectives in sentences 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners identify comparative words/adjectives in sentences.	
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