

TERM TWO
BASIC TWO
WEEK SEVEN

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WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.1. B2.2.7.1.2. B2.4.5.1.3 B2.5.7.1.1. B2.6.1.1.1	
Performance Indicator		Learners can listen to and interact actively with drama Learners can ask and answer factual and inferential questions about level appropriate texts Learners can draw a picture and write at least a sentence to share an opinion Learners can identify prepositions in sentences to indicate days, dates and places 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 Before Reading – Activate the previous knowledge of the learners by making them think-pair and share with their friends. • Discuss illustrations accompanying the text.	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"> • Have them predict the content of the text. • Teach key vocabulary. • During Reading – Read the text aloud to learners. Pause often and have learners talk about the content of the text. <p>Assessment: let learners answer simple questions based on the text</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level-appropriate texts in pairs.</p> <ul style="list-style-type: none"> • Guide learners to ask and answer simple inferential questions on the texts <p>Assessment: let learners answer factual and inferential 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"> • Show pictures of ‘smiley/images on your phone or card’, e.g. smiling, angry, indifferent or frightened faces, etc. • Let learners study the pictures and interpret them. • Let learners, in pairs, discuss their opinions. <p>Assessment: let learners write at least a sentence to share an opinion</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> <p>Let learners use the preposition in, on, in context.</p> <p>Assessment: let learners identify prepositions in sentences to indicate days, dates and places</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>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>

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Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 1.3.5.2	
Performance Indicator		Learners can display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities	
Strand		VISUAL ARTS	
Sub strand		Displaying and Sharing	
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: ☐ display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana. Assessment: let learners display own visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to : ☐ display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners display own visual artworks	
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Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.4.1.1	
Performance Indicator		Learners can recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis	
Strand		NUMBER	
Sub strand		Money	
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 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	Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each coin 	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.	Introduce the notes (i.e. 1 cedi, 2 cedis, 5 cedis 10 cedis etc.) in turns and have learners examine and talk about its features	Review the lesson with Learners

	2 - Two pair, two pair come pair let us pair		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. 2 - Two pair, two pair come pair let us pair	State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50 	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	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	. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50 	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50 	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)		B2.4.2.1.1	
Performance Indicator		Learners can recognise the importance of safety when using electricity	
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	Learners mention electrical items they use in the home. • Learners view pictures of how people use electricity in the home, school and community and talk about it. Assessment: let learners mention the uses electricity in the home, school and community	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	Teacher reinforces learners’ ideas on the safe use of electricity. • In groups, learners critique pictures of scenarios of someone using electricity in a safe or unsafe way, e.g. plugging uninsulated (naked) wires into sockets, climbing electricity pole,	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>touching water being heated with a water heater.</p> <p>Assessment: let learners mention the importance of safety when using electricity</p>	
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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2. 3.1.1.1:	
Performance Indicator		Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana	
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	Let learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (SallahuAlaihiWasallam-S.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie, EgyaAhor, etc. • Discuss with learners the early lives of these religious leaders. - The Lord Jesus Christ; - The Holy Prophet Muhammad (SAW), Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	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 Which Ghanaian women contributed to national development?	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana 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	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana Assessment: let learners identify Ghanaian women	What have we learnt today? Ask learners to summarize the main points in the lesson

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		who have made significant contributions to national development	
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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.2.2.1	
Performance Indicator		Learners can distinguish between ‘a hop and a jump’.	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		DYNAMICS	
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	Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking off with both feet and land on both feet. Galloping involves moving one leg leading and the other is rapidly brought forward to it whiles sliding is one count movement to the side.	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)		B2.3.3.1. 1.	
Performance Indicator		Learners can explain the importance of respecting the rights of 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	Learners talk about the importance of allowing others to eniov their rights, e.g. peace, cooperation, teamwork Assessment: let learners explain the importance of respecting the rights of others	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 ways of allowing others to enjoy their rights e.g. tolerance, love, respect, etc Assessment: let learners explain the importance of respecting the rights of others	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B2.3.1.1.4 Practise saying letters or words that present difficulty to them.	
Performance Indicators		The learner should practise saying letters or words that present difficulty to them	
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	Write the letters of the alphabet and simple words on the board. <ul style="list-style-type: none">• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.• Let learners keep practicing those they have difficulty with. Assessment: let learners practise saying letters or words that present difficulty to them	What have we learnt today?

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		<ul style="list-style-type: none"> • Let learners keep practicing those they have difficulty with. <p>Assessment: let learners practise saying letters or words that present difficulty to them</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<p>Write the letters of the alphabet and simple words on the board.</p> <ul style="list-style-type: none"> • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. • Let learners keep practicing those they have difficulty with. <p>Assessment: let learners practise saying letters or words that present difficulty to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

