

THE GRANDMOTHER

TERM TWO

BASIC TWO

WEEK 1 - 12

Termly Scheme of Learning (SOL) for B2 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.2	
3	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.3	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B2.1.3.1.	B2.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Fractions	B2.1.3.1.	B2.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B2.1.3.1.	B2.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Money	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards

10	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	GEOMETRY AND MEASUREMENT	Algebraic Expressions	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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Termly Scheme of Learning (SOL) for B2 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
8	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
9	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

10	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
11	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
12	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

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Termly Scheme of Learning (SOL) for B2 Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.2	
3	SYSTEMS	The Human Body system	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paperGraphite pencil, battery and LED
4	SYSTEMS	The Solar System	B2.3.1.1.	B2.3.2.1.1	
5	FORCES AND ENERGY	Sources and Forms of Energy	B2.4.1.1.	B2.4.1.1.1	
6	FORCES AND ENERGY	Sources and Forms of Energy	B2.4.1.2.	B2.4.1.2.1	graphite pencil, battery and LED pictures videos paper
7	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1	
8	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1	
9	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	
10	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.1.	B2.4.3.1.1	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	graphite pencil, battery and LED pictures videos paper
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	

Termly Scheme of Learning (SOL) for B2 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3.	
	Writing	Writing As A Process	B2.4.4.1.	B2.4.4.1.1	
	Using Writing Conventions	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
2	Oral Language	Talking About Oneself, Etc	B2.1.6.1.	B2.1.6.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3	
	Writing	Writing As A Process	B2.4.4.1	B2.4.4.1.1	
	Using Writing Conventions	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
3	Oral Language	Talking About Oneself, Etc	B2.1.6.1.	B2.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B2.1.6.2.	B2.1.6.2.4	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.1.	B2.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.1	B2.6.1.1.1	
5	Oral Language	Listening Comprehension	B2.1.6.2.1	B2.1.6.2.1	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.1.	B2.2.7.1.1.	
	Writing	Writing As A Process	B2.4.5.1.2	B2.4.5.1.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.1	B2.5.5.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
6	Oral Language	Listening Comprehension	B2.2.7.1.	B2.2.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.6.1.	B2.2.6.1.3	
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	

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	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.	B2.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
7	Oral Language	Listening Comprehension	B2.1.6.2.	B2.1.6.2.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2.	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
8	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
9	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B2.4.7.1.	B2.4.7.1.1	
	Writing	Creative/Free Writing	B2.4.9.3.	B2.4.9.3.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.7.1.	B2.4.7.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
11	Oral Language	Asking and Answering	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	
	Using Writing Conventions	Using Qualifying Words: Adjectives	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
12	Oral Language	Asking And Answering	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	
	Using Writing Conventions	Using Qualifying Words: Adjectives	B2.5.7.1.	B2.5.7.1.2	

	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
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Termly Scheme of Learning (SOL) for B2 Term 2 PHYSICAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	Manipulative skills	B2.1.2.1.	B2.1.2.1.10	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	Manipulative skills	B2.1.2.1.	B2.1.2.1.11	Drums, Speakers
3	Motor Skills and Movement Pattern	Rhythmic skills	B2.1.3.1.	B2.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	Rhythmic skills	B2.1.3.1.	B2.1.3.1.2	Drums, Speakers
5	Motor Skills and Movement Pattern	Rhythmic skills	B2.2.1.3	B2.1.3.1.3	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Space Awareness,	B2.2.1.2.	B2.2.1.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Dynamics	B2.2.2.2.	B2.2.2.2.1	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Relations	B2.2.3.2.	B2.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Body Management	B2.2.4.2.	B2.2.4.2.1:	Balls, Videos and Picture, Drums, Speakers
10	Movement Concepts, Principles and Strategies	Body Management	B2.2.4.2.	B2.2.4.2.2:	Balls, Videos and Picture, Drums, Speakers
11	Movement Concepts, Principles and Strategies	Strategies	B2.2.5.2.	B2.2.5.2.1:	Videos and Picture, Drums
12	PHYSICAL FITNESS	strength	B2.3.2.3.	B2.3.2.3.1	Videos and Picture, Drums

Termly Scheme of Learning (SOL) for B2 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B2 1.1.1.	B2 1.1.1.2	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B2 2.1.1.	B2 2.1.1.2	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2.2	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.2	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.5.	B2 1.3.5.2	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.5.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B2 1.4.6. B2 2.4.6.	B2 1.4.6.1 B2 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B2 1.4.7. B2 2.4.7.	B2 1.4.7.1 B2 2.4.7.1	-do-
11	Performing Arts	Display and Sharing School-Based Project	B2 2.3.4.	B2 2.3.4.1	-do-

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		(Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B2.1.4.7. B2.2.4.7.	B2.1.4.7.2 B2.2.4.7.1	-do-

Termly Scheme of Learning (SOL) for B2 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2.2.1.1.	B2.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 2.1.1.1	wall charts, wall words, posters, video clip, etc
3	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 2.1.1.2	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Festivals in the Three Major Religions	B2 2.1.1.	B2 2.1.1.2	wall charts, wall words, posters, video clip, etc
5	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
9	Religious Leaders	Early Life of the Leaders of the	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words,

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		three Major Religions			posters, video clip, etc
10	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc
11	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc
12	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc

Termly Scheme of Learning (SOL) for B2 Term OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	Map Making and Land Marks	B2.2.1.3.	B2.2.3.1.1.	Pictures, Charts, Video Clip
2	All Around Us	Population and Settlement	B2.2.4.1.	B2.2.4.1. 1.	Pictures, Charts, Video Clip
3	All Around Us	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts, Video Clip
4	All Around Us	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Festivals	B2.3.2.1.	B2.3.2.1.1	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Festivals	B2.3.1.1.	B2.3.2.2. 1	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Basic Human Rights	B2.3.3.1.	B2.3.3.1.1.	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts, Video Clip
9	Our Beliefs And Values	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts, Video Clip
10	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip
11	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip
12	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip

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Scheme of Learning for B2 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B2.1.6.1.1 B2.1.6.1.2 B2.1.7.1.1	B2.1.6.1. B2.1.6.1. B2.1.7.1.	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Talking about Oneself, Family, People and Places	B2.1.7.1.2 B2.1.7.1.3 B2.1.7.1.4	B2.1.7.1. B2.1.7.1. B2.1.7.1.	
3.	Oral Language	Listening Comprehension/ Asking and Answering Questions	B2.1.8.1.1 B2.1.8.1.2 B2.1.9.1.1	B2.1.8.1. B2.1.8.1. B2.1.9.1.	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.2.3 B2.2.4.2.4	B2.2.4.2. B2.2.4.2.	Manila cards, markers, recorded audio-visual
5.	Reading	Vocabulary	B2.2.5.1.1 B2.2.5.1.2	B2.2.5.1. B2.2.5.1.	Manila cards, markers, recorded audio-visual
6.	Reading	Vocabulary	B2.2.5.1.3 B2.2.6.1.1	B2.2.5.1. B2.2.6.1.	Manila Cards, Class reader
7.	Writing	Penmanship/ Handwriting	B2.3.1.1.4	B2.3.1.1.	Manila Cards, Markers
8.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.1	B2.3.3.1.	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.2	B2.3.3.1.	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Action Words)	B2.5.3.1.2 B2.5.3.1.3 B2.5.4.1.1	B2.5.3.1. B2.5.3.1. B2.5.4.1.	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Postpositions)	B2.5.4.1.2 B2.5.5.1.1	B2.5.4.1. B2.5.5.1.	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud With Children	B2.6.2.1.1	B2.6.2.1.	Manila Cards, Markers

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TERM TWO
BASIC TWO
WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.2.6.1.3. B2.4.4.1.1 B2.5.4.1.1 B2.6.1.1.1	
Performance Indicator		Learners can show awareness that homonyms have different meanings in different contexts Learners can draw and label objects found in their environment Learners can use the simple present tense to express habitual actions 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. right and bat a. You are right. Raise your right hand Assessment: Let learners list five examples of homonyms	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Take learners round to look at charts showing labelled objects.</p> <ul style="list-style-type: none"> • Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). <p>Assessment: Let learners draw and label objects from the area studied by their group</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>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <ul style="list-style-type: none"> • Create situations for learners to use the structure. e.g. i. simple truths <ul style="list-style-type: none"> – Lemons are sour. ii. interest <ul style="list-style-type: none"> – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: : Let learners use the simple present tense to express habitual actions</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: Guide learners to select books for readings</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 1.1.1.2	
Performance Indicator		Learners can Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana	
Strand		VISUAL ARTS	
Sub strand		Thinking and Exploring Ideas	
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none">• talk about the visual artworks produced or found in other parts of Ghana• discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used• discuss the theme of the artworks and its social and cultural importance;• identify those who make artworks;• study the subject matter of the different artworks Learners are to:	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>examine the type of materials used in making the artworks;</p> <p>☐ probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks;</p> <p>☐ explore the symbolism, function and uses of these artworks</p> <p>Assessment:</p> <p>Learners describe visual artworks that are found in other communities in Ghana</p>	
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Week Ending																			
Class		Two																	
Subject		MATHEMATICS																	
Reference		Mathematics curriculum Page																	
Learning Indicator(s)		B2.1.2.4.1																	
Performance Indicator		Learners can Use conventional strategy to add and subtract																	
Strand		NUMBER																	
Sub strand		Counting, Representation, Cardinality & Ordinality																	
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	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame <table><tr><td>Tens</td><td>Ones</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>+</td><td></td><td>-</td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Tens	Ones	Tens	Ones					+		-						Review the lesson with Learners Assessment: have learners to practice with more examples
Tens	Ones	Tens	Ones																
+		-																	
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	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using	Review the lesson with Learners Assessment: have learners to practice with more examples																

		an addition or subtraction frame <table> <tr> <td><i>Tens</i></td><td><i>Ones</i></td><td><i>Tens</i></td><td><i>Ones</i></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>+</td><td></td><td>-</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>					+		-						
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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 3 - Turn around 4 - Follow me 5 - Fire	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame <table> <tr> <td><i>Tens</i></td><td><i>Ones</i></td><td><i>Tens</i></td><td><i>Ones</i></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>+</td><td></td><td>-</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>					+		-						Review the lesson with Learners Assessment: have learners to practice with more examples
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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	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame <table> <tr> <td><i>Tens</i></td><td><i>Ones</i></td><td><i>Tens</i></td><td><i>Ones</i></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>+</td><td></td><td>-</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>					+		-						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)		B2.2.1.4.1	
Performance Indicator		Learners can Find out the qualities of good drinking water	
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	Learners mention the sources of water we drink and use in their homes and communities. • Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples. • In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell). Each group presents their findings. Display to learners, samples of good drinking water and assist them to infer that good drinking	What have we learnt today? Ask learners to summarize the important points of the lesson

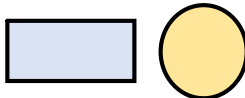
		<p>water has no colour, and no odour and is free from solid particles.</p> <ul style="list-style-type: none"> • Learners explain what will happen when they drink water that has particles, odour and colour in it. <p>Assessment: Learners mention the qualities of good drinking water</p>	
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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2. 2.1.1.1	
Performance Indicator		Learners can Explain the mode of worship	
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	Engage learners with video clips or pictures of people at worship. • If possible, take learners to the church, mosque or the shrine to observe the mode of worship Assessment: Let learners explain the mode of worship	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)		B2.2.4.1.1	
Performance Indicator		Learners can Discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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 Where are the major historical locations? What do these locations tell us about our history?	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations 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	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.2.1.10	
Performance Indicator		Learners can Foot-dribble by controlling a ball on the ground	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		MANIPULATIVE 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 different patterns and learners. Have learners dribble balls through the cones at their own pace. Observe their practice and give them corrective feedback for improvement	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.2.3.1. 1	
Performance Indicator		Learners can Sketch and locate things in the classroom	
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	Observe the shape of the classroom. Sketch and colour the shape of the classroom, e.g.  Square, Rectangle, Round. (Whole-class discussion) : Learners share their work for appreciation. Assessment: Let learners Sketch and colour the shape of things in the classroom	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	Observe and sketch houses, school buildings and other facilities in the community Assessment:	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Let learners Sketch and colour the houses in the community	
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Learning Indicator (s) (Ref. No.)		B2.1.6.1.1 Discuss occasions to greet and talk about the importance of greetings. B2.1.6.1.2 Discuss the greetings associated with different occasions B2.1.7.1.1 Narrate an experience at the market.	
Performance Indicators		<ul style="list-style-type: none">• The learner should discuss occasions to greet and talk about the importance of greetings.• The learner should discuss the greetings associated with different occasions.• The learner should narrate an experience at the market.	
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">• Ask learners to tell you what they do when they meet a teacher in school in the morning.• Demonstrate different greeting to learners.• Lead learners through discussions to recognise the various occasions to greet.• Pick about three occasions and discuss their greetings with learners. E.g. Festivals, birth, death, etc.• Lead learners to discuss the values of greetings. E.g.to show respect,	What have we learnt today?

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		<p>politeness, concern, friendliness, phatic communion, etc.</p> <p>Assessment: let learners talk about the importance of greetings.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention some occasions they know. • Write the occasions on the board. • Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings. • Allow learners to practice the greetings in pairs. <p>Assessment: let learners mention greetings associated with different occasions.</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"> • Show a picture of a market to learners. • Discuss the picture with learners. • Discuss what goes on at the market with learners. • Ask learners to tell their experiences at the market. 	What have we learnt today?

		Assessment: let learners narrate an experience at the market	Review the lesson with learners
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TERM TWO
BASIC TWO
WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.6.1.2 B2.2.6.1.3. B2.4.4.1.1 B2.5.4.1.1 B2.6.1.1.1	
Performance Indicator		Learners can talk about events at home Learners can show awareness that homonyms have different meanings in different contexts Learners can draw and label objects found in their environment Learners can use the simple present tense to express habitual actions 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 Introduce the day’s topic and show pictures of activities at home. • Have learners think-pair-share the domestic activities. • Have learners talk about which of the events they like most and why they like them.	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 learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. <p>Assessment: let learners talk about events at home</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. bat.</p> <p>I saw a bat fly this morning.</p> <p>My mother bought a tennis bat for me.</p> <p>Assessment: let learners use homonyms to form different 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>C. WRITING</p> <p>Let learners draw and label objects from the area studied by their group.</p> <ul style="list-style-type: none"> • Help them to edit their work particularly spelling and spacing. • Let learners write their names under their work and post their charts on the walls of the classroom for peer review <p>Assessment: let learners draw and label objects found in their environment</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>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday.</p> <ul style="list-style-type: none"> • Create situations for learners to use the structure. e.g. <ul style="list-style-type: none"> i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: let learners use the simple present tense to express habitual actions</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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

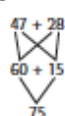
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		<ul style="list-style-type: none">• For each reading session, guide learners to select books <p>Assessment: Guide learners to select books for readings</p>	
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Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.1.1.2	
Performance Indicator		Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana	
Strand		PERFORMING ARTS	
Sub strand		Thinking and Exploring Ideas	
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: ☐ brainstorm on performing artworks (e.g. music, dance and drama) that are produced or performed by people in other parts of Ghana. ☐ discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing those artworks ☐ study the subject matter of those artworks and explore their importance and the occasions on which they are performed Assessment: let learners use their own experiences	What have we learnt today? Ask learners to summarize the main points in the lesson

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		to talk about performing artworks that reflect people in other communities in Ghana	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> probe how the artworks are made, who makes them, the safety rules that are observed and taboos (if any) associated with these performing artworks; improvise the skills and techniques observed in the performing artworks. <p>Assessment: let learners use their own experiences to talk about performing artworks that reflect people in other communities in Ghana</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)		B2.1.2.4.2	
Performance Indicator		Learners can use personal strategies to add and subtract within 100	
Strand		NUMBER	
Sub strand		Counting, Representation, Cardinality & Ordinality	
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	Decompose a number into easier numbers to add and doing partial sums- Decomposing one number into easier numbers to add E.g., when adding $28 + 47$, record think $20 + 40 + 8 + 7$, which is the same as $60 + 15$ which is the same as 75 	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. 2 - Two pair, two pair come pair let us pair	‘Friendly jumps’ strategy, where one of the numbers is decomposed into a friendlier number and added in “chunks” or by “friendly jumps” e.g. when adding $26 + 32$, start with 26, add 10 three times to get 56 ($26 + 10 + 10 + 10$),	Review the lesson with Learners Assessment: have learners to practice with more examples

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		then add on 2 to get 58. The answer is 58. (NOTE: This strategy is similar to the first strategy of decomposing)	
Wednesday	<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>. <i>Moving part of one number to the other number to create numbers that are easier to add</i> E.g. when adding $29 + 56$, move 1 from 56 to 29 to create the expression $30 + 55 = 85$)</p>	<p>Review the lesson with Learners</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>. <i>Compensation</i> – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding $26 + 39$, add 1 to 39 to create the expression $26 + 40$, which gives 76, then subtract from the answer the 1 that was added; $76 - 1 = 75$, so the answer is 75.</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>Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding $26 + 39$, add 1 to 39 to create the expression $26 + 40$, which gives 76, then subtract from the answer the 1 that was added; $76 - 1 = 75$, so the answer is 75.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.2.1.4.2	
Performance Indicator		Learners can identify uses of air	
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)
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners to breathe in and out and find out from them what they are breathing in. <ul style="list-style-type: none">• In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and if possible show pictures of the activities.• Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water Assessment: let learners identify uses of air	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Create real life problems related to the topic for learners to discuss and come out with possible solutions</p> <p>Assessment: let learners identify uses of a fan and pump.</p>	<p>What have we learnt today?</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. 2.1.1.1	
Performance Indicator		Learners can explain the importance of worship.	
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	. • Lead learners to talk about the importance of worship at home, church or mosque and in school: - It is a command from God to serve Him. Assessment: let learners explain the importance of worship	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)		B2.2.4.1.1	
Performance Indicator		Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana. Assessment: let learners identify Ghana’s major historical locations.	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	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana. Assessment: let learners narrate the history of Ghana’s major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.2.1.11	
Performance Indicator		Learners can clap and dance to beat (rhythm)	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		MANIPULATIVE 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	Learners clap a beat and dance to the beat. Emphasis coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment.	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)		B2.2.4.1. 1.	
Performance Indicator		Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen	
Strand		ALL AROUND US	
Sub strand		Population and Settlement	
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 role play problems of a large family size. Represent the number of family members in your house with a bar chart. Explain what happens to the class size when a new learner joins or leaves your class. Assessment: let learners explain the need to accept a change in the total number of people	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 talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson

		explain the need to adapt to a change in the total number of people	
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WEEKLY LESSON PLAN FOR B2 GHANAIAAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B2.1.7.1.2 Narrate an experience at the hospital. B2.1.7.1.3 Narrate experiences at school. B2.1.7.1.4 Narrate experiences at the church/mosque, palace etc.	
Performance Indicators		<ul style="list-style-type: none">• The learner should narrate an experience at the hospital.• The learner should narrate experiences at school.• The learner should narrate experiences at the church/mosque, palace etc.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAAN 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">• Show a picture of a hospital to learners.• Discuss the picture with learners.• Discuss what goes on at the hospital with learners.• Ask learners to tell their experience at the hospital Assessment: let learners narrate an experience at the hospital	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners talk about their homes.• Show a picture of a school to learners.• Let learners talk about the picture.	What have we learnt today?

		<ul style="list-style-type: none"> • Discuss what goes on at the school with learners. • Ask learners to tell their experiences at school. <p>Assessment: let learners narrate experiences at school.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a picture of a palace to learners/ Visit a palace/church. • Discuss what goes on at the church or palace with learners. • Ask learners to tell their experiences at the church or palace <p>Assessment: let learners narrate experiences at the church/mosque</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC TWO
WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.6.1.3. B2.2.6.1.4. B2.4.5.1.1. B2.5.4.1.1 B2.6.1.1.1	
Performance Indicator		Learners can talk about things and places in their homes Learners can use dictionaries and glossaries to clarify meaning of words Learners can write simple sentences to express feelings Learners can use the simple present tense to express habitual actions 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 Ask learners to name things and places in their homes and say what happens at those places. • Show pictures of important places in their community, such as the chief's palace, the market,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>the police station, etc. and have learner's think-pair-share ideas or views with the person sitting next to them.</p> <ul style="list-style-type: none"> • Put learners into groups to talk about their pictures. • Rotate the pictures until each group has had its turn to talk about all the pictures. <p>Assessment: let learners talk about things and places in their homes</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Introduce learners to the use of picture dictionaries and glossaries.</p> <ul style="list-style-type: none"> • Have learners use guide words to find meaning of words used <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of 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</p> <p>Put learners in groups to share their feelings.</p> <ul style="list-style-type: none"> • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." <p>Assessment: let learners write simple sentences to express feelings</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>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <ul style="list-style-type: none"> • Create situations for learners to use the structure. e.g. <ul style="list-style-type: none"> i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: let learners use the simple present tense to express habitual actions</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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none">• 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>	
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Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 1.2.2.2	
Performance Indicator		Learners can make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana	
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: experiment with carefully selected materials and tools to learn about their usefulness for designing and making visual artworks; Assessment: let learners create own artworks from imagination,	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: explore and experiment with available tools, materials, resources and techniques to plan for making specific artworks that represent visual artworks made in other Ghanaian communities.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own artworks from imagination	
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Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.2.4.3	
Performance Indicator		Learners can Solve one-step and multi-step word problems involving addition and subtraction within 100 using a variety of strategies based on place value, including algorithms	
Strand		NUMBER	
Sub strand		Counting, Representation, Cardinality & Ordinality	
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.	Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether?	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.	Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether?	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.	Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left?	Review the lesson with Learners Assessment: have learners to practice with more examples

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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>Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left?</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>Araba needs 8 Ghana cedis to buy exercise books. She has only 5 Ghana cedis. How much money does she need in order to buy the books?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.3.1.1.1	
Performance Indicator		Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	
Strand		SYSTEMS	
Sub strand		THE HUMAN BODY SYSTEMS	
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 in a pair share activity observe their friends critically and talk about the parts they see. • Engage learners to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs). • Learners talk about the song or biological uses of the human body in pairs and discuss the uses of the parts of the body. • In groups, learners brainstorm and talk about what will happen if some parts of the body are	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>absent or not working well.</p> <ul style="list-style-type: none"> • Learners to present and explain their group ideas orally and/or by writing. <p>Assessment: let learners identify the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Write the main biological functions of the human body parts being discussed.</p> <p>Assessment: let learners draw and colour any two parts of the body.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2 2.1.1.2:	
Performance Indicator		Learners can sing and recite simple texts from the three main religions 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	Lead learners to mention popular religious songs and recitations in the three main religions in Ghana. • Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord’s Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR) Assessment: let learners sing and recite simple texts from the three main religions in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B2.2.4.1.1	
Performance Indicator		Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Retell the history of these major historical locations in Ghana Assessment: let learners narrate the history of Ghana’s major historical locations.	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	Retell the history of these major historical locations in Ghana Assessment: let learners narrate the history of Ghana’s major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.3.1.1	
Performance Indicator		Learners can demonstrate balance on the ground and on objects, using bases of support other than both feet.	
Strand		Motor Skill 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	Learners warm up by doing knees boxing. Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and support the trunk with your hands for learners to observe. Sit on a chair and lift your feet off the ground guide learners to identify the chair as the base of support. Learners identify others and practice them as individuals as well as give support to others	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)		B2.3.1.1.1	
Performance Indicator		Learners can explain the importance of worship	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
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	Take learners to a place of worship such as the church, mosque or the shrine to observe the mode of worship or show pictures videos of the various modes of worship Assessment: let learners explain the importance of worship	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 demonstrate/talk about the importance of worship at home, school, church/mosque/shrine Assessment: let learners explain the importance of worshi	What have we learnt today? Ask learners to summarize the main points in the lesson

[illegible]

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		<p>What is the story about?</p> <p>Mention a character in the story.</p> <p>Where did the story take place?</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some key words of the story you told. • Let learners discuss the meaning of some of the key words contextually. <p>Assessment: let learners explain the meaning of some key words in the story</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 some questions on a flashcard using the question words “what”, “who”, “where”, “when” and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question words under discussion. • Assist learners to recognise when to use question words/tags ‘what’ and ‘who,’” where” and” when”. • E.g. What is your age? Who is your mother? Where is your teacher? When will you come? <p>Assessment: let learners use the question words, “what”, “who”, “where”, “when” to form sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO BASIC TWO WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.6.1.4. B2.2.6.1.4 . B2.4.5.1.2 B2.5.5.1.1. B2.6.1.1.1	
Performance Indicator		Learners can use a wide variety of words to talk about manners Learners can use dictionaries and glossaries to clarify meaning of words Learners can write simple and meaningful sentences on objects found in the environment Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things 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 Ask learners to Use a wide variety of words to talk about manners Assessment: let learners use a wide variety of words to talk about manners	What have we learnt today? Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners use guide words to find meaning of words used.</p> <ul style="list-style-type: none"> • Have learners practise in pairs <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of 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</p> <p>Take learners out on a field-trip outside the school to observe things.</p> <ul style="list-style-type: none"> • Discuss the trip and write their observations in simple sentences on the board. e.g. i. There is a blue house near the school. <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</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>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things</p> <p>Assessment: let learners use simple sentences to describe the weather and show quantity and</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		position or order of people and things	
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>

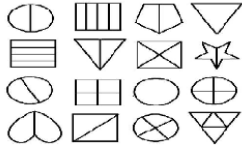
Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.2.2.2	
Performance Indicator		Learners can make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana	
Strand		PERFORMING 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 ☞ experiment with carefully selected instruments, resources and techniques to learn about their use for composing and performing music, dance and drama; Assessment: let learners make decisions to create own artworks from imagination	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 explore and experiment with available instruments and resources to compose and perform own music, dance or drama that	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>reflect performing artworks of other communities in Ghana.</p> <p>Assessment: let learners make decisions to create own artworks from imagination</p>	
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Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.3.1.1	
Performance Indicator		Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts	
Strand		NUMBER	
Sub strand		Fractions	
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.	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	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.	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one	Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	whole object is partitioned into four equal parts.	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>	Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	<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>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.3.2.1.1	
Performance Indicator		Learners can identify the sun as the main source of light and warmth on earth	
Strand		SYSTEMS	
Sub strand		SOLAR SYSTEM	
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	Engage learners with these questions: What does the sun look like? Where is the sun located? Do you feel warmer or colder when the sun is out? Why is the sun important to us here on Earth? • In groups, learners discuss and present to the class what they use the light and the warmth from the sun for Assessment: let learners mention what they use the light and the warmth from the sun for	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	Learners brainstorm on how life without the sun will be.	What have we learnt today?

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		Assessment: let learners draw a picture of the sun and colour it.	Ask learners to summarize the important points of the lesson
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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2 2.1.1.2:	
Performance Indicator		Learners can sing and recite simple texts from the three main religions 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	<ul style="list-style-type: none">Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord’s Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR) Assessment: let learners write simple texts from the religious songs and recitations	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)		B2.2.4.1.1	
Performance Indicator		Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district Assessment: let learners narrate the history of any historical location in your community or district	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	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners narrate the history of any historical location in your community or district	
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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.3.1.2:	
Performance Indicator		Learners can transfer weight from feet to hands and from hands to feet, landing with control	
Strand		MOTOR SKILL 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	Learners stand shoulder width apart. Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the hand on the ground after warm-ups and demonstration. Transfer weight momentarily from feet to one hand to the other in hand stand position. This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel). Learners practice with support and feedback. Allow learners to progress at their own pace. End lesson with cool-down	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.1.1.1	
Performance Indicator		Learners can explain the importance of worship	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
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 role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine Assessment: let learners explain the importance of worship	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 write simple texts from the religious songs and recitations. Learner’s role play or talk about the importance of religious tolerance, e.g. peaceful coexistence, love, humility, sharing, caring, respect, unity. Assessment: let learners role play the importance of religious tolerance	What have we learnt today? Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)		B2.2.4.2.3 Recognise diagraphs from letters of the alphabet B2.2.4.2.4 Read three-syllable words.	
Performance Indicators		<ul style="list-style-type: none">• The learner should recognise diagraphs from letters of the alphabet• The learner should read three-syllable words.	
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners explore a poem.• Write some diagraphs and the letters of the alphabet on the board.• Let learners say the letters of the alphabet.• Assist learners to recognise diagraphs from the letters of the alphabet. Assessment: let learners identify diagraphs from letters of the alphabet	What have we learnt today? <

		<ul style="list-style-type: none"> • Call learners one by one to read the words. <p>Assessment: let learners read three-syllable words.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write some three-syllable words on the board and lead learners to read them. • Call learners one by one to read the words. <p>Assessment: let learners read three-syllable words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC TWO
WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.6.2.1. B2.2.7.1.1. B2.4.5.1.2 B2.5.5.1.1. B2.6.1.1.1	
Performance Indicator		Learners can demonstrate turn-taking in conversations Learners can use illustrations, text clues and context to make predictions during reading Learners can write simple and meaningful sentences on objects found in the environment Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things 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 Use the Community Circle Activity: Sit learners in horse-shoe formation. • Call individual learners to talk about what happened over the weekend. e. g. events,	What have we learnt today? Ask learners to summarize the main points in the lesson

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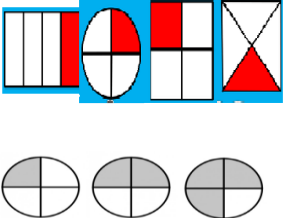
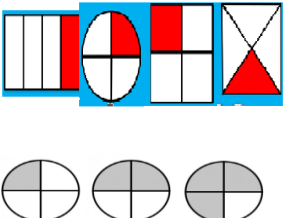
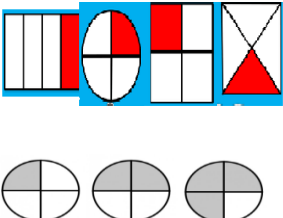
		<p>personal experiences, incidents, etc.</p> <ul style="list-style-type: none"> • Let learners take turns to name and describe events of recent occurrence. • Discuss the importance of turn-taking in conversation: e.g. <ul style="list-style-type: none"> i. They talk after the last speaker has stopped. They talk when invited e.g. by the group leader. <p>Cultural</p> <p>Assessment: let learners demonstrate turn-taking in conversations</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners use text features like title, illustrations and text clues to make meaning and inferences. • Have learners predict, brainstorm on the topic and have them read to confirm their predictions <p>Assessment: let learners use illustrations, text clues and context to make predictions during reading</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>Put learners into groups to write simple sentences about the objects and places found in the environment</p> <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</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>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things</p> <p>Assessment: let learners use simple sentences to describe the weather and show quantity and position or order of people and things</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>

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 1.2.3.2	
Performance Indicator		Learners can create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana	
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: ☐ generate ideas from the natural and manmade environments (e.g. vegetation, animals, birds, rivers, bridges, clouds); Assessment: let learners create own artworks using available visual arts media	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: create own visual artworks that reflect the natural and manmade environments in other communities in Ghana Assessment: let learners create own artworks using available visual arts media	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.3.1.2	
Performance Indicator		Learners can Count in halves and quarters (fourths) using concrete and pictorial representations) of halves and fourths.	
Strand		NUMBER	
Sub strand		Fractions	
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	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language one-fourth, twofourths, three-fourths, etc.)	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. 2 - Two pair, two pair come pair let us pair	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language one-fourth, two-fourths, three-fourths, etc.)	Review the lesson with Learners Assessment: have learners to practice with more examples

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Wednesday	<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>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p> 	<p>Review the lesson with Learners</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>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</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>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.1.1.1	
Performance Indicator		Learners can identify everyday applications of energy	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
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 perform various activities involving the use of energy, e.g. jumping, clapping, pushing objects, walking, switching on the lights etc. in the classroom. <ul style="list-style-type: none">• Learners find out what helps them to perform the activities mentioned• Learners watch pictures or videos on people doing activities involving energy. e.g. a person pounding “fufu”, riding a bicycle, fetching water from a well, switching on light, playing music, etc., to reinforce the use of energy• Learners explain what happens to a person who	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>does not eat food for a long time.</p> <p>Assessment: let learners identify everyday applications of energy</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners explain what happens to a person who does not eat food for a long time.</p> <p>Summarise the lesson by explaining that energy is what gives learners and everybody the strength to do everyday activities</p> <ul style="list-style-type: none"> • Create a poster of a person engaging in an activity that uses energy, e.g. pushing an object, a farmer weeding, fishermen paddling a boat, and display them for discussion. <p>Assessment: let learners identify everyday applications of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2.2.2.1.1:	
Performance Indicator		Learners can demonstrate activities which take place during the celebration of festivals.	
Strand		Religious Practices and their Moral Implications	
Sub strand		Festivals in 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 religious festivals they have witnessed or heard of. Islam - Eid-ul-Fitr, Eid-ul-Adha, etc., Christianity- Easter, Christmas, etc., Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival, etc. <ul style="list-style-type: none">• Let learners, in groups, describe how various festivals are celebrated. Assessment: let learners demonstrate activities which take place during the celebration of festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B2.2.4.1.1	
Performance Indicator		Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Visit any historical site in their community. Assessment: let learners narrate the history of the historical site	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	Visit any historical site in their community. Assessment: let learners narrate the history of the historical site	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.3.1.3	
Performance Indicator		Learners can roll forward (a forward roll) from standing position and back to standing.	
Strand		MOTOR SKILL 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	Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Learner progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace. Personal	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.2.1. 1.	
Performance Indicator		Learners can describe activities which take place during the celebration of festivals	
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 talk about festivals they have witnessed: i. Islam - Eid-ul-Fitr, Eid-ul-Adha ii. Christianity - Easter, Christmas iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival. Learners talk about how the various festivals are celebrated. Assessment: let learners describe activities which take place during the celebration of festivals	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 activities that take place during the festivals: merry-making, sharing,	What have we learnt today?

		<p>family re-union, worship, etc.</p> <p>Learners draw scenes from festivals.</p> <p>Assessment: let learners describe activities which take place during the celebration of festivals</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B2.2.5.1.1 Recognise sounds that make up words. B2.2.5.1.2 Make picture dictionaries.	
Performance Indicators		<ul style="list-style-type: none">• The learner should recognise sounds that make up words.• The learner should make picture dictionaries.	
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Revise sounds with learners.• Write some words on the board and lead learners to read them.• Assist learners to recognise sounds that make up the words Assessment: let learners identify sounds that make up words.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners cut pictures of different objects and arrange them in alphabetical order in their books.• Lead learners to write the names of the images in the pictures under them.	What have we learnt today?

		Assessment: let learners make picture dictionaries.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them. <p>Assessment: let learners make picture dictionaries.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC TWO
WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.6.2.2. B2.2.7.1.1. B2.4.5.1.2 B2.5.5.1.1. B2.6.1.1.1	
Performance Indicator		Learners can ask and answer questions for clarifications about what other people say Learners can use illustrations, text clues and context to make predictions during reading Learners can write simple and meaningful sentences on objects found in the environment Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things 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 Have learners recall the discussion on turn-	What have we learnt today?


		<p>taking in conversation and state the rules.</p> <ul style="list-style-type: none"> • Encourage learners to ask and answer questions for clarification on what other learners have said. • Encourage appropriate language use during conversations <p>Assessment: let learners ask and answer questions for clarifications about what other people say</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners use text features like title, illustrations and text clues to make meaning and inferences.</p> <ul style="list-style-type: none"> • Have learners predict, brainstorm on the topic and have them read to confirm their predictions. • Have learners pause frequently during reading to make predictions to enhance comprehension. <p>Assessment: let learners use illustrations, text clues and context to make predictions during reading</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>Encourage each group to add pictures to their sentences.</p> <ul style="list-style-type: none"> • Publish their work on the walls and encourage gallery walk. <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</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>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things</p> <p>Assessment: let learners identify and use simple sentences to describe the weather and show quantity and position or order of people and things</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. 	<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">• 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>	
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Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.2.3.3	
Performance Indicator		Learners can create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities	
Strand		PERFORMING 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: ☐ select ideas from topical issues in Ghana to create own music, dance, drama, story or poem; Assessment: let learners can create performing artworks to express own views	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: perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana. Assessment: let learners can create performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.3.1.3	
Performance Indicator		Learners can determine the number of halves and quarters in a whole	
Strand		NUMBER	
Sub strand		Fractions	
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	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between (i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth 	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. 2 - Two pair, two pair come pair let us pair	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between	Review the lesson with Learners Assessment: have learners to practice with more examples

		<p>(i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth</p> 	
Wednesday	<p>Sing songs like:</p> <p>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</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between (i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth</p> 	<p>Review the lesson with Learners</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 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</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between (i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth</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>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between</p> <p>(i) a whole and one-half;</p> <p>(ii) a whole and one-fourth, and</p> <p>(iii) onehalf and one-fourth</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.1.2.1	
Performance Indicator		Learners can understand that objects become hot or cold through the loss or gain of heat	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
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 feel hot and cold substances and discuss their observations. <ul style="list-style-type: none">• In a practical activity, learners create heat by rubbing the palms, boiling water, burning candle, etc.• Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplucking a hot electric iron, or a local box iron, putting a substance in a refrigerator etc. Assessment: let learners explain that objects become hot or cold	What have we learnt today? Ask learners to summarize the important points of the lesson

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		through the loss or gain of heat	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplucking a hot electric iron, or a local box iron, putting a substance in a refrigerator etc.</p> <ul style="list-style-type: none"> • Provide learners with water and ask learners to plan how to make it hot or cold. <p>Core</p> <p>Assessment: let learners explain that objects become hot or cold through the loss or gain of heat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2.2.2.1.1:	
Performance Indicator		Learners can demonstrate activities which take place during the celebration of festivals.	
Strand		Religious Practices and their Moral Implications	
Sub strand		Festivals in 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	<ul style="list-style-type: none">• Let learners role-play or dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc.• Let learners draw scenes from festivals. Assessment: let learners demonstrate activities which take place during the celebration of festivals	<p>What have we learnt today?</p> Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B2.2.4.1.1	
Performance Indicator		Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Retell the history of major sites in their community. Assessment: let learners narrate the history of Ghana’s major historical locations.	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	Retell the history of major sites in their community. Assessment: let learners narrate the history of Ghana’s major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.1.2.1	
Performance Indicator		Learners can Explain open spaces	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		SPACE AWARENESS	
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 explain open space by moving to free space within the demarcated working area. From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.2.2. 1.	
Performance Indicator		Learners can identify things that families do to show their commitment to God	
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 talk about the religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine. Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally. Assessment: let learners identify things that families do to show their commitment to God	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 what their families do to show commitment to God, e.g. worship, offertory,	What have we learnt today?

		<p>Sadaqah, Zakat, prayer and fasting.</p> <p>Assessment: let learners identify things that families do to show their commitment to God</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B2.2.5.1.3 Match action words with corresponding pictures B2.2.6.1.1 Interpret meaning of pictures.	
Performance Indicators		<ul style="list-style-type: none">• The learner should match action words with corresponding pictures• The learner should interpret meaning of pictures.	
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">• Display a picture showing actions of various kinds.• Write the actions on the board and lead learners to match the action words with the pictures.• Allow learners to do some actions. Assessment: let learners match action words with corresponding pictures	What have we learnt today?

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners a picture story. • Lead learners through discussions to interpret the pictures <p>Assessment: let learners interpret meaning of pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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TERM TWO
BASIC TWO
WEEK SEVEN

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>

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

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 enjoy 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>

TERM TWO

BASIC TWO

WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

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. B2.2.7.1.3 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 retell level-appropriate texts in own words 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 After Reading – Have learners retell the story. • Let learners role-play the story. ASSESSMENT: let learners interact actively with drama	What have we learnt today? Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise some previous stories told.</p> <ul style="list-style-type: none"> • Have learners retell a story using simple herring-bone strategies <p>ASSESSMENT: let learners retell level-appropriate texts in own 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</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 draw a picture and 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>

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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 2.3.5.2	
Performance Indicator		Learners can perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities	
Strand		PERFORMING 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: ☐ perform own music, dance and drama to share ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana ASSESSMENT: let learners perform own artworks to share creative experiences	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 perform some of the music, dance and drama artworks of people in other communities in Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners perform own artworks to share creative experiences	
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Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.2.1.1.1	
Performance Indicator		Learners can demonstrate an understanding of increasing and decreasing number patterns	
Strand		ALGEBRA	
Sub strand		Patterns and Relationships	
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	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8 ,... - the rule is “add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms.	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. 2 - Two pair, two pair come pair let us pair	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8 ,... - the rule is “add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms.	Review the lesson with Learners Assessment: have learners to practice with more examples

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Wednesday	<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>Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</p>	<p>Review the lesson with Learners</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>Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</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>Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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	Teacher reinforces learners’ ideas by mentioning the safety ways of using electricity. • Learners to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals ASSESSMENT: let learners identify the importance of	What have we learnt today? Ask learners to summarize the important points of the lesson

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		safety when using electricity	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Enquire from learners why electrical gadgets are covered with plastics and wooden materials</p> <p>ASSESSMENT: let learners mention the importance of safety when using electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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), - A Traditional Leader. 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

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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 who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.3.2.1:	
Performance Indicator		Learners can compare the body parts	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		RELATIONS	
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (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 identify that apart from deformity all body parts are almost the same. Learners compare right hand with the left hand, etc	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)		B2.3.4.1. 1.	
Performance Indicator		Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
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 the names of the religious leaders: Jesus Christ, the Holy Prophet (Sallahu Alaihi Wasallam- S.A.W. (Peace be upon him), Okomfo Anokye, Toha Zie, Egya Ahor, etc. Learners talk about the early lives of these religious leaders. • The Lord Jesus Christ; • The Holy Prophet Muhammad S.A.W. • A Traditional Leader 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
Thursday	Engage learners to sing songs and recite familiar rhymes	Let learners role play some important aspects of the early life of a religious leader	What have we learnt today? Ask learners to summarize the main points in the lesson

		ASSESSMENT: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	
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Learning Indicator (s) (Ref. No.)		B2.3.3.1.1 Write and practise saying letters they have difficulty with.	
Performance Indicators		The learner should write and practise saying letters they have difficulty with.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAI 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 the letters of the alphabet and simple words on the board.• 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 write and practise saying letters they have difficulty with.	What have we learnt today?

		ASSESSMENT: let learners write and practise saying letters they have difficulty with.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet and simple words on the board. • 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 write and practise saying letters they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC TWO
WEEK NINE

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.2 B2.2.7.2.1 B2.4.7.1.1 B2.5.7.1.1. B2.6.1.1.1	
Performance Indicator		Learners can recognise and relate the sequence of events (beginning, middle and end) in drama Learners can demonstrate understanding of the purpose and features of information texts Learners can write or copy correct sentences from substitution tables 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 Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify and relate the sequence of events											
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read informational texts to identify their purpose and features through think-pair-share</p> <p>Assessment: let learners mention purpose and features of information 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> <p>Have a simple 3-4 column substitution table on the board</p> <table border="1" data-bbox="626 934 954 1186"> <tr> <td>I</td><td>Sing</td><td rowspan="3">at</td><td>School</td></tr> <tr> <td>We</td><td><u>Play</u></td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</td><td>the park</td></tr> </table> <p>Have learners identify the words that make up the table.</p> <ul style="list-style-type: none"> • With an example, let learners form sentences from the substitution table <p>Assessment: let learners write or 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>Let learners use the preposition in, on, in context.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										

		Assessment: let learners identify prepositions in sentences to indicate days, dates and places	
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>

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 1.4.6.1 B2 2.4.6.1	
Performance Indicator		Learners can agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others’ displayed artworks Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other Ghanaian communities	
Strand		Visual Arts PERFORMING ARTS	
Sub strand		Appreciating 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: ☐ agree on guidelines for viewing, examining and expressing own views about the displayed visual artworks; ☐ agree on how to use the agreed guidelines to express own feelings and thoughts about the displayed artworks. Assessment: let learners agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others’ displayed 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	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances; ☐ agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances <p>Assessment: let learners agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other Ghanaian communities</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		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.2.1.1.2	
Performance Indicator		Learners can Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.	
Strand		ALGEBRA	
Sub strand		Patterns and Relationships	
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.	Find the missing terms in the following: - 9, 1, 3, 5, 9, 1, 3, 5, ____ ; ____ - 2, 4, 6, 8, 10, ____ ; ____, - 5, 10,	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I’m counting one, what is one	Find the missing terms in the following: 15, 20____ , ____ ; or - 54, 55, 56, 57, ____ , ____ .	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.	Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is “add two”) - 5, 10, 15, 20, ... - 20, 18, 16, 14, ...	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>Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>- 5, 10, 15, 20, ...</p> <p>-20, 18, 16, 14, ...</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>Identify and describe the rules for the following patterns</p> <p>- 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.2.2.2	
Performance Indicator		Learners can investigate the function of batteries in electronic devices	
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 common examples of household electronic appliances. <ul style="list-style-type: none">• Provide learners with electronic toys that operate on batteries.• Learners discuss how the toys will behave without the battery.• Engage learners in an activity to match some named electronic appliances with their uses Assessment: let learners investigate the function of batteries in electronic devices	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	In groups, learners discuss other gadgets in the home that use batteries. <ul style="list-style-type: none">• Assist learners to draw and colour any one	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>electronic gadget of their choice.</p> <ul style="list-style-type: none"> • Learners build a paper circuit using a graphite pencil, battery and LED. <p>Assessment: let learners investigate the function of batteries in electronic devices</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	<ul style="list-style-type: none">• In groups, let learners role play some important aspects of the early life of a religious leader. 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 narrate the story of the early life of the religious leaders in the three religions in Ghana	
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	Using anecdotes/videos learners retell the contributions of these leaders to national development. 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
Thursday	Engage learners to sing songs and recite familiar rhymes	Using anecdotes/videos learners retell the contributions of these leaders to national development. Assessment: let learners narrate the story of the early life of the religious	What have we learnt today? Ask learners to summarize the main points in the lesson

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		leaders in the three religions in Ghana	
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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.4.2.1:	
Performance Indicator		Learners can Identify types of base of support when practicing movement skills	
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	earners identify types of base of support as the feet, the hands, etc	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.4.1. 1.	
Performance Indicator		Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
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, through questions and answers, to talk about the moral lessons they have learnt from early lives of the religious leaders of the three main religions in Ghana. Learners explain how they will apply the moral lessons from the religious leaders in their daily lives 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
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role-play the moral lives of the religious leaders. Learners to talk about the need to emulate the good moral values of these religious	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>leaders, so that they can be good citizens.</p> <p>Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana</p>	
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Learning Indicator (s) (Ref. No.)		B2.3.3.1.2 Write and practice saying words they have difficulty with.	
Performance Indicators		The learner should write and practice saying words they have difficulty with.	
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 the letters of the alphabet and simple words on the board and lead learners to say them.• Call learners to say them one after the other.• Let learners keep practicing those they have difficulty with. Assessment: let learners write and practice saying words they have difficulty with.	What have we learnt today? <

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

TERM TWO
BASIC TWO
WEEK TEN

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	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?												

		<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</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>

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: <input type="checkbox"/> view and make informed decisions on the 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); <input type="checkbox"/> 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

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.

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		GHANAIAI 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>

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

BASIC TWO

WEEK ELEVEN

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

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. <ul style="list-style-type: none">Have them identify and discuss (in pairs) the events in the story.Have groups share their views with the whole class. Assessment: let learners discuss events in a story	What have we learnt today? Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have them identify and describe events in the stories.</p> <ul style="list-style-type: none"> • Guide learners to unfold the events in a story sequentially <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 rowspan="3">at</td><td>School</td></tr> <tr> <td>We</td><td><u>Play</u></td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</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</p> <p>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 CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide a short passage containing prepositions</p>	<p>What have we learnt today?</p>										

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		<p>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</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>

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 1 - One is one alone, alone it shall be.	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	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

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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>	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	<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>	Identify examples of these 3D objects in the classroom and community	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.3.4.1	
Performance Indicator		Learners can plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities	
Strand		PERFORMING 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 : 📺 watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana; Assessment: let learners display of own artworks to share creative experiences	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 plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>other Ghanaian communities.</p> <p>Assessment: let learners display of own artworks to share creative experiences</p>	
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Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.2.2.2	
Performance Indicator		Learners can investigate the function of batteries in electronic devices	
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 build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	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	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson

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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	. • Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives. 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. They choose partners and discuss the reasons for their choice.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify Ghanaian women 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)		B2.2.5.2.1:	
Performance Indicator		Learners can Identify opportunities to use underhand and overhand movement (throw) patterns	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		STRATEGIES	
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	Guide learners to understand that underhand and overhand throws are used in games such as netball, basketball, and handball, etc. for passing and shooting	What have we learnt today? Use answers to summarise the lesson.

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.)		B2.5.4.1.2 Use comparative words/adjectives to form short sentence. B2.5.5.1.1 Write and use some postpositions in sentences.	
Performance Indicators		<ul style="list-style-type: none">• The learner should explain values cherished by individuals in society• The learner should write and use some postpositions in sentences.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAI 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">• Let learners sing a popular song.• Write sentences that show comparison and underline the word that show this on flashcards.• Lead learners to read the sentences.• Let learners read the sentences on their own and correct them where necessary.• Help learners to use adjectives to form comparative words in sentences. Assessment: let learners explain values cherished by individuals in society	What have we learnt today? <

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention some traditional occupations they know. • Lead learners to sing songs associated with the traditional occupation. • Write sentences with postposition words underlined on flashcards. • Call learners individually to pick a card, show it to the class and read the sentence aloud to the class. • Use the flashcards to help learners to recognise the postpositions in the sentences and write the postpositions. <p>Assessment: let learners write and use some postpositions in sentences.</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"> • Let learners use postpositions to form simple sentences <p>Assessment: let learners write and use some postpositions in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC TWO
WEEK TWELVE

WEEKLY SCHEME OF LEARNING- WEEK TWELVE

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> <p>Have them identify and describe events in the stories.</p> <ul style="list-style-type: none"> • Guide learners to unfold the events in a story sequentially <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</p> <p>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 CONVENTIONS AND GRAMMAR USAGE</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>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>

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.3.2.3.1	
Performance Indicator		Learners can Perform four continuous abdominal curls	
Strand		PHYSICAL FITNESS	
Sub strand		STRENGTH	
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, learners to lie on the back with feet flat, knees bent and arms on the floor by the side with palms down. Lift the head and shoulders forward with hand support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength. This is a test for learners’ abdominal muscular strength. Keep records of their performance	What have we learnt today? Use answers to summarise the lesson.

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 1 - One is one alone, alone it shall be.	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	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

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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>	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	<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,</p>	Identify examples of these 3D objects in the classroom and community	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.3.4.1	
Performance Indicator		Learners can plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities	
Strand		PERFORMING 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 : ☐ watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana; Assessment: let learners display of own artworks to share creative experiences	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 plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other Ghanaian communities.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners display of own artworks to share creative experiences	
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Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.2.2.2	
Performance Indicator		Learners can investigate the function of batteries in electronic devices	
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 build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	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	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson

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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	. • Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives. 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. They choose partners and discuss the reasons for their choice.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify Ghanaian women who have made significant contributions to national development	
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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	What have we learnt today?

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		<p>iv. Love</p> <p>Assessment: let learners explain values cherished by individuals in society</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B2.6.2.1.1 Read short passages of simple sentences of about five to six words.	
Performance Indicators		The learner should read short passages of simple sentences of about five to six words.	
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners sing a traditional occupational song they know.• Provide learners with reading books (the book should have a short passage according to the number of words prescribed).• Lead learners to read the passage in the book.• Let learners read the passage in turns.• Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. Assessment: let learners read short passages of simple sentences of about five to six words	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about five to six 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"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about five to 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>six words in other parts of the book.</p> <p>Assessment: let learners read short passages of simple sentences of about five to six words</p>	
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