**TERM TWO**

**BASIC ONE WEEK NINE**

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WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC ONE

Name of School………………………………………………………………………….……………………….……………………

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| **Week Ending** | |  |  |  |  |
| **Class** | | 0ne | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B1.1.7.1.3. | B1.2. 7.1.2. | | B1.4.5.1.3. |
| B1.5. 5.1.1. | B1.6.1.1.1. |  |  |
| **Performance Indicator** | | Learners can recognise and discuss characters in a  story  Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts  Learners can use basic descriptive words in writing simple sentence  Learners can identify adjectives and use them to describe oneself and other people  Learners can read a variety of age – appropriate books and texts from print | | | |
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| **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.** | | | | | |
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| **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 story aloud to learners.  • Have them discuss, in pairs/small groups, the main and minor characters in the story.  • Have groups/pairs share their views with the whole class | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
|

appropriate texts

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|  |  | Assessment: let learners identify discuss characters in a story |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt |
| Have learners read level | today? |
| independently, with minimal support from peers/teacher.  • Encourage them to ask  and answer factual and inferential questions about the texts to enhance comprehension | Ask learners to summarize the main points in the lesson |
| Assessment: let learners answer factual and inferential and applicative questions about level- appropriate texts |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt  today? |
| • Have learners identify  objects in the classroom, e. g. tables, chairs, bags, etc.  • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.  • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners use basic descriptive |  |

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talk, introduce the

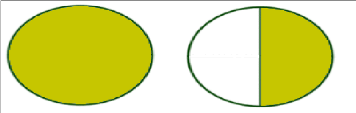
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|  |  | words in writing simple  sentence |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Have learners read level- appropriate texts describing people.  • Put learners in groups to  discuss the texts read. Provide questions to help them identify the descriptive words.  • Have learners write simple sentences to describe themselves, using the descriptive words identified.  • Have learners write parallel sentences to describe their friends | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use adjectives to describe oneself and other people |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Using book tease or book | today? |
| reading/ library time.  • Have a variety of age appropriate books for learners to make a choice from.  • Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  • Encourage them to read individually and in pairs, and provide support and encouragement | Ask learners to summarize the main points in the lesson |

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|  |  | Assessment: let learners  read a variety of age – appropriate books and texts from print |  |

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E.g. 2. Use pictorial

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| **Week Ending** | |  |  |
| **Class** | | one | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B1.1.3.1.1 | |
| **Performance Indicator** | | Learners can Understand the fraction one-half as the  quantity obtained by taking 1 part when a whole is partitioned into two 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. | | | |
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| **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: | Use concrete objects to  explain the fraction half as | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. | the quantity obtained by  taking 1 part when a  whole object is partitioned into two equal parts | Assessment: have |
| 2 - Two pair, two pair  come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | representations to explain the fraction half as the quantity obtained by taking 1 part when a  whole object is partitioned into two equal parts | learners to practice with  more examples |
|  | One whole one half |  |
| Tuesday | Sing songs like: | Use pictorial | Review the lesson with  Learners |
| representations to help  learners sort fractions into |



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|  | 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 | those that are halves and  those that are not halves | Assessment: have |
|  | learners to practice with  more examples |
| Wednesday | Sing songs like: | Use pictorial | Review the lesson with |
| I’m counting one, what | representations to help  learners sort fractions into | Learners |
| is one  1 - One is one alone, | those that are halves and  those that are not halves | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair |  | learners to practice with  more examples |
| Thursday | Sing songs like: | Use pictorial | Review the lesson with |
| I’m counting one, what | representations to help  learners sort fractions into | Learners |
| is one  1 - One is one alone, | those that are halves and  those that are not halves | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair |  | learners to practice with  more examples |
| Friday | Sing songs like: | Use pictorial | Review the lesson with |
| I’m counting one, what | representations to help  learners sort fractions into | Learners |
| is one  1 - One is one alone, | those that are halves and  those that are not halves | Assessment: have |
| alone it shall be.  2 - Two pair, two pair |  | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | one | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B1.4.1.2.1 | |
| **Performance Indicator** | | Learners can explain the terms hot and cold | |
| **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.** | | | |
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| **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: What types  of things are usually hot? What types of things are usually cold?  • Display substances that are hot or cold (e.g. hot tea, ice cream, ice block, hot water, water at room temperature, cold water.  • Learners sort the items into hot and cold in groups.  • Show learners a hot item  (learners should not touch) to differentiate it from warm items. Learners compare the samples in terms of warmth (by touching/feeling the provided samples).  Assessment: let learners explain the terms hot and cold | 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 | • Learners talk about how  we keep hot things hot and cold things cold for a long time.  • What will happen if an object is placed in the sun?  Tell how substances placed in a fridge feel when touched,  • Learners explore other ways of making things warm (For example, putting them in the sun, touching a phone that has just been charged).  Assessment: let learners explain the terms hot and cold | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B1.2.2.1.1 | |
| **Performance Indicator** | | Learners can explain the terms hot and cold | |
| **Strand** | | Religious Practices and their Moral Implications | |
| **Sub strand** | | Religious Festivals 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.** | | | |
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| **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  mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul- Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyƐ, etc.  Assessment: let learners explain the terms hot and cold | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | One | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B1.2.5.1.1 | |
| **Performance Indicator** | | Learners can identify Ghanaians of diverse fields who  have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc. | |
|
| **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 | Match individuals with  their achievements e. g  Theodosia Okoh (national | What have we learnt  today? |
| flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu  (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc | Ask learners to summarize the main points in the lesson |
| Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Match individuals with  their achievements e. g  Theodosia Okoh (national | What have we learnt  today? |

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|  |  | flag), Amon Kotei (coat of  arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development | Ask learners to  summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B1.2.4.2.1 | |
| **Performance Indicator** | | Learners can Identify body parts | |
| **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.** | | | |
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| **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 identify  parts of the body. Point at the body parts such as the head and let them mention the parts they  use in performing physical activities.  Project. Label the body parts with the following names (head, hand, leg, neck and chest | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  |  |  |  |  |
| **Class** | | One | | | | |
| **Subject** | | OUR WORLD OUR PEOPLE | | | | |
| **Reference** | | Our World Our People curriculum Page | | | | |
| **Learning Indicator(s)** | | B1.4.1.1.1. | | | | |
| **Performance Indicator** | | Learners can mention the | | characteristics | of | a |
| responsible citizen |  |  |  |  |
| **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 talk about who a  responsible citizen is, e.g. obeying parents and | What have we learnt  today? | | | |
| school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc | Ask learners to summarize the main points in the lesson | | | |
| Assessment: let learners mention the characteristics of a responsible citizen |  | | | |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners talk about who a  responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc | What have we learnt  today?  Ask learners to summarize the main points in the lesson | | | |
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|  |  | Assessment: let learners  mention the characteristics of a responsible citizen |  |

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| **Week Ending** | |  |  |  |  |
| **Class** | | one | | | |
| **Subject** | | CREATIVE ARTS | | | |
| **Reference** | | Creative Arts curriculum | | | |
| **Learning Indicator(s)** | | B1 1.4.6.1 | B1 2.4.6.1 |  |  |
| **Performance Indicator** | | Learners can agree on guidelines for viewing  expressing feelings and thoughts about own  others’ displayed visual artworks | | | and  and |
| Learners can agree on guidelines for viewing | | | and |
| expressing feelings and t  others’ displayed performing artworks | | | and |
| **Strand** | | VISUAL ARTS | PERFORM | ING ARTS |  |
| **Sub strand** | | Appreciation and Appraisal | | | |
| **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 to the guidelines | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
| come out with meaning from visual artworks; express own feelings and ideas about own and others’ displayed artworks | |
| Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed visual artworks | |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  agree on guidelines for use to view, examine and come out with meaning from music, dance and | | What have we learnt  today? | |

to view, examine and





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|  |  | drama to express own  feelings and ideas of own and others’ performed artworks  Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed performing artworks | Ask learners to  summarize the main points in the lesson |

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| **Learning Indicator (s) (Ref. No.)** | | B1.3.3.1.2 Combine strokes to form shapes of the  lower-case letters. | |
| **Performance Indicators** | | • The learner should combine strokes to  form shapes of the lower-case letters. | |
|
| 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 | • Draw strokes on papers  and give them to learners.  • Ask learners to combine  the strokes on the papers.  • Let learners show their work to the class and discuss it with them.  • Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters. | What have we learnt  today? |
|  | Assessment: let learners combine strokes to form shapes of the lower-case letters | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Draw strokes on papers  and give them to learners.  • Ask learners to combine  the strokes on the papers.  • Let learners show their work to the class and discuss it with them.  • Draw the strokes on the board and call learners to combine them to form | What have we learnt  today? |
|  | Review the lesson with learners |

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|  |  | shapes of the lower-case  letters. |  |
|  |  | Assessment: let learners combine strokes to form shapes of the lower-case letters |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Draw strokes on papers  and give them to learners.  • Ask learners to combine  the strokes on the papers.  • Let learners show their work to the class and discuss it with them.  • Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters. | What have we learnt  today? |
|  | Assessment: let learners combine strokes to form shapes of the lower-case letters | Review the lesson with learners |