

Term 3

KG 2

Strand 6 & 7

Date: WEEK 1 Day: MONDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING AND NON- LIVING THINGS
Content Standard: k2.6.1.1 demonstrate understanding of why some things are referred to as living and non- living things	Indicator: k2.6.1.1.1. Talk about different types of living and non-living things around us. K2.6.1.1.3 keep record of sight words and new content of vocabulary learnt from the reading text on the theme. K2.6.1.1.4 recognize at least 75% of the letter sounds in words K2.6.1.1.7 Tell the position and motion of object in space using words such as below, to the right, behind etc.	
Performance Indicator: learners can talk about different types of living and non-living things. <ul style="list-style-type: none"> Learners can keep record of sight words and new vocabulary Learners can recognize letter sounds in words. Learners can talk about positions of object 	Core Competencies/Values: <ul style="list-style-type: none"> personal development and leadership Communication and collaboration Creativity and innovation Critical thinking and problem solving 	
Key words: walk, breath, grow, under, in, right, on, behind, left, back		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs that relate to the Theme	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> Go out for a nature walk on the compound, identify and name the things you see. talk about them on your return to the class. <ol style="list-style-type: none"> Mention a sight word on a card before starting an obstacle course and spell it to complete the obstacle course for a point. Play 'guess whose name' game. (listen to three words mentioned with the same sound beginning (eg. bag, ball, bell).guess the name of someone with the beginning sound eg (Belinda, Bernard) pick the letter card(Bb) and write it. 	Sight words card, trye ,chair box letter cards

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<p>3. Demonstrate some characteristics of living things like breathing ,walking and talk about examples of living things(human beings ,animals etc)</p> <p>1. Using a box and an object, one child calls the words in, on, under, near, whiles the partner demonstrate</p> <p>2. Pick two non-living things in the classroom ,draw and colour it.eg (bags, books ,spoons, ball etc)</p> <p>3. Find the small letters of the capital letter you have.(eg.a child with capital letter ‘G’ finds all the small letter ‘g’)swap card with a friend after completion.</p> <ul style="list-style-type: none"> • Book centre • Farm centre • Construction centre <p>• Listen to a story related to the theme.</p> <p>Assessment:</p>	<p>chart of living and non-living things</p> <p>colours ,pencils ,book</p> <p>capital and small letter cards</p> <p>box, ball ,beanbag</p> <p>story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 1 Day: TUESDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING AND NON- LIVING THINGS Class size:	
Content Standard: k2.6.1.1 demonstrate understanding of why some things are referred to as living and non-living things		Indicator: k2.6.1.1.5 Identify the letter-sounds learnt for the week in words related to the theme and write the letter and the key word boldly and legibly in their books <ul style="list-style-type: none"> • K2.6.1.1.6 Identify, draw and colour two items each under living and non-living things. • K2.6.1.1.7 Tell the position and motion of object in space .using words such as below, to the right, behind etc. 	
Performance Indicator <ul style="list-style-type: none"> • Learners can identify letter-sounds in words. • Learners can colour two items under living and non-living things. • Learners can talk about position of object. 		Core Competencies/Values: personal development and leadership <ul style="list-style-type: none"> • Communication and collaboration • Creativity and innovation • Critical thinking and problem solving 	
Key words: right ,left ,in , on ,near ,draw , living ,non-living			
Phase/Duration	Learners activities		Resources
Phase1:Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • Sing songs about position. eg. (Stand up for position, to the left side, to the right side etc.) 		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u>	<ul style="list-style-type: none"> • Mention all the sounds of the letters on an alphabet frieze and using 'I spy game' mention names and objects that begins with the target letter mentioned. <ol style="list-style-type: none"> 1. Sit in rows or in a grid form and take turns to describe your sitting positions (eg. I am sitting behind, beside, in front, at the back, left, right, middle...etc.) 		Alphabet frieze /chart Letter cards Chairs Picture cards Alphabet dice

<p>60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Move to picture cards in the outside area in pairs and talk about it if it is a living or non-living thing. 3. Take turns rolling alphabet dices and write the letters that turns up. <ol style="list-style-type: none"> 1. Draw a living and non-living thing and paste it on a big card board 2. Describe the position of numbers using a number grid board/card. 3. Pick a word card, mention and spell the word with bottle tops with letters on them. <ul style="list-style-type: none"> • Book centre • Shopping centre • Home centre <ul style="list-style-type: none"> • Retell story on previous day and answer questions on them. <p>Assessment:</p>	<p>Cardboard, papers ,glue ,pencils , crayons Number grid board/card</p> <p>Bottle tops with letters , word card</p> <p>centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 1		Theme/Strand: ALL AROUND US	
Day: WEDNESDAY		SUB-STRAND: LIVING THINGS AND NON-LIVING THINGS	
Class:		Class size:	
Content Standard: k2.6.1.1 demonstrate understanding of why some things are referred to as living and non-living things		Indicator: k2 .6.1.1.1. Talk about different types of living and non-living things around us. K2.6.1.1.3 keep record of sight words and new content of vocabulary learnt from the reading text on the theme. K2.6.1.1.7 Tell the position and motion of object in space using words such as below, to the right, behind etc.	
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about different types of living and non-living things. Learners can keep record of sight words and new vocabulary. Learners can talk about positions of object 		Core Competencies/Values: <ul style="list-style-type: none"> Personal development and leadership Communication and collaboration Creativity and innovation Critical thinking and problem solving 	
Key words: top, below, plant, animals, beside, living			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing position and alphabet songs.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> Talk about positions using an alphabet grid on the board. <ol style="list-style-type: none"> Find a partner with the same sight word you have, mention and write it on the slate or on the floor. 		Slate, chalk ,sight words card

Date: WEEK 1 Day: THURSDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING THINGS AND NON-LIVING THINGS Class size:
Content Standard: k2.6.1.1 demonstrate understanding of why some things are referred to as living and non- living things	Indicator: : k2.6.1.1.5 Identify the letter-sounds learnt for the week in words related to the theme and write the letter and the key word boldly and legibly in their books <ul style="list-style-type: none"> • K2.6.1.1.6 Identify, draw and colour two items each under living and non-living things. • K2.6.1.1.7 Tell the position and motion of object in space .using words such as below, to the right, behind etc. • K2.6.1.1.2 participate actively in the shared reading of the big book which relate to the theme, and share more lessons learnt on the theme of the week. 	
<ul style="list-style-type: none"> • Performance Indicator: learners can identify letter-sounds in words. • Learners can participate actively in shared reading • Learners can colour two items under living and non-living things. • Learners can talk about position of object. 		Core Competencies/Values <ul style="list-style-type: none"> • personal development and leadership • Communication and collaboration • Creativity and innovation • Critical thinking and problem solving
Key words: near, behind, under , read, position, living things		
Phase/Duration	Learners activities	Resources
Phase1:Starter (preparing the brain for learning) 5mins	Sing number songs. Go around the classroom counting objects to represent the number card you have.	Bottle tops, pencils, sharpeners , number cards ,empty tins ,straws
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	Play 'Mrs. Browning has a box' using sight word cards.(take turns to pick sight word card as the song is being sang .mention the word and spell it	Sight word cards, box Picture cards ,boxes

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60min</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Have a competition with picture cards of living and non-living things. pick a picture card ,mention the name ,run and drop it in living things or non-living things box based on the picture .the one who get all correct becomes the winner 2. Using a box and an object, one child calls the words in, on, under, near, whiles the partner demonstrate. 3. Listen to a read aloud text on the theme <ol style="list-style-type: none"> 1. Copy three short sentences into your books and underline position words in them. 2. Play a letter game with picture cards and letter cards, in turns choose a picture card for another to pick the letter that begins with the name of the object.write three or four letter words with the same letter beginning 3. Flip through picture books counting and writing the number of living and non-living things you see .give the total of the numbers and represent with concrete materials. <ul style="list-style-type: none"> • Book centre • Construction centre • Farm centre <ul style="list-style-type: none"> • Tell stories heard using story map <p>Assessment:</p>	<p>Box, bottle, ball, bean bag ,</p> <p>Letter cards ,picture cards ,pencils, exercise books , Picture books ,concrete materials</p> <p>Learning Centres</p> <p>Story map.</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 1		Theme/Strand: ALL AROUND US	
Day: FRIDAY		SUB-STRAND: LIVING THINGS AND NON-LIVING THINGS	
Class: KG2		Class size:	
Content Standard: k2.6.1.1 demonstrate understanding of why some things are referred to as living and non-living things		Indicator: k2.6.1.1.1. Talk about different types of living and non-living things around us. K2.6.1.1.3 keep record of sight words and new content of vocabulary learnt from the reading text on the theme. K2.6.1.1.4 recognize at least 75% of the letter sounds in words K2.6.1.1.7 Tell the position and motion of object in space using words such as below, to the right, behind et	
Performance Indicator: <ul style="list-style-type: none"> learners can talk about different types of living and non-living things. Learners can keep record of sight words and new vocabulary Learners can recognize letter sounds in words. Learners can talk about positions of object 		Core Competencies/Values: <ul style="list-style-type: none"> personal development and leadership <ul style="list-style-type: none"> Communication and collaboration Creativity and innovation Critical thinking and problem solving 	
Key words: Left, right, arrange, position, sounds, living			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> Sing alphabet songs Sing vowel songs whiles circling them or pointing to them on an alphabet chart .eg(a e i o u , are some of the vowels). NOTE; tune; 'BINGO" 		Vowel chart ,alphabet chart
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u>	<ul style="list-style-type: none"> Do position word movement. (eg. hands up ,sit down .move to your left side, take a step back) .use position chart to talk about positions. <ol style="list-style-type: none"> Pick a letter card and sing alphabet songs arranging yourselves in an alphabetic other. Write all the alphabet on slate or go outside to write in the sand/floor 		Letter cards

<p>60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Group object based on a given criteria.(size, colour ,shape etc) 3. Make your own simple sentences with positional words.(in, on, behind)etc <ol style="list-style-type: none"> 1. Take turns rolling alphabet dices and write the letters that turns up. 2. Read sight words on word cards and find the words in books 3. Place a position word card on it corresponding position picture card.(eg a pupil places card with the word 'under' on a picture that has a cat under a table.) <ul style="list-style-type: none"> • Farm centre • Shopping centre • Books centre <ul style="list-style-type: none"> • Choose your favorite book from the book centre and share the story <p>Assessment:</p>	<p>Positional word card</p> <p>Alphabet dice</p> <p>Sight word cards ,books</p> <p>Positional picture cards and word cards</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 2 OR 3? Day: MONDAY Class: Class size: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING THINGS-DOMESTIC AND WILD ANIMALS	
Content Standard: k2.6.2.1 Demonstrate the understanding of domestic and wild animals		Indicator: k2.6.2.1.1 talk about different types of animals that live at home and in the bush and how human being care for domestic animals. <ul style="list-style-type: none"> • K2.6.2.1.2 listen to a shared reading on a traditional story on how some animals became domestic animals. • K2.6.2.1.3 create an informational text on different types of animal using a variety of new vocabulary learnt from the conversational poster on domestic animals • K2.6.2.1.4 Tap and clap and count the syllables of the names of animals and lines of the songs. 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk about the different types of animals that live at home and in the bush. • Learners can talk about how some animals became domestic through shared reading • Learners can create an informational text in different types of animals • Learners can tap, clap and count to the syllables in the names of animals 		Core Competencies/Values <ul style="list-style-type: none"> • Personal development and leadership • Communication and collaboration • Creativity and innovation 	
Key words: tap ,clap ,count ,wild , domestic ,tall ,big ,animals ,home , bush			
Phase/Duration	Learners activities		Resources
Phase1:Starter (preparing the brain for learning) 5mins	Sing animal songs with actions eg(I am a tortoise a very slow animal ,I am a giraffe a very tall animal)		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • In turns mention names of animals in your homes or animals you saw on your way to school and with animal poster talk about domestic and wild animals. 		Animal poster

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. With a chart/poster talk about some characteristics, colour and size of different animals. 2. Go on a nature walk around listening to sounds made by animals around (sounds made by goat, cat, hen, birds, sheep,)etc. 3. Write the capital and small letter of sounds mentioned. <ol style="list-style-type: none"> 1. Play matching game with animals and the food they eat.(eg .goat-grass ,monkey – banana, dog – meat etc) 2. Make a letter collage with beans or maize.(Glue the outline of a letter written boldly on a card, then arrange beans or maize on it . 3. Make your own animal picture book by stapling all drawings of each group together. <ul style="list-style-type: none"> • Animal centre • Book centre • Shopping centre <ul style="list-style-type: none"> • Listen to a story about animals and tell what happens at the beginning, middle and the end. Eg. 'Dear Zoo'. "Have you seen the crocodile? 'Handa's surprise' <p>Assessment:</p>	<p>Slate, chalk, exercise book ,pencil</p> <p>Animal and the food they eat matching board glue, ,beans, maize, cardboard crayons, pencil, papers</p> <p>Leaning Centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 2 OR 3? Day: TUESDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING THINGS-DOMESTIC AND WILD ANIMALS	
Content Standard: k2.6.2.1 Demonstrate the understanding of domestic and wild animals		Indicator: K2.6.2.1.5 identify the letter –sounds learnt for the week in words related to the theme and write the letter and the key word boldly and legibly in their books. <ul style="list-style-type: none"> • K2.6.2.1.6 observe ,identify and talk about images ,items and performance in artworks of everyday life • K2.6.2.1.7 Compare the size and height off different animals using the phrases, bigger than, taller than. 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can identify letter –sound for the week in words related to the theme. • Learners can talk about items and performances in artwork of everyday life • Learners can compare the size and height of different animals. 		<ul style="list-style-type: none"> • Core Competencies/Values: • Personal development and leadership • Communication and collaboration • Creativity and innovation 	
Key words: domestic, wild, draw, count			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing number songs and rhymes eg (1,2,3,4,5 once I caught a fish alive) (1,2,3,4,5 that's how we count) (1,2 buckle my shoe)		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Play 'teddy lost in the jungle' with pictures of animals. Mention the name of the animal when you find it and say if it is a domestic or wild animal. 		Animal cards

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Find the missing letter card in letters arranged in alphabetical order as you sing alphabet songs 2. In pairs mention a name of an animal for the other to mimic its sound and say if it is domestic or wild 3. Count and assign numbers to given group of object <ol style="list-style-type: none"> 1. Write number names of numbers 1-20 2. Cut and paste animal pictures into two categories (domestic and wild) 3. Mention a letter, the sound and an animal with its name beginning with the letter if a ball is passed to you. <ul style="list-style-type: none"> • Shopping centre • Book centre • Construction centre <ul style="list-style-type: none"> • Listen to an oral story on animals and act out the story e.g. 'Kofi and the hungry lion'. <p>Assessment:</p>	<p>Letter cards</p> <p>Number cards, bottle tops, sticks, bottles, building blocks, empty tins</p> <p>Animal picture, glue, card board, scissors ball, bean bag</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 2 OR 3? Day: WEDNESDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING THINGS-DOMESTIC ANIMALS
Content Standard: k2.6.2.1 Demonstrate the understanding of domestic and wild animals	Indicator: K2.6.2.1.1 talk about different types of animals that live at home and in the bush and how human being care for domestic animals. <ul style="list-style-type: none"> • K2.6.2.1.2 listen to a shared reading on a traditional story on how some animals became domestic animals. • K2.6.2.1.4 Tap and clap and count the syllables of the names of animals and lines of the songs 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk about the different types of animals that live at home and in the bush. • Learners can talk about how some animals became domestic through shared reading • Learners can tap, clap and count to the syllables in the names of animals 	Core Competencies/Values: <ul style="list-style-type: none"> • Personal development and leadership • Communication and collaboration • Creativity and innovation 	
Key words: domestic, animals, bush, tap, clap, care		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing alphabet songs and revise sounds of the letters.	Alphabet frieze
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Using the classroom rule ‘we care for things/materials’ , talk about how human being can care for domestic animals. <ol style="list-style-type: none"> 1. Tap, clap, jump and count the syllables in new vocabularies related to the theme. 2. Go on animal haunt with slate and chalk to count and write the number of animals you see. 	Slate, chalk, Letter cards, word cards

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<p>3. In pairs one mentions a word for the other to jump into circles with letters to spell the word.</p> <p>1. Group animals according to where they live(water-fishes),(homes- goats, dog cat),(forest-lion, elephant)(trees-birds, monkeys)etc, using animal picture cards.</p> <p>2. Blend letters cards to form words. write words into your exercise books.</p> <p>3. Pick an addition card and find the sum of the numbers with bottle tops or sticks</p> <ul style="list-style-type: none"> • Animal centre • Home centre • Shopping centre <p>• Listen to an oral story on ‘why the spider hide in dark corners’.</p> <p>Assessment:</p>	<p>Animals and place they live matching board. Letter cards, bottles with letters addition card, bottle tops, sticks, shells addition box</p> <p>centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<p>3. Use animals masks for role-play and imitate the sounds the animals make</p> <ul style="list-style-type: none"> • Draw and colour an animal you want as your pet • Working in pairs, match animal cards with their corresponding offering cards. • In pairs tell a story with your own drawn story map. <ul style="list-style-type: none"> • Animal centre • Book centre • Construction centre <ul style="list-style-type: none"> • Retell the oral story you heard on the previous day. <p>Assessment:</p>	<p>Animal role-play masks</p> <p>Crayons, exercise books, pencils Animal parent and child cards</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 2 OR 3? Day: FRIDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: LIVING THINGS –DOMESTIC ANIMALS	
Content Standard: k2.6.2.1 Demonstrate the understanding of domestic and wild animals		Indicator: <ul style="list-style-type: none"> • K2.6.2.1.6 observe, identify and talk about images, items and performance in artworks of everyday life • K2.6.2.1.7 Compare the size and height off different animals using the phrases, bigger than, taller than. • K2.6.2.1.2 listen to a shared reading on a traditional story on how some animals became domestic animal 	
Performance Indicator: Learners can talk about items and performances in artwork of everyday life Learners can compare the size and height of different animals. Learners can talk about how some animals became domestic through shared reading		Core Competencies/Values: <ul style="list-style-type: none"> • Personal development and leadership • Communication and collaboration • Creativity and innovation 	
Key words: bigger than, smaller than, share, equally, compare, domestic, wild.			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • Sing number songs • Number talk 		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Sing animal songs with actions. Take turns to guess the animal that makes the sound made by others. <ol style="list-style-type: none"> 1. Compare the size and height of animals with pictures and make a sentences with the phrase bigger than ,taller than.(eg An Elephant is bigger than a cat, A giraffe is taller than a goat) 	Picture cards of foods eaten by animals Animal Roleplay masks	

Date: WEEK 4 Day: MONDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: WATER
Content Standard: k2.6.3.1 Demonstrate understanding that water is an important natural resource that that helps all living things, human, plants and animals.	Indicator: k2.6.3.1.1 discuss where we get water from, its importance to living things and how to care for water source <ul style="list-style-type: none"> • K2.6.3.1.4 blend the letter sounds learnt so far into syllables, read and write the syllable boldly and legibly in their books. • K2.6.3.1.6 Measure, estimate and compare the capacity of different containers of water. 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk about sources of water, its importance to living thing and how to care for it. • Learners can blend sounds learnt. • Learners can measure, estimate and compare the capacity of containers of water. 	Core Competencies/Values: <ul style="list-style-type: none"> • Problem solving and critical thinking • Communication and collaboration • Creativity and innovation • Personal development and leadership 	
Key words: well, rain, stream, sea, river, pipe, measure, compare, pour,		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing and recite water related songs/rhymes. Eg('Rain, rain go away) (Row ,row ,row your boat) (Nsu emuna)	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Talk about sources of water using displayed chart /poster. 	Water poster/chart Bottle, water, bowl

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> Count the number of times you can use your hands to scoop water from a bowl to fill a bottle. Act out some of the uses of water for others to guess.(drinking ,bathing ,cooking, etc) Form a line and step forward only when you hear a vowel sound. Write the vowel sounds on the floor or on slate. <ol style="list-style-type: none"> Take turns to tell what you did with water before coming to school eg.(bathing, brushing teeth, washing bowls) Talk more about the importance of water Use a cup/ bottle to fill water into different cans to know which one is bigger or smaller Practice making mono–syllabic words by putting together consonant and vowel sounds .eg(ma ,da ,ba, no ,).write them in your books <ul style="list-style-type: none"> Water centre Book centre Home centre <ul style="list-style-type: none"> Listen to a story that relate to water. Eg ‘ Fatou fetch the water’, lila and the secret of rain <p>Assessment:</p>	<p>Slate, letter cards, chalk</p> <p>Cup ,bottles ,cans</p> <p>Letter cards ,exercise books ,pencils</p> <p>centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 4 Day: TUESDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND:WATER
Content Standard: k2.6.3.1 Demonstrate understanding that water is an important natural resource that that helps all living things, human, plants and animals.	Indicator; K2.6.3.1.5 Draw and colour different sources of water. <ul style="list-style-type: none"> • K2.6.3.1.6 Measure, estimate and compare the capacity of different containers of water. • K2.6.3.1.2 Participate actively in the shared reading of big book with relates to the theme, answer inferential questions and demonstrate how sentences are written with spaces between the words. • K2.6.3.1.4 blend the letter sounds learnt so far into syllables, read and write the syllable boldly and legibly in their books. 	
Performance Indicator: <ul style="list-style-type: none"> • learners can draw and colour different sources of water • Learners can measure and estimate the capacity of different containers of water. • Learners can participate actively in the shared reading of a big book. • Learners can blend letter sounds into syllables, read and write them. 		Core Competencies/Values: <ul style="list-style-type: none"> • Problem solving and critical thinking • Communication and collaboration • Creativity and innovation • Personal development and leadership
Key words: blend , measure ,estimate , stream ,lake ,dam		
Phase/Duration	Learners activities	Resources
Phase1:Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • Sing number song • 'Number talk' 	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u>	<ul style="list-style-type: none"> • Take turns to pick up word cards based on the sentences on the board and arrange yourselves according to how the sentence reads. 1. Write the numerals 1-20 using water.(pierce holes in bottle lids of a bottle)	Word card, word chart, sentence strip . Bottles ,water

<p>60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Sort letters into vowels and consonant sounds .write all the consonant sounds 3. Have a 'race game' by filling bottle with water at one end then run to pour it into a container at another end whiles counting .tell the number of bottles that filled the container by writing it in the air for others to say it <ol style="list-style-type: none"> 1. Draw , colour and name two sources of water 2. Make a word chart for the class by writing words on cards and pasting them on a big card board. 3. Do picture reading in books related to water <ul style="list-style-type: none"> • Home centre . • Book centre • Water centre <ul style="list-style-type: none"> • Listen to an oral story on water. Eg 'the thirsty crow' <p>Assessment:</p>	<p>Letter cards</p> <p>Bottles, small bucket ,funnels , cups ,cans etc</p> <p>Pencils, book, crayon card board ,cards.water source and picture puzzle.</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 4 Day: WEDNESDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: WATER	
Content Standard: k2.6.3.1 Demonstrate understanding that water is an important natural resource that that helps all living things, human, plants and animals.		Indicator: <ul style="list-style-type: none"> • K2.6.3.1.4 blend the letter sounds learnt so far into syllables, read and write the syllable boldly and legibly in their books. • K2.6.3.1.2 Participate actively in the shared reading of big book with relates to the theme, answer inferential questions and demonstrate how sentences are written with spaces between the words • K2.6.3.1.1 discuss where we get water from, its importance to living things and how to care for water source 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk about sources of water, its importance to living thing and how to care for it. • Learners can blend sounds learnt. • Learners can participate actively in the shared reading of a big book. 		Core Competencies/Values: <ul style="list-style-type: none"> • Problem solving and critical thinking • Communication and collaboration • Creativity and innovation • Personal development and leadership 	
Key words: safe , avoid , wash, brush ,prepare ,			
Phase/Duration		Learners activities	
Phase1: Starter (preparing the brain for learning) 5mins		Recite rhymes that relate to the strand eg.(Jack and Jill went up to the hill to fetch water)	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins		<ul style="list-style-type: none"> • Think, pair, share on how we can take care of water sources. (eg. Avoid washing, urinating and dumping refuse into our water bodies.) <ol style="list-style-type: none"> 1. Dip your hands in water and make print on the wall with your fingers. count the number of times you do it 2. In pairs pick a consonant and a vowel sound. Slowly and gradually move towards each other for others to read. 	
		water Letter cards Number cards	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<p>3. In turns, pick a numeral card and jump the number of times over a river drawn on the sand.</p> <p>1. Write all the letters of the alphabet legibly, circle the consonants and underline the vowel sounds</p> <p>2. Form sentences related to the theme with word cards by looking at sentences written on sentence strip.</p> <p>3. Take turns to arrange bottle tops to be more, less or equal to the one arranged by a friend.</p> <ul style="list-style-type: none"> • Water centre • Book centre • Construction centre <p>• Retell the story read on the previous day and clap to a target word.</p> <p>Assessment:</p>	<p>Exercise books</p> <p>Word cards ,sentence strip</p> <p>Bottle tops</p> <p>Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 4 Day: THURSDAY Class: Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: : WATER	
Content Standard: k2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals.	Indicator: <ul style="list-style-type: none"> • K2.6.3.1.5 Draw and colour different sources of water. • K2.6.3.1.6 Measure, estimate and compare the capacity of different containers of water. • K2.6.3.1.2 Participate actively in the shared reading of big book with relates to the theme, answer inferential questions and demonstrate how sentences are written with spaces between the words. 		
Performance Indicator: <ul style="list-style-type: none"> • learners can draw and colour different sources of water • Learners can measure and estimate the capacity of different containers of water. • Learners can participate actively in the shared reading of a big book 		Core Competencies/Values: <ul style="list-style-type: none"> • Problem solving and critical thinking • Communication and collaboration • Creativity and innovation • Personal development and leadership 	
Key words: heavier than, weight, sources, predict, river,			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the strand.eg (rain rain go away)		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Brainstorm on some of the things we use water for at home/school .talk more about the uses of water with a poster or watching a video. <ol style="list-style-type: none"> 1. Use different litres of water bottle to check which weight is heavier or less heavy. 2. Run as a group of fishes in the sea then change direction on command. 		Poster/pictures showing uses of water Water, bottles

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<p>3. Role play on the uses of water.</p> <p>1. Place fishing boat made with papers on water. 2. Listen attentively to a read aloud text on water eg(thirsty crow) and make predictions of what you think will happen next 3. Write the number names of the numerals 1- 20.</p> <ul style="list-style-type: none"> • Water centre • Book centre • Construction centre <p>• Answer simple questions on the setting , characters, problem of a story and resolution to the problem using a story map.</p> <p>Assessment:</p>	<p>Papers, water</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 4 Day: FRIDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: WATER		
Content Standard: k2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals.		Indicator: k2.6.3.1.1 discuss where we get water from, its importance to living things and how to care for water source <ul style="list-style-type: none"> • K2.6.3.1.4 blend the letter sounds learnt so far into syllables, read and write the syllable boldly and legibly in their books • K2.6.3.1.2 Participate actively in the shared reading of big book with relates to the theme, answer inferential questions and demonstrate how sentences are written with spaces between the words. 		
Performance Indicator: Learners can talk about sources of water, its importance to living thing and how to care for it. Learners can blend sounds learnt. Learners can participate actively in the shared reading of a big book		Core Competencies/Values: <ul style="list-style-type: none"> • Problem solving and critical thinking • Communication and collaboration • Creativity and innovation • Personal development and leadership 		
Key words: Spell, estimate, measure, washing, drinking, bathing,				
Phase/Duration		Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins		Sing shape songs.(eg. Shape, shape, shape ,circle Square, rectangle ,triangle , star ,oval)		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins		<ul style="list-style-type: none"> • Take turns to mention words previously learnt on cards and spell it. Use words in making simple sentences 1. Have a tug of peace pretending to be fishermen hauling for a catch.		Word cards

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Have a hand washing time and talk about why we need to wash our hands always under clean running water and soap. 3. Draw a river in the sand and in pairs each stand at the end of the river throwing a ball to each other. <ol style="list-style-type: none"> 1. Pick two cards with names of sources of water, mention and clap to the syllable representing the syllable with a number cards .give the total of the two numbers.eg. ri- ver has 2syllables and rain has 1 syllable .2+1=3 2. Play 'I spy' letters to point to the letter mentioned in story books. 3. Make simple sentences with new vocabulary learnt. <ul style="list-style-type: none"> • Shopping centre • Water center • Book centre <ul style="list-style-type: none"> • Listen to an oral story on water. <p>Assessment:</p>	<p>Rope Bowl, veronica bucket, soap ,water.</p> <p>Hand washing sequence card</p> <p>Water source picture and word puzzle.</p> <p>Learning Centres</p> <p>Story book</p> <p>centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 5 Day: MONDAY Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: AIR Class: KG2
Content Standard: Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.	Indicator: k2.6.4.1.1 share their ideas with teacher and peers about the presence and important of air to human beings, animals and plants as they listen to a read aloud using an informational text. E.g. we breathe, air makes things burn. K2.6.4.1.2 use a variety of new vocabulary learnt about importance of air to create an informational text for reading using LEA. K2.6.4.1.7 classify objects in the environments according to those that have weight and heavy and those without weight and less heavy, count the number of objects in each category up to 20. K2.6.4.1.6 prepare and fly kites and other paper aeroplanes outside the classroom.	
Performance Indicator: <ul style="list-style-type: none"> Learners can share their experience on the important of air. Learners can use new vocabulary learnt about importance of air to create a text for reading using LEA Learners can classify object according to those that has weight and without weight. Learners can prepare and fly kites and other paper aeroplanes. 		Core Competencies/Values: <ul style="list-style-type: none"> Communication and Collaboration Personal development and leadership Creativity and Innovation
Key words: heavier, lighter, float ,sink, blow, hold,		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Go round holding your hands whiles singing 'here we go around the baobab tree'. Replace new words to old ones. E.g. (this is the way we brush our teeth, comb our hair, clap our hands....)	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> Do some activities like blowing air into your hands, holding your breath for few seconds, waving your arms to feel air and talk about air <ol style="list-style-type: none"> Put objects like stones, leaves, sticks in water and see which one float or sinks. Use the words heavier than or lighter than. 	Stones, leaves, sticks, bowl, water.

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Go on nature walk to look at the movement of leaves, trees, papers and rubbers blown by air. 3. Play 'think of a number' game .example 'there is a number which comes before 8 and 2+5 gives that number.it also has the total number of the days of the week.' .ANSWER- (7). Represent object with the number and write it. <ol style="list-style-type: none"> 1. Prepare kites and other paper aeroplane. 2. Tell the weight of objects by weighing them with your palm. Use the expression heavier than or lighter than. 3. Think, pair, share, on the importance of air to human beings, animals and plants. <ul style="list-style-type: none"> • Book centre • Construction centre • Shopping centre <ul style="list-style-type: none"> • Listen an oral story on the importance of air. <p>Assessment:</p>	<p>Number cards, bottle tops, building blocks, empty tins</p> <p>Papers, glue, scissor, sticks, thread, book, pencils card boards, dots cards, pencils.</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Attach threads to the kite you prepared and run with it to show the presence of air around us. 3. Listen to a read-aloud text on air <ol style="list-style-type: none"> 1. Associate names with object .E.g. (match the name of a balloon to a picture of a balloon) .etc 2. In pairs talk about the importance of air .E.g. air makes things burn and human beings and animals breathe in air.(hold your nose for few minute and talk about how you feel) 3. Blow bubbles in water using straw. <ul style="list-style-type: none"> • Book centre • Farm centre • Construction centre <ul style="list-style-type: none"> • Retell an oral story and answer questions on it. <p>Assessment:</p>	<p>Letter, picture cards,</p> <p>Straw, water, bowl,</p> <p>Centres</p>
<p style="text-align: center;">Phase 3: Plenary/Reflections (Learner and teacher)</p>		

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Take turns to write a small letter in the air for the others to mention it .Then everyone gives the sound and write the capital letter in the sand or on floor. 2. Count in tens up to 100 with your fingers (begin with one person raising his/her 10 fingers, then two pupils also raise their 10 fingers, this activity continues till ten pupils raise their 10 fingers) 3. Blow air into balloons and observe the balloons fly. <ol style="list-style-type: none"> 1. Match the beginning letter of the name of an objects to the object. E.g. (a child matches the letter 'b' to a picture of a ball or book) 2. In pairs, each picks a number card and count correct number of counters to match the number, combine your counters with your partner and count the total number. 3. Form simple sentences with the new vocabulary learnt. <ul style="list-style-type: none"> • Book centre • Home centre • Construction centre <ul style="list-style-type: none"> • Read a story book related to the theme. <p>Assessment:</p>	<p>Balloons ,thread</p> <p>Letter cards Bottle tops, shells,</p> <p>Learning Centres</p> <p>Story books</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 5 Day: THURSDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: AIR Class size:
Content Standard: Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things	Indicator: <ul style="list-style-type: none"> • K2.6.4.1.6 prepare and fly kites and other paper aeroplanes outside the classroom. • K2.6.4.1.3 participate actively in the teacher-read-aloud of the text on Air, share lessons learnt on the theme on the week demonstrate that words have space in a sentence. • K2.6.4.1.4 recognize and read 25% of sight words instantly and automatically 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can prepare and fly kites and other paper aeroplanes. • Learners can participate in a read-aloud text on Air. • learners can recognize and read 25% of sight words instantly and automatically 		Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation
Key words: Whisper, space, air, around ,fly		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • In turns, Clap to a Rhythm for others to mirror it with a drum. 	Improvised drums
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Sing letter songs and play 'Chinese Whispers' with letters. A child whispers a letter in the ears of the other to pass it on till it get to the last person who gives the sound of the letter. each write it at the back of the other. <ol style="list-style-type: none"> 1. Draw 20 frames on the floor/sand.in turns call out a number for the others to count and stand in each frame E.g. (5 pupils stand in each frame if number 5 is mentioned). Count the rest of the frames left. (15). So (20-5=15) 2. Run with a piece of cloth tied to your waist and holding the other ends of the. cloth 	Alphabet frieze Piece of cloth, Bottle tops, sight words card

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<p>3. Mention a sight word on a card and zigzag through bottle in the outside area singing the song the zebra zigzag round the zoo. Spell the word to complete.</p> <p>1. Write simple sentences read to you leaving space in each word to show that words have spaces in a sentence E.g. (I am a girl, it is on it etc)</p> <p>2. Draw and colour any two objects that helps in demonstrating the presence of air around us E.g. (balloon, kite, paper aeroplane) etc</p> <p>3. Count out piles of ten objects (stones, building blocks, logos, bottle tops) practice counting in tens</p> <ul style="list-style-type: none"> • Book centre • Shopping centte • Construction centre <p>• Share any story you have heard or read before that interest you most.</p> <p>Assessment:</p>	<p>Exercise books, pencils</p> <p>Stones, bottle tops, logos etc</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 5 Day: FRIDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: AIR Class size:
Content Standard: Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things	Indicator: <ul style="list-style-type: none"> • K2.6.4.1.1 share their ideas with teacher and peers about the presence and important of air to human beings, animals and plants as they listen to a read aloud using an informational text. E.g. we breathe, air makes things burn • K2.6.4.1.7 classify objects in the environments according to those that have weight and heavy and those without weight and less heavy, count the number of each category up to 20. • K2.6.4.1.3 participate actively in the teacher-read-aloud of the text on Air, share lessons learnt on the theme on the week demonstrate that words have space in a sentence. • K2.6.4.1.5 Blend the two letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books. 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can share their experience on the important of air. • Learners can classify object according to those that has weight and without weight. • Learners can participate in a read-aloud text on Air. • Learners can blend two letter words learnt so far into syllables 		Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation
Key words: weight, space, sort, blow, breath,		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Group yourself according to the shape you pick sing shape songs. (shape, shape, shape, Circle, square, rectangle, Triangle, star, oval)	Cut out shapes
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	Have a number talk activity by using frames drawn on the board to do subtraction and addition.	

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Fill different sizes of bottles with water and observe the bubbles. Also compare the weight of the bottles and use the expression heavier than or lighter than. 2. Stand at distance throwing bean bag or a ball into a box or basket. 3. Read short and simple sentences on a sentence strip. Pick word cards to form the sentence. Leave a space in each word card to show that words have spaces in a sentence. <ol style="list-style-type: none"> 1. Play 'egg carton subtraction'. Count all the holes in an egg carton. E.g. (30). count and place a stone in each hole based on the number card you pick (17). Count the holes left without stones. (13). therefore $(30-17=13)$ 2. Arrange the letters of the alphabet correctly with bottle tops with letters on 3. Sorts objects according to those that weighs heavier and those that are lighter. Counts objects in each group and write on the slate. <ul style="list-style-type: none"> • Shopping centre • Book centre • Home centre <ul style="list-style-type: none"> • Answer questions on a read aloud text using herringbone strategy (what happen, when, why, where, who, how) <p>Assessment:</p>	<p>Bottles, water</p> <p>Ball, bean bag, box, basket</p> <p>Sentences strip, word cards</p> <p>Egg carton</p> <p>Books, erasers, sharpeners, slate, chalk,</p> <p>Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 6		Theme/Strand: ALL AROUND US	
Day: MONDAY		SUB-STRAND: PLANT -1	
Class: KG2		Class size:	
Content Standard: demonstrate the understanding of the knowledge that there are different parts of plants and are importance source of food and medicine for other living things		Indicator: <ul style="list-style-type: none"> • K2.6.5.1.1 talk freely about different parts of plant and their uses. • K2.6.5.1.5 blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books • K2.6.5.1.7 classify different food items into the parts of the plants from which we get it from. • K2.6.5 1.6 draw and label the parts of a plant 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk freely about the different parts of a plant and it uses. • Learners can blend letter-sounds learnt into syllables • Learners can classify different food items into the parts of the parts from which we get it from • Learners can draw and label the part of a blend. 		Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation • Problem solving and critical thinking 	
Key words: stem, leave , went, dig, sow, water, harvest,			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing song and rhymes related to the theme. e.g (one we dig, two we sow, three we water, four it grows, five we harvest)		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> (OUTDOOR)	<ul style="list-style-type: none"> • Using a plant in a pot and pictures /posters, talk about parts of plant, (leaf, stem, root etc) 1. Go on a nature trip to look at different plant.	Poster of labelled plant	

<p>60mins <u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Play a sight word game with sight word grid drawn on the floor. Hop on a sight word, mention and spell it. 3. Brainstorm on the uses of plant. Use a poster to talk more about it. <ol style="list-style-type: none"> 1. Write simple sentences with a sight word you pick from a box. 2. Draw a picture of a plant 3. Play the game 'I went to the farm' (E.g. I went to farm to plant maize, then the next repeat the same sentences and add on) <ul style="list-style-type: none"> • Farm centre • Home centre • Book centre <ul style="list-style-type: none"> • Listen and retell a story about plants .E.g 'Jasper's Beanstalk' <p>Assessment:</p>	<p>Pictures showing uses of plant</p> <p>Sight word card, box</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 6 Day: TUESDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: PLANTS 1
Content Standard: demonstrate the understanding of the knowledge that there are different parts of plants and are importance source of food and medicine for other living things	Indicator: <ul style="list-style-type: none"> • K2.6.5.1.2 use a variety of the new vocabulary learnt about plants to create an informational text for reading using LEA. • K2.6.5.1.3 participate actively in the teacher read-aloud of the LEA text which relate to the theme, and share lessons learnt from the text. • K2.6.5.1.4 recognize and read 25% of sight words instantly and automatically 	
Performance Indicator: <ul style="list-style-type: none"> • learners can use new vocabulary learnt about plants to create an informational text • lessons can participate in the teacher read-aloud of the LEA text which relate to the theme • learner can recognize and read 25% of sight words 	Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation • Problem solving and critical thinking 	
Key words: sow, grow, water, roots, stem, flowers, leaf		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing alphabet and number songs.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Play Simon says' instead say Simon says put together two sounds and blend to make a word.eg 'a' and 't'= 'at' <ol style="list-style-type: none"> 1. In pairs, one person draws a plant on the floor or in the sand for the other to point to the parts mentioning it name. 2. Place the correct number of leaves on a number card. 3. Read sight words to beat the clock. (mention and spell 10 sight words in 3minute 	Letter cards

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Draw and colour three things we get from plant. 2. Put poster colours on a leaf and print them to a piece of paper 3. With two set of numeral cards place together around the outside area, go round and count the correct number of objects to match and put them together to find how many <ul style="list-style-type: none"> • Book centre • Construction centre • Home centre <ul style="list-style-type: none"> • Listen to a story with plants in and talk about the plant. <p>Assessment:</p>	<p>Leafs, number cards sight word cards</p> <p>Books, pencils, crayon poster colours, papers</p> <p>Numeral cards, bottle tops, leafs, sticks</p> <p>Centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 6 Day: WEDNESDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: PLANTS -1 Class size:
Content Standard: demonstrate the understanding of the knowledge that there are different parts of plants and are importance source of food and medicine for other living things		Indicator: <ul style="list-style-type: none"> • K2.6.5.1.1 talk freely about different parts of plant and their uses. • K2.6.5.1.5 blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their book • K2.6.5 1.6 draw and label the parts of a plant
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk freely about the different parts of a plant and it uses. • Learners can blend letter-sounds learnt into syllables • Learners can draw and label the part of a blend. 		Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation • Problem solving and critical thinking
Key words: grow, gives, creep, root, blend		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • Sing number song • Number talk 	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Talk about the uses of plant with things related to the plant .e.g(foods, paper ,medicine etc) <ol style="list-style-type: none"> 1. Go round looking for sight words among words pasted around. Each time you find a sight word mention it and draw a shape on your slate. count the number of shapes you have 	<p>Word cards, slate, chalk,</p>

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<p>2. Grow different seeds to be placed at the farm centre and watch the growth.</p> <p>3. In pairs make a simple patterns with leafs and sticks for the other to continue. E.g.(stick, stick, leaf.....)</p> <p>1. Create simple sentences orally about the uses of plant.eg (plants gives us food and medicine.) with support write one of the sentences in your book.</p> <p>2. In pairs, observe pictures and talk about the different parts of a plant.</p> <p>3. Play speed game with letters, mention sounds for others to write the letters.</p> <ul style="list-style-type: none"> • Farm centre • Book centre • Shopping centre <ul style="list-style-type: none"> • Listen to a story and make predictions about what will happen next. <p>Assessment:</p>	<p>Empty cans, soil, bottles, seeds</p> <p>Leafs, sticks</p> <p>Exercise books, pencils</p> <p>Picture of a plant</p> <p>Learning Centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 6		Theme/Strand: ALL AROUND US
Day: THURSDAY		SUB-STRAND: PLANTS-1
Class: KG2		
Class size:		
Content Standard: demonstrate the understanding of the knowledge that there are different parts of plants and are importance source of food and medicine for other living things	Indicator: <ul style="list-style-type: none"> • K2.6.5.1.1 talk freely about different parts of plant and their uses. • K2.6.5.1.5 blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books • K2.6.5.1.2 use a variety of the new vocabulary learnt about plants to create an informational text for reading using LEA 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can talk freely about the different parts of a plant and it uses. • Learners can blend letter-sounds learnt into syllables • learners can use new vocabulary learnt about plants to create an informational text 		Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation • Problem solving and critical thinking
Key words: dry, fresh, medicine, parts		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • Sing alphabet songs pointing to the letters E. g. 'a' sounds ' a' every letter has a sound) (a, b, c, d, e, f.....) 	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Play a 'name spelling game' with songs. E. g. (School registration spell your name.....) <ol style="list-style-type: none"> 1. Go round with a slate and chalk counting and writing plants you see.in pairs add your numbers and find the total. 	<p>Name cards</p> <p>Slate, chalk</p> <p>Soil, different seeds, empty milo tins ,bottles, water</p>

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 2. Play 'word musical chairs' game with new words learnt. (go round chairs arranged in circular formation, sit on command, then mention the word on the chair you sit on 3. Put objects into three groups according to their uses. Those used at the farm, school and home. <ol style="list-style-type: none"> 1. Write new vocabularies learnt in your books. 2. Draw a picture of a plant showing it parts and labelling it appropriately. 3. Sort leafs by kind and texture.(sort dry and fresh leafs) <ul style="list-style-type: none"> • Home centre • shopping centre • construction centre <ul style="list-style-type: none"> • Role-play parts of a story. <p>Assessment:</p>	<p>Improvised tools at farm centre. Books, pencils, erasers and materials at home centre.</p> <p>Crayons, exercise books, Dry and fresh leafs</p> <p>centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 6 Day: FRIDAY Class: KG2		Theme/Strand: ALL AROUND US SUB-STRAND: PLANTS -1 Class size:
Content Standard: demonstrate the understanding of the knowledge that there are different parts of plants and are importance source of food and medicine for other living things	<ul style="list-style-type: none"> • Indicator: K2.6.5.1.5 blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books • K2.6.5.1.7 classify different food items into the parts of the plants from which we get it from. • K2.6.5.1.1 talk freely about different parts of plant and their uses. 	
Performance Indicator: <ul style="list-style-type: none"> • Learners can blend letter-sounds learnt into syllables • Learners can classify different food items into the parts of the parts from which we get it from • Learners can talk freely about the different parts of a plant and it uses. 	Core Competencies/Values: <ul style="list-style-type: none"> • Communication and Collaboration • Personal development and leadership • Creativity and innovation • Problem solving and critical thinking 	
Key words: branch, stem, plants, root, seed.		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	<ul style="list-style-type: none"> • Sing plant related songs. (I am a fine tree, the tree has a root ,the tree has a stem, the tree has a branch ,on the branch you shall find a leaf..) 	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Use pictures or real food items to talk about the plant which we get it from. (eg food from root, stem, leaves, fruits ,or seed <ol style="list-style-type: none"> 1. Place the correct number of leafs on a number card 2. Pick one part of plant and run to place it under its name. 3. Use relay race game to find the letters of the alphabet, give the sound and blend two of the letters 	Leafs, numeral card Plant matching 1-10 Letter cards

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Play sound blending hopscotch game. Jump to two or three letters in a hopscotch and blend them to make a word. 2. Do a picture walk in a book counts all the fruits you come across. Represent the number you get with concrete materials. 3. Sort pictures or real food items according to the parts of plant we get them from.(eg .food from the root-cassava, yam, -seed ,maize beans)etc. <ul style="list-style-type: none"> • Farm centre • Book centre • Construction centre <ul style="list-style-type: none"> • Pick any story you like and share with a friend. <p>Assessment:</p>	<p>Story books /big books</p> <p>Picture cards</p> <p>Centres</p> <p>Story books</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK: 7		Theme/Strand: ALL AROUND US
Day: MONDAY		SUB-STRAND: PLANTS
Class:KG2	Class size:	
Content Standard: K2.6.6.I Demonstrate understanding of how plants grow and how they prepare their food.	Indicator: K2.6.6.1.1 Share ideas about the things (nutrients) plants need to grow well. K2.6.6.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA. K2.6.6.1.7 Classify different types of food items according to categories and count the number of objects in each category up to 20.	
Performance Indicator: Learners can share ideas about the thing's plants need to grow well. Learners can use vocabulary learnt to create text for reading. Learners can classify food items into groups and count up to 20.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.
Key words: water, sunlight, soil,		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	News	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • show and tell eg. use objects in the classroom <p>Using a poster talk about the things plant need.</p> <ol style="list-style-type: none"> 1. Go on a nature walk and observe why some plants grow well but others don't. 2. In pairs, discuss the different uses of plants. 3. E2. Sort different food items into groups. Eg seeds, grains, fruits etc., count and record how many are in each group. 	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Draw and colour one thing plants need to grow. 2. Mention anything plant needs to grow well for teacher to write. 3. Match the numeral cards with the plant picture cards. <ul style="list-style-type: none"> • Shopping centre • Book centre • Farm centre <ul style="list-style-type: none"> • Listen to Jaspers beanstalk story. <p>Assessment: E2 Can create simple patterns with two of the following; shapes, colour, size, sounds and movements</p>	
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK: 7 Day: TUESDAY		Theme/Strand: ALL AROUND US SUB-STRAND: PLANTS - 2	
Class: KG2 Class size:			
Content Standard: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.		Indicator: K2.6.6.1.3. Participate in the teacher read aloud of the big book which relates to the theme and share lessons learnt from the reading. K2.6.6.1.4 Blend the letter – sounds learnt so far into syllables, read and write syllables boldly and legibly in books K2.6.6.1.6 Create a leaf album using different types of leaves. K2.6.6.1.7 Classify different types of food items according to categories and count the number of objects in each category up to 20.	
Performance Indicator: Learners can share lessons learnt from a read aloud. Learners can blend and write letter sounds into syllables. Learners can create a leaf album. Learners can classify food items into groups and count the number up to 20.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: leaves, group, items, count			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Recite rhymes related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • ‘Number Talk’ • Listen to a read aloud text and share lessons learnt in pairs. <ol style="list-style-type: none"> 1. choose letters displayed on the floor and make word out of them. 2. Paste different types of leaves on paper to create an album. 3. Pick seeds of different plants, put them into groups, count, tally and write the number in each group. 	Book/Poster Chalk, letter cards Paper, glue, leaves, Plant seeds,	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Make a picture of a tree using different kinds of leaves. 2. Make learners to label the name of the leaves in the album. 3. C1. Match vowels to consonants to create syllables and write. <ul style="list-style-type: none"> • Home centre • Shopping/ market centre • Book centre <ul style="list-style-type: none"> • Listen to Jasper’s beanstalk story and ask ‘why ‘and ‘How’ questions. <p>Assessment: C1 Can identify sounds of letters and be able to blend sounds and syllables and be able to blend sounds and syllables.</p>	<p>Leaves, Food items Letter cards.</p> <p>Learning Centres</p> <p>Story book.</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 7		Theme/Strand: ALL AROUND US	
Day: WEDNESDAY		SUB-STRAND: PLANTS 2	
Class: KG 2	Class size:		
Content Standard: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	Indicator: K2.6.6.1.1 Share ideas about the things (nutrients) plants need to grow well. K2.6.6.1.3 Participate actively in the teacher read aloud of the big book which relates to the theme and share lessons learnt from the reading K2.6.6.1.7 Classify different types of food items according to categories and count the number of objects in each category up to 20		
Performance Indicator: Learners can share ideas of things plants need to grow well. Learners can participate in a read aloud and share lessons learnt. Learners can classify food items and count the number up to 20.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: Water, air, sun,			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	One we dig Two we sow Three we water Four they grow and Five we harvest		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Discuss the things plants need to grow well. <ol style="list-style-type: none"> 1. Compare difference in plants using small plants. 2. In pairs sort pictures of food items into groups and count how many are in each group. (pls throw more light here) 3. C3 In the shade take turns to retell stories related to the theme. 	Poster Small plants Cut out pictures of food items	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Draw 3 oranges 2 yams and 5 bananas and write down the number beside each group {extension activities write the total number of items.] • Talk about the thing's plants need to grow well using pictures • Make a back cover for the album created and write your name at the back. <ul style="list-style-type: none"> • Shopping centre • Construction centre • Market centre <ul style="list-style-type: none"> • Share a story related to the theme. <p>Assessment: C3 Can suggest alternative endings to stories.</p>	<p>Paper, crayons, hard paper, thread</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 7		Theme/Strand: ALL AROUND US	
Day: THURSDAY		SUB-STRAND: : PLANTS 2	
Class: KG 2		Class size:	
Content Standard: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.		Indicator: K2.6.6.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA. K2.6.6.1.4 Blend the letter-sound so far into syllables, read and write syllables boldly and legibly in books. K2.6.6.1.6 Create a leaf album using different kinds of leaves.	
Performance Indicator: Learners can use vocabulary learnt to create text for reading. Learners can blend letter sounds to form syllables. Learners can create a leaf album.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: Print, album, paste			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing alphabet song		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Number Talk • Take a walk outside to collect different leaves together. <ol style="list-style-type: none"> 1. Run and find two syllable cards and put them together to form a word. 2. Make a direct print using different kinds of leaves 3. Read out words related to the theme hanged around. 	Syllable cards, Poster colours, papers, leaves, Word cards	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Cut out leaves into different shapes and paste them on papers using glue. • Write simple sentences on plant and read • Form words using letter cards and write them in your book. <ul style="list-style-type: none"> • Book centre • Home centre • Farm centre <ul style="list-style-type: none"> • Listen to a story on the theme. Jaspers beanstalk. <p>Assessment:</p>	<p>Leaves, scissors, glue, paper</p> <p>Letter cards</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 7		Theme/Strand: ALL AROUND US	
Day: FRIDAY		SUB-STRAND: PLANTS 2	
Class: KG 2		Class size:	
Content Standard: K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.		Indicator: K2.6.6.1.6 Create a leaf album using different kinds of leaves. K2.6.6.1.7 Classify different types of food items according to categories and count the number of objects in each category up to 20. K2.6.6.1.4 Blend the letter-sounds learn so far into syllables, read and write syllables boldly and legibly.	
Performance Indicator: Learners can create a leaf album using different kinds of leaves. Learners can classify food items into groups and count up to 20. Learners can blend letter-sounds into syllables, read and write.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: Rubbing, odd, bold			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs and recite rhymes on the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Talk about how leave album can be created <ol style="list-style-type: none"> 1. In pairs, a learner calls out two monosyllabic words for the partner to blend together. Eg da-da = dada . 2. Put leaves of different types of trees into groups and count how many are in each group. 3. Make pictures of leaves by rubbing using crayons. 	<p>Word cards</p> <p>Different types of plants leaves Leaves, crayons, papers</p>	

Date: WEEK 8		Theme/Strand: ALL AROUND US	
Day: MONDAY		SUB-STRAND: GARDENING	
Class: KG2		Class size:	
Content Standard: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well		Indicator: K2.6.7.1.1 Talk about different types of soil we find around us and which one is best used for gardening. K2.6.7.1.4 Identify the beginning sounds in words and practice creating new words through phoneme substitution. K2.6.7.1.6 Prepare beds outside for gardening by measuring the length and breadth of the land.	
Performance Indicator: Learners can talk about different types of soil. Learners can identify the initial sound of words and create new words by substituting. Learners can measure the length and breadth of a land.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: short, long, stick, clay, sand, loamy, soil.			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • News time/show and tell • Talk about different kinds of soil <ol style="list-style-type: none"> 1. Go on a nature walk to observe the soil on the school compound and talk about it. 2. Play word hunt using words related to the theme. 3. Measure the length and breadth of an area using sticks. 		Poster/chart Word cards, Sticks

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. D3 Write new words from a word by substituting the initial sounds with other sounds. 2. Measure the length and breadth of a paper as a plot for gardening using span and record. 3. Observe different types of soil. Clay, sand and loamy. <ul style="list-style-type: none"> • Farm centre • Construction centre • Book centre <ul style="list-style-type: none"> • Listen to a story on the theme. Jaspers beanstalk. <p>Assessment: D3 Uses invented spellings to spell words.</p>	<p>Pencils, books Papers, slates, chalk Clay, sand, loamy</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 8		Theme/Strand: ALL AROUND US	
Day: TUESDAY		SUB-STRAND: GARDENING	
Class: KG 2		Class size:	
Content Standard: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.		Indicator: K2.6.7.1.2 Participate actively in the teacher read-aloud of the big book which relates to the theme, count words in sentence and answer inferential questions on the text. K2.6.7.1.5. Draw and colour at least four items that are made of clay soil. K2.6.7.1.1 Talk about different types of soil we find around us and which one is best used for gardening. K2.6.7.1.6 Prepare beds outside for gardening by measuring the length and breadth of the land.	
Performance Indicator: Learners can count words in sentences and answer inferential questions on a text. Learners can draw and colour items that are made of clay. Learners can talk about different types of soil.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: clay, sand, loamy, pot, oven,			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing song related to the theme		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60min	<ul style="list-style-type: none"> • Number Talk • Listen to a read aloud text relating to the theme and answer questions <ol style="list-style-type: none"> 1. Pour water on the various types of soil and observe which is best for planting, moulding and building. 2. Talk about items made of clay on a poster in pairs. 3. E4. Measure length and weight of an object and using ropes, determine which side is long and short. 	Story book Clay, sand, loamy, water Poster Slates, ropes	

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Draw and colour two items made out of clay. 2. Measure and compare the length and breadth of objects of different shape. 3. Sort out pictures according to the uses of soil. <ul style="list-style-type: none"> • Farm center • Home center • Construction center <ul style="list-style-type: none"> • Listen to a story related to theme and answer questions on it. <p>Assessment: E4 Can compare objects based on length, weight and capacity.</p>	<p>Papers, crayons, pencils, objects of different sizes, pictures of soil uses</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 8		Theme/Strand: ALL AROUND US	
Day: WEDNESDAY		SUB-STRAND: : GARDENING	
Class:	Class size:		
Content Standard: K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plants to grow well.		Indicator: K2.6.7.1.3 use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA. K2.6.7.1.4 identify the beginning sounds in words and practice creating new words through phonemes substitution K2.6.7.1.6 Prepare beds outside for gardening by measuring the length and breadth of the land	
Performance Indicator: Learners can use vocabulary learnt to create information text for reading. Learners can identify the beginning sounds in words and practice creating new words through phonemes substitution. Learners can measure the length and breadth of the land		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: Length, breadth, land			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs and recite rhymes related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Call out words related to the theme and create text for reading <ol style="list-style-type: none"> 1. Measure an area for gardening using their foot. Boys measure the long side (length) and the girls measure the short side (breadth). 2. Mention words for your partner to form sentences with. 3. Hop on beginning sounds of words written on the floor and mention them 	<p>Word cards</p> <p>Word cards,</p>	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Measure the length and breadth of pupils table using different size of pencils and record. 2. Write new words from a word substituting the initial sound with another sound. 3. Dictate sentences for teacher to write and then read <ul style="list-style-type: none"> • Farm Center • Shopping center • Book center <ul style="list-style-type: none"> • Re-tell part of a story related to the theme. <p>Assessment:</p>	<p>Pencils Papers, pencils,</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 8		Theme/Strand: ALL ABOUT US	
Day: THURSDAY		SUB-STRAND: GARDENING	
Class:		Class size:	
Content Standard: K2.6.7.1 Demonstrate understanding of type of soil we find around us and which one helps plants to grow well.		Indicator: K2.6.7.1.1 Talk about different kinds of soil we find around us and which one is best used for gardening. K2.6.7.1.2 Participate actively in a Teacher-Read-Aloud of the big book which relates to the theme, count words in a sentence and answer inferential questions on the text. K2.6.7.1.5 Draw and colour at least four items that are made out of clay soil. K2.6.7.1.6 Prepare beds outside for gardening by measuring the length and breadth of the ground.	
Performance Indicator: Learners can talk about different kinds of soil. Learners can participate in a Teacher-Read-Aloud which relates to the theme, count words in a sentence and answer inferential questions. Learners can draw and colour at least four items that are made out of clay soil. Learners can measure the length and breadth of the ground.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: Bed, length, breadth			
Phase/Duration	Learners activities		Resources
Phase1:Starter (preparing the brain for learning) 5mins	Sing songs related to the theme		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Number Talk • Talk about the uses of soil 		

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Use clay to mould different items 2. Measure the longer side (length) and the shorter side (breadth) of agiven plots using sticks and record. 3. Retell part of a story related to the theme and take turns to ask each other questions <ol style="list-style-type: none"> 1. Sort out pictures according to the uses of soil. 2. Measure the length and breadth of objects of different shapes using ruler and record. 3. Draw any three objects that we use soil for. <ul style="list-style-type: none"> • Farm center • Home center • Book center <ul style="list-style-type: none"> • Listen to a story related to the theme. Put hands up when you hear the sound of the week. <p>Assessment:</p>	<p>Clay Outside area</p> <p>Pictures of uses of soil, Centimetre rules, papers, Pencils, crayons</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 8		Theme/Strand: ALL ABOUT US	
Day: FRIDAY		SUB-STRAND: : GARDENING	
Class: Class size:			
Content Standard: Demonstrate understanding of type of soil we find around us and which one helps plants to grow well.		Indicator: K2.6.7.1.4 Identify the beginning sounds in words and practice creating new words through phoneme substitution K2.6.7.1.1 talk about different types of soil we find around us and which one is best used for gardening. K2.6.7.1.2 Participate actively in the teacher-read-aloud of the big book, which relates to the theme, count words in sentences and answer inferential questions on the text.	
Performance Indicator: Learners can identify the beginning sounds in words and create new words through phoneme substitution Learners can talk about different types of soil. Learners can participate in the teacher-read-aloud, which relates to the theme, count words in sentences and answer inferential questions on the text.		Core Competencies/Values Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words:			
Phase/Duration	Learners activities	Resources	
Phase1:Starter (preparing the brain for learning) 5mins	Recite rhymes related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> Listen attentively to a read aloud text relating to the theme and answer questions. 	Story book	

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Play “raise the paddle game” eg. Hold two sounds, raise the sound that begins with the word mentioned. • In pairs talk about the differences and similarities in the types of soil. • Role play part of a story. <ol style="list-style-type: none"> 1. Circle the beginning sound of words on a card. 2. D2 Discuss and draw two animals found in the soil. 3. Count words on given sentence strips relating to the theme. <ul style="list-style-type: none"> • Farm centre • Home centre • Book centre <ul style="list-style-type: none"> • Listen to a story and answer questions. <p>Assessment: D2 Can draw and label objects around the environment.</p>	<p>Letter sounds placed on sticks,</p> <p>Word cards, Papers, crayons, pencils, Sentence cards</p> <p>Learning centres.</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Make a picture of a read aloud related to the theme. 2. Group some sources of light into natural and artificial sources. 3. C1 Blend sounds to form words using letter cards and read. <ul style="list-style-type: none"> • Book centre • Construction centre • Market centre <ul style="list-style-type: none"> • Listen to a story on the theme and raise a finger when a particular word is mentioned. <p>Assessment: C1 Can identify sounds of letters and be able to blend sounds and syllables.</p>	<p>Paper, crayon, pencils, Pictures of natural and artificial lights Letter cards.</p> <p>Learning centres.</p> <p>Story books</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 9		Theme/Strand: ALL AROUND US
Day: TUESDAY		SUB-STRAND: DAY AND NIGHT
Class: KG 2	Class size:	
Content Standard: K2.6.8.1 Demonstrate and understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of into natural and manmade and its usefulness.	Indicator: K2.6.8.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA. K2.6.8.1.1 Talk about the natural and artificial sources of light and what each is best used for. K2.6.8.1.7 Tell the position and motion of objects in space. Using words such as below, to the right, behind etc.	
Performance Indicator: Learners can use vocabulary learnt to create text. Learners can talk about the natural and artificial sources of light. Learners can tell the position and motion of objects in space.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.
Key words: below, behind, in front of, to the right, sun, moon, candle,		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs and recite rhymes related to the theme.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Number Talk • Talk about different element of arts <ol style="list-style-type: none"> 1. Role play the things we do when there is moon light. 2. Observe and talk about variety of pictures and other art of natural and manmade lights displayed. 3. A2. Play action card game, e.g. a learner picks an action card that bears a position and carries it out. 	<p>Poster</p> <p>Poster</p> <p>Action cards</p>

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none">• Draw and colour the various sources of light.• Call out words related to the theme and create text for reading.• Arrange and tell the position of numbers using numeral cards.eg 4 is between 3 and 5. <ul style="list-style-type: none">• Construction centre• Home centre• Book centre <ul style="list-style-type: none">• Take turns to tell stories created based on the theme. <p>Assessment: A2 Works and plays well with others in a group, mostly follows rules of the games</p>	<p>Papers, crayons, pencils, numeral card.</p> <p>Learning centres</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 9		Theme/Strand: ALL AROUND US
Day: Wednesday		SUB-STRAND: : DAY AND NIGHT
Class: KG2	Class size:	
Content Standard: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of light we use during the day or in the night can be classified into natural and man-made and its usefulness.	Indicator: K2.6.8.1.5 Use individual letter sounds to form mono-syllabic content and sight words K2.6.8.1.7 Tell the position and movement of objects in space using words such as; below, to the right , behind etc. K2.6.8.1.6 identify and describe the elements of art in the environment and create their own art work.	
Performance Indicator: Learners can use letter sounds to form mono-syllabic content and sight words. Learners can tell the position and movement of objects in space. Learners can identify and describe the elements of art in the environment and create their own work.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.
Key words: Fire wood, candle, off		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the theme.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Revise the different element of Art <ol style="list-style-type: none"> 1. Re-tell a story in sequence based on the theme. 2. In pairs, mention two or more sounds for your partner to blend and mention the word. Reverse role 3. Identify the positions of a given objects 	Story picture cards letter cards

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Find missing numbers in series of numbers 2. Write two or three letters learnt and make sentences with them. 3. Count and write the number of words in a given sentence. <ol style="list-style-type: none"> 1. Shopping center 2. Book center 3. Home center <p style="text-align: center;">Listen attentively to a story and make a sound when a particular word is heard.</p> <p>Assessment:</p>	<p>Number line with missing space Papers, pencils, crayons, Sentence cards.</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 9 Day: THURSDAY Class: KG2 Class size:		Theme/Strand: ALL AROUND US SUB-STRAND: : DAY AND NIGHT
Content Standard: K2.6.8.1 Demonstrate understanding of the knowledge that the different types of light we use during the day or in the night can be classified into natural and man-made and its usefulness.	Indicator: K2.6.8.1.1 Talk about the artificial and natural sources of light and what each is best used for. K2.6.8.1.2 Participate actively in the teacher read aloud in the big book, which relates to the theme, count words in a sentence and answer simple questions on the text. K2.6.8.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA	
Performance Indicator: Learners can talk about natural and artificial sources of light. Learners can answer simple questions on the read aloud text. Learners can use vocabulary learnt to create an informational text for reading.	Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: Fire wood, candle, off		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the theme.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Number talk • Make a song about sources of light together with the learners. <ol style="list-style-type: none"> 1. Re-tell a story in sequence based on the theme. 2. E1 Group objects 1-20 on the floor. 3. Make a picture of the sun and the moon. 	Story picture cards Chalk, sticks Papers, poster colours.

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Draw two uses of light. 2. Write two or three letters learnt and make sentences with them. 3. Count and write the number of words in a given sentence. <ul style="list-style-type: none"> • Shopping center • Book center • Home center <ul style="list-style-type: none"> • Listen attentively to a story and make a sound when a particular word is heard. <p>Assessment: E1 Can compose and decompose numbers up to 20 using concrete materials</p>	<p>Papers, pencils, crayons, Sentence cards.</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 9		Theme/Strand: ALL AROUND US
Day: FRIDAY		SUB-STRAND: : DAY AND NIGHT
Class:	Class size:	
Content Standard: K2.6.8.1 Demonstrate and understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of into natural and manmade and its usefulness.	Indicator: K2.6.8.1.5 Use individual letter sounds to form mono-syllabic content and sight words K2.6.8.1.7 Tell the position and movement of objects in space using words such as; below, to the right , behind etc. K2.6.8.1.6 identify and describe the elements of art in the environment and create their own art work.	
Performance Indicator: Learners can use letter sounds to form mono-syllabic content and sight words. Learners can tell the position and movement of objects in space. Learners can identify and describe the elements of art in the environment and create their own work.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.
Key words: Below, behind, to the left		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the theme	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Take turns to place number cards alongside correct groups of objects. <ol style="list-style-type: none"> 1. Play Simon says with positions. E.g. Simon says hold the chair in front of you. 2. In pairs, mention two or more sounds for your partner to blend and mention the word. Reverse roles. 3. Free painting with the elements of art. 	<p>Number cards</p> <p>Letter cards</p> <p>Papers, poster colour</p>

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Put together weather picture puzzles 2. C2 Read sight words related to the theme and match theme to their appropriate pictures. 3. Play weather dice and bar chart game. <ul style="list-style-type: none"> • Shopping centre/ market centre • Construction centre • Book centre <ul style="list-style-type: none"> • Listen to a story on the theme. Lila and the secret of rain <p>Assessment: C2 Can read level appropriate sight word</p>	<p>Weather picture puzzle, Word cards, picture cards Weather dice and bar chart.</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 10		Theme/Strand: ALL AROUND US	
Day: TUESDAY		SUB-STRAND: CHANGING WEATHER CONDITIONS	
Class: KG 2 Class size:			
Content Standard: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.	Indicator: K2.6.9.1.2 Participate actively in a shared reading of the big book which relates to the theme and answer simple questions on the text. K2.6.9.1.3 Use a variety of new vocabulary learnt about a theme to create an informational text for reading using LEA. K2.6.9.1.7 Collect and handle data on learner's preference of weather conditions		
Performance Indicator: Learners can participate in a shared reading and answer simple questions. Learners can use new vocabulary learnt to create an informational text for reading.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: collect, count, aloud, graph			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Recite rhymes and sing songs on the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Number Talk • Listen to a read aloud text on the theme. <ol style="list-style-type: none"> 1. Put together words from a read aloud to create sentences and read. 2. Share personal experience on a shared reading. 3. Go round and collect different items, count and make a tally for each group of items. 	Word cards slate, chalk,	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Dictate simple sentences using words learnt on the theme for teacher to copy and read. 2. Count and make a graph for various weather conditions using pictures. 3. Make a picture of a read aloud text on the theme. <ul style="list-style-type: none"> • Book centre • Home centre • Market centre <ul style="list-style-type: none"> • Listen to a story and answer simple questions. <p>Assessment:</p>	<p>word cards weather picture cards weather die and bar graph Pencils, crayons, papers,</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 10		Theme/Strand: ALL AROUND US	
Day: WEDNESDAY		SUB-STRAND: CHANGING WEATHER CONDITIONS	
Class: KG 2		Class size:	
Content Standard: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		Indicator: K2.6.9.1.1 Identify and describe the elements the different weather conditions. K2.6.9.1.5 Recognize and identify most letter names and their sounds in different names of people from other cultures. K2.6.9.1.6 Role play how changing weather conditions affect the clothes we wear. K2.6.9.1.7 Collect and handle data on learner's preference of weather conditions.	
Performance Indicator: Learners can identify and describe different weather conditions. Learners can recognize letter names and their sounds. Learner role play how weather conditions affect the clothes we wear. Learners can collect and handle data.		Core Competencies/Values: communication and collaboration, personal development and leadership, problem solving and leadership, creativity and innovation.	
Key words: rain, sunny, cloud, record			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Play whispering game using names.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> Play name exchange game. Eg. Learners hold names which are not theirs. Hold a name card and the person holding it mentions it and gives it to the person who bears that name. <ol style="list-style-type: none"> Role play with props the weather conditions and it appropriate clothing. Stand in a cloud drawn on the floor. Some learners move out of the cloud and they count how many are left in the cloud and record. B2 Talk about how they feel when they move during a strong wind. 	Name cards, Weather and Cloth matching chalk	

<p style="text-align: center;"><u>PHONICS</u> 45mins</p> <p style="text-align: center;"><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p style="text-align: center;">LEARNING CENTRES 60mins</p> <p style="text-align: center;"><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Draw weather condition they like and its clothes. 2. Have ten raindrops on a cloud. Make some fall and hold up the correct number of fingers to show how many are left. 3. Play weather picture and word puzzles. <ul style="list-style-type: none"> • Book centre • Shopping/ market centre • Farm centre <ul style="list-style-type: none"> • Take turns to retell a familiar story. <p>Assessment: B2 Can speak audibly and express feelings and ideas clearly.</p>	<p>Weather and cloth matching.</p> <p>Crayons, paper, pencils, raindrops and cloud cards, weather picture puzzles.</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 10		Theme/Strand: ALL AROUND US	
Day: THURSDAY		SUB-STRAND: : CHANGING WEATHER CONDITIONS	
Class: KG 2	Class size:		
Content Standard: K2.6.9.1 Demonstrate understanding of positive and negative weather effects of weather conditions.	Indicator: K2.6.9.1.1 identify and describe the elements of the different weather conditions. K2.6.9.1.4 Read level appropriate content sight words and use them to form sentences and also copy them in their books K2.6.9.1. Use a variety of new vocabulary learnt about the theme to create informational text for reading using LEA. K2.6.9.1.7 Collect and handle data on learner's preference of weather conditions.		
Performance Indicator: Learners can identify and describe different weather conditions. Learners can read level appropriate sight words and use them to form sentences Learners can use vocabulary learnt to create informational text for reading. Learners can collect and handle data.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: count, sunny, rainy, shadow, season			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs and recite rhymes on the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Number Talk • Differentiate between rainy (wet) and dry seasons using pictures. <ol style="list-style-type: none"> 1. Play musical chairs with sight words on the theme. Each learner forms a sentence with the card they sit on. 2. Draw around each other's shadow in the sun. 3. Remove a number of objects from a group of objects and count how many are left. 		Poster/chart Word cards chalk classroom objects

Date: WEEK 10		Theme/Strand: ALL AROUND US	
Day: FRIDAY		SUB-STRAND: : CHANGING WEATHER CONDITIONS	
Class: KG 2		Class size:	
Content Standard: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		Indicator: K2.6.9.1.1 Identify and describe the element of the different weather conditions K2.6.9.1.2 Participate actively in a shared reading of the big book which relates to the theme and answer simple questions on the text. K2.6.9.1.6 Role play how changing weather conditions affect the clothes we wear. K2.6.9.1.7 Collect and handle data on learner's preference of weather conditions.	
Performance Indicator: Learners can identify and describe different weather conditions. Learners can participate in a shared reading and answer simple questions. Learners can role play how changing wear conditions can affect the clothes we wear. Learners can collect and handle data.		Core Competencies/Values: Communication and Collaboration, Personal development and Leadership, Problem solving Critical Thinking, Creativity and Innovation.	
Key words: thunder, wind, drizzling, heavy rain			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs and recite rhymes on the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> • Collect data based on learner's preference of weather conditions. Make a block graph and answer questions. Eg Which group has more? <ol style="list-style-type: none"> 1. Play clothes relay race using clothes worn on various weather conditions 2. B1 Act out parts of a story related to the theme. 3. Make a weather orchestra (<i>children in different groups make sounds for a windy weather, followed by claps of thunder, to small patterns of claps signifying drizzling and gradually to a full rain fall</i>). 	Weather and clothes matching	

<p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p><u>LEARNING CENTRES</u> 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ol style="list-style-type: none"> 1. Retell a story in sequence using pictures 2. Draw and colour the rainbow. 3. Match the type of weather and the cloths we wear <ul style="list-style-type: none"> • Home centre • Shopping centre • Market centre <ul style="list-style-type: none"> • Listen to a story and discuss what happened in pairs. <p>Assessment: B1 Can role play some characters in a story heard</p>	<p>Story picture cards, papers, pencils, crayons. Weather and clothes matching</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 11		Theme/Strand: MY GLOBAL COMMUNITY	
Day: MONDAY		SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY	
Class: Class size:			
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community		Indicator: K2.7.1.1.1 Sing or recite poems about the theme and discuss the various ways we connect with the outside world. K2.7.1.1.2 Participate actively in a shared reading of the big book which relates to theme and answer simple questions on the text. K2.7.1.1.4 Identify sounds of the letters and be able to write them. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes on between different countries.	
Performance Indicator: Learners can sing or recite poems about the theme and discuss the various ways we connect with the outside world. Learners can participate actively in a shared reading and answer simple questions. Learners can identify sounds of the letters and be able to write them. Learners can develop a conceptual understanding of addition and subtraction.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.	
Key words: country, globe, connect, telephone			
Phase/Duration	Learners activities	Resources	
Phase1:Starter (preparing the brain for learning) 5mins	Recite rhymes related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • ‘Show and Tell’ • Talk about how big the world is using a globe. 	A globe	

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Play fishing game. “mention a sound as the learner picks the letter from a bowl” • Take turns to be shop keepers and put together the prices of items bought. • Talk about the ways we connect with the outside world. <ul style="list-style-type: none"> • Identify other countries of the world using an atlas. • Write down all the letter-sounds learnt so far. • Make a shopping list and find the total price of all your items. <ul style="list-style-type: none"> • Shopping/market centre • Book centre • Home centre <ul style="list-style-type: none"> • Listen attentively to a story on theme and answer simple questions. <p>Assessment:</p>	<p>Letter cards, mini shopping centre outside Telephone</p> <p>Atlas’ papers, pencils, items from the shopping centre.</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 11 Day: TUESDAY Class: KG 2		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY.	
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community		Indicator: K2.7.1.1.1 sing or recite poems about the theme and discuss the various ways we connect with the outside world. K2.7.1.1.5 Identify letter sounds in key words about the theme and be able to write them in their books. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes on between different countries.	
Performance Indicator: Learners can use vocabulary learnt to create text for reading. Learners can identify and write letter sounds in their books. Learners can sing songs from different cultures and languages. Learners can understand addition and subtraction in buying and selling.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.	
Key words: change, connect, transport, world			
Phase/Duration		Learners activities	
Phase1: Starter (preparing the brain for learning) 5mins		Sing songs and recite rhymes related to the theme	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins		<ul style="list-style-type: none"> • Number Talk • Talk about the various modes of transport people use to connect with the outside world. • Use papers to make planes and ships through folding. 	
		Poster or chart Papers, money	

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Take turns to role play buying and selling. Introduce the word “change” • Play I spy game using keywords related to the theme. <ul style="list-style-type: none"> • C1 Write down sounds from a given text or sentence. • Identify the keywords about the theme in a group of words given • Remove a number of objects from a given group and find out how many are left. <ul style="list-style-type: none"> • Shopping center • Book center • Construction center <ul style="list-style-type: none"> • Listen to a story related to the theme. <p>Assessment: C1 Can identify sounds of letters and be able to blend sounds and syllables and be able to blend sounds and syllables.</p>	<p>word cards</p> <p>sentence card Word cards</p> <p>Objects, e.g. pencils, bottle tops</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 11 Day: WEDNESDAY Class: Class size:		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY.	
Content Standard: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.		Indicator: K2.7.1.1.1 sing or recite poems about the theme and discuss the various ways we connect with the world. K2.7.1.1.7 talk about the colours of the flag of other countries and other art work and music that they have. K2.7.1.1.6 Sing songs from different cultures and languages (French songs) and perform actions on them. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes on between different countries.	
Performance Indicator: Learners can sing songs about the theme. Learners can talk about the colours of the flag of other countries. Learners can sing songs from different cultures and languages. Learners can develop a conceptual understanding of addition and subtraction in buying and selling.			Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.
Key words: language, culture, currency, prices			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> Play songs from different countries and perform different dance moves. 		drums

Date: WEEK 11 Day: THURSDAY Class: KG 2		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY.	
Class size:		Content Standard: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.	
Indicator: K2.7.1.1.4 Identify sounds of letters and be able to write them. K2.7.1.1.2 Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. K2.7.1.1.1 Sing or recite poems about the theme and discuss the various ways we connect with the outside world.			
Performance Indicator: Learners can identify sounds of letters and be able to write them. Learners can participate in a shared reading and answer simple questions. Learners can sing or recite poems about the theme and discuss the various ways we connect with the outside world.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.	
Key words: food, guess, ask, world			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs and recite rhymes related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Number Talk • Watch videos and talk about how we get to know about other people in the world. 		

Date: WEEK 11 Day: FRIDAY Class: KG 2 Class size:		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY.
Content Standard: K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.	Indicator: K2.7.1.1.7 Talk about the colours of the flags of other countries and other art work and music that they have. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes on between different countries. K2.7.1.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA. K2.7.1.1.6 Sing songs from different cultures and languages (French songs) and perform actions on them.	
Performance Indicator: Learners can talk about the colours of the flags of other countries. Learners can develop conceptual understanding of addition and subtraction in buying and selling. Learners can use vocabulary learnt to create informational text. Learners can sing songs from different cultures and languages.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.
Key words: different, change, balance, international		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Recite rhymes related to the theme.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Talk about the colours of flags of other countries. 	West African Flags

GROUP ACTIVITY 1
(OUTDOOR)

60mins

PHONICS

45mins

GROUP ACTIVITY 2
(INDOOR)

60mins

LEARNING CENTRES

60mins

STORY SHARING

30mins

- Perform different dance of other countries
- Take turns to be leaders of other countries and put together the prices of items bought on an international market.

- Read and form sentences with words learnt about the theme.

- Design flags of other countries.
- write sentences using vocabulary learnt about the theme
- Find out how much is left of a certain amount of money. Eg Given GH¢20 and you used GH¢10 to buy eggs, how much will be left?

- Market centre
- Home centre
- Book centre

- Retell parts of a familiar story.

Assessment:

Mini shopping centre, word cards, virtual monies
Papers, pencils,

Paper, colour, pencils

Bottles tops

Learning centres

Phase 3: Plenary/Reflections
(Learner and teacher)

Date: WEEK 12 Day: MONDAY Class: KG 2		Class size: Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community	Indicator: K2.7.1.1.1 Sing or recite poem about the theme and discuss the various ways we connect with the outside world. K2.7.1.1.2 Participate actively in a shared reading of the big book which relates to theme and answer simple questions on the text. K2.7.1.1.4 Sing songs from different cultures and languages (French songs) and perform actions on them. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in buying selling that goes on between different countries.	
Performance Indicator: Learners can sing or recite poem about the theme and discuss the various ways we connect with outside world. Learners can answer simple questions on a text. Learners sing songs from different cultures and perform actions on theme. Learners can develop a conceptual understanding of addition and subtraction in buying and selling.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.
Key words: currency, country, favourite, part		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Recite rhymes related to the theme.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Show and Tell / News time • Listen to a read aloud text on the theme and answer simple questions. 	

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Listen to and sing songs from different cultures and perform actions on them. • B1 Role play part of a story read. • Count and put to gather coins and write the total amount. <ul style="list-style-type: none"> • Identify national symbols of other African countries using pictures. • Draw favorite parts of a story about the theme. • Make a shopping list and find the total price of all your items and subtract from the amount of money you have and tell what you have left. <ul style="list-style-type: none"> • Market centre • Construction centre • Home centre <ul style="list-style-type: none"> • Listen to a story related to the theme <p>Assessment: B1 Can role play some characters in a story heard</p>	<p>Phones, mini speakers, real or virtual coins</p> <p>Pictures of national symbols of other African countries, papers, pencils, crayons, virtual or real notes of money.</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 12 Day: TUESDAY Class: KG 2		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY.	
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community		Indicator: K2.7.1.14 Identify sounds of letters and be able to write them. K2.7.1.1.5 Identify letter sounds in key words about the theme and be able to write them. K2.7.1.1.7 Talk about the colours of the flags of other countries and other art work and music that they have. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes on between different countries.	
Performance Indicator: Learners can identify sounds of letters and be able to write them. Learners can identify letter sounds in key words about the theme and write them. Learners can talk about the colours of flags, art works and music of other countries. Learners can develop a conceptual understanding of addition and subtraction in buying and selling.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.	
Key words:			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Recite and sing songs related to the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Number Talk • Play songs of different genre and talk about song genre of countries (eg hlife for Ghana, etc). 		

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Play sound hunt using letters sounds hanged randomly outside. • Dance to the tune of different song genres of countries. • Modell buying and selling using foreign currency. <ul style="list-style-type: none"> • Compare and identify similarities in flags of countries. • Write down letter sounds learnt and form words with them. • A4. Find out how much is left of a certain amount of money. Eg Given GH¢20 and you used GH¢15 to buy oranges, how much will be left? <ul style="list-style-type: none"> • Home centre • Book centre • Market centre <ul style="list-style-type: none"> • Listen to a story on the theme. <p>Assessment: A4 Asks questions for clarification</p>	<p>Letter cards, songs of different genres.</p> <p>Pictures of flags of other countries, papers, pencils,</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 12 Day: WEDNESDAY Class: KG 2 Class size:		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY.
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community	Indicator: K2.7.1.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA. K2.7.1.1.1 Sing or recite poems about the theme and discuss the various ways we connect with the outside world. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes on between different countries.	
Performance Indicator: Learners can use vocabulary learnt to create text for reading. Learners can discuss the various ways we connect with the outside world. Learners can develop a conceptual understanding of addition and subtraction in buying and selling.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.
Key words:		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing and recite rhymes related to the theme.	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Talk about the various ways we connect with the outside world. 	Poster/chart

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Talk about how news around the world get to spread. • D3. Write out keys words learnt about the theme. • Role play buying and selling using virtual monies. <ul style="list-style-type: none"> • Construct and write sentences using vocabulary learnt about the theme • Draw pictures of the modes of transport. • Remove a number of objects from a given group and find out how many are left. <ul style="list-style-type: none"> • Shopping centre • Book centre • Construction centre <ul style="list-style-type: none"> • Listen to a story related to the theme. <p>Assessment: D3 Uses invented spellings to spell words.</p>	<p>Mini shopping centre outside, word cards, virtual monies, chart/poster of forms of media.</p> <p>Papers, pencils, crayons, word cards, classroom objects</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 12 Day: THURSDAY Class: KG 2 Class size:		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY	
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community		Indicator: k2.7.1.1.3 Identify sounds of letters and be able to write them. K2.7.1.1.6 Sing songs from different cultures and languages (French songs) and perform actions on them. K2.7.1.1.7. Talk about the colours of the flags of other countries and other art work and music that they have. K2.7.1.1.8 Developing a conceptual understanding of addition and subtraction in buying and selling that goes on between different countries.	
Performance Indicator: Learners can identify sounds of letters and be able to write them. Learners can sing songs from different cultures and languages and perform actions on them. Learners can talk about the colours of the flags, art work and music of other countries. Learners and develop a conceptual understanding of addition and subtraction in buying and selling.		Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.	
Key words:			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Recite rhymes related to the theme		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Watch videos of different songs and dance moves of other countries 		

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Play I spy game with letter sounds. • Sing songs from different cultures. • Take turns to be leaders of other countries and put together the prices of items bought on an international market <ul style="list-style-type: none"> • Draw flags of other countries. • Match letter sounds to pictures and words. • Make a shopping list and find the total price of all your items and subtract from the amount of money you have and tell what you have left. <ul style="list-style-type: none"> • Home centre • Construction centre • Market centre <ul style="list-style-type: none"> • Listen to a story related to the theme. <p>Assessment:</p>	<p>Letter cards</p> <p>Mini shopping centre</p> <p>Papers, pencils, crayons, pictures, letter cards</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Date: WEEK 12 Day: FRIDAY Class: KG 2		Theme/Strand: MY GLOBAL COMMUNITY SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY Class size:	
Content Standard: K2.7.1 Demonstrate understanding of various ways we connect with the global community		Indicator: K2.7.1.1.2 Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. K2.7.1.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA. K2.7.1.1.1 Sing or recite poems about the theme and discuss the various ways we connect with the outside world.	
Performance Indicator: Learners can participate in the shared reading and answer simple questions on the text. Learners can use new vocabulary learnt about the theme to create an informational text for reading. Learners can sing or recite poems about the theme and discuss the various ways we connect with the outside world.			Core Competencies/Values: Communication and Collaboration, Personal Development and leadership, Creativity and innovation.
Key words:			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing all songs learnt about the theme.		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	<ul style="list-style-type: none"> • Do a shared reading on a text which relates to the theme. 		

<p><u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins</p> <p><u>PHONICS</u> 45mins</p> <p><u>GROUP ACTIVITY 2</u> <u>(INDOOR)</u> 60mins</p> <p>LEARNING CENTRES 60mins</p> <p><u>STORY SHARING</u> 30mins</p>	<ul style="list-style-type: none"> • Read and form sentences with words learnt about the theme. • Act out scenes from a shared reading which relates to the theme. • Talk about forms of transport and give examples. <ul style="list-style-type: none"> • Construct and write sentences using vocabulary learnt about the theme • Retell a story using pictures. • Match forms of transport to their vehicles. <ul style="list-style-type: none"> • Shopping centre • Home centre • Book centre <ul style="list-style-type: none"> • Listen to a story related to the theme. <p>Assessment:</p>	<p>Word cards</p> <p>Word cards, papers, pencils, pictures, vehicle pictures.</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>		

Story books: Lila and the secret of rain

Dear zoo

We are went on safari

Jaspers beanstalk

Oral story (enormous yam)