Lesson Plans

Term 3

KG₁

Strand 6: All Around Us

Strand 7: My Global Community

Date: WEEK 1		Theme/Strand: ALL AROUND US	
Day: Monday Class: KG 1 C	lass size:	SUB-STRAND: K1.6.1 LIVING AND NON-LIVING	THINGS
Content Standard: K1.6.1.1 Demonstrate understanding of living and non-living things	**	gs around us and classify them into living and non-living the ve read aloud story about living and non-living things. e and extend non-numerical patterns.	nings.
Learners can participate in	Learners can talk about different things in the environment. Learners can participate in a read aloud story. Learners can recognise and classify patterns. Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.		
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparinthe brain for learning) 5mins	Recite poems about things around us a	nd talk about the key ideas in the poems.	
Phase 2: Main (new learn including assessment) CIRCLE TIME 30mins	News TimeHave a 'Gallery walk'		Posters/ Pictures of living and non-living things
GROUP ACTIVITY 1 (OUTDOOR) 60mins 1. Go on a 'nature walk' to identify 2. Talk about pictures of different 3. (E5) Continue patterns in the sa			Pictures
PHONICS 45mins			



GROUP ACTIVITY 2 (INDOOR) 60mins	 In pairs, sort pictures of living and non-living things Sort sea creatures according to sizes. (E5) Arrange cut-out shapes in patterns 	Pictures of living and Non-living things Sea Creature size sorting Cut out shapes
LEARNING CENTRES 60mins STORY SHARING 30mins	 Book Centre Construction Centre Nature Centre Listen to Dear Zoo story	Learning Centres
Sommis	Assessment: E5: Can Extend non-numerical patterns	Dear Zoo
What activities and/or resources will you adapt to meet the needs of learners with special education needs?		
Phase 3: Plenary/Reflections (Learner and teacher)		
Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed		



Date: WEEK 1			Theme/Strand: ALL AROUND US	
Day: Tuesday Class: KG 1 Class size:			SUB-STRAND: K1.6.1 LIVING AND NON-LIVING THINGS	
living things. K1.6.1.1.3 Blend let		K1.6.1.1.1 Talk about K1.6.1.1.3 Blend lette	at different types of things around us and classify them into living and non-living things. ter sounds to form words related to the theme. and write initial sounds of the objects	
Learners can talk about different things in the environment. Learners can blend letter sounds to form words. Problem solving and cri Creativity and innovation		Core Competencies/Values: Problem solving and critical thinking Creativity and innovation Communication and collaboration		
Phase/Duration	Learners ac			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing alphabets songs.			
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	'Num Talk about I	ber Talk' Living things		Number fans
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Identify letter cards hanged around the environment Clap the number of syllable in names of objects e.g. Cat, Book, Table. Go on a 'nature walk' to identify and talk about different things in the environment 		Letter cards	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 (C2) In pairs, take turns to mention a word for your partner to identify and write the initial sound. Match pictures with their initial sounds Group different pictures into living and non-living things 	Phonics matching board Pictures of living and non- living things
LEARNING CENTRES 60mins	 Construction centre Book centre Nature centre 	Learning Centres
STORY SHARING 30mins	Spot the animals in Dear Zoo book as the teacher is reading the story Assessment: C2 Can identify selected sounds in given words.	
What activities and/or		
resources will you adapt to		
meet the needs of learners with		
special education needs?		
Phase 3: Plenary/Reflections		
(Learner and teacher)		
Remedial Support:		
Plans/strategies to support		
learners who could not do the		
activity or achieve the skill		
assessed		



Date: WEEK 1		Theme/Strand: ALL AROUND US		
Day: Wednesday Class: KG 1 Class size:		SUB-STRAND: K1.6.1: LIVING AND NON-LIVING THINGS		
Content Standard:	Indicator:			
Demonstrate understanding of li	iving K1.6.1.1.4 Identify and write	initial sounds of the objects.		
and non-living things		be objects by colour name and size.		
	K1.6.1.1.6 Recognise, sort, c	lassify, describe and extend non-numerical patterns		
Performance Indicator:		Core Competencies/Values:		
Learners can identify and write		Problem solving and critical thinking.		
Learners can identify objects by		Personal development and leadership.		
Learners can recognise and class		Communication and collaboration.		
Key words: match, patterns, growth Phase/Duration	oup, identify, run Learners activities		Resources	
Phase1: Starter (preparing	Sing alphabet song		Resources	
the brain for learning)	Sing diphaeet song			
5mins				
Phase 2: Main (new learning				
including assessment)				
CIRCLE TIME				
30mins	Talk about non-living thing	gs	Word cards	
		5 ~		
CDOUD A CHINIDA 1	4 (74) 11 (16 1 1 1 1		Cut out about a	
GROUP ACTIVITY 1	1. (E4) Identify and match cut-		Cut out shapes	
(OUTDOOR) 60mins		ned, read your word card to confirm the mentioned word. I different items (sticks, stones, leaves etc.), bring them together	Word cards	
Outinis		ays e.g. sticks, stones and leaves; big and small stones	Called and a second	
	and soft them in different we	130 c.g. stories and leaves, organic sinan stories	Sticks, stones, leaves	



PHONICS		
45mins GROUP ACTIVITY 2 (INDOOR) 60mins	 Sort Animals according to sizes. Identify and write the initial letter sound of words. Use bottle tops with shapes on them to form patterns. 	Animal size sorting Word cards
LEARNING CENTRES 60mins	 Shopping centre Nature centre Book centre 	Bottle tops Learning Centres
STORY SHARING 30mins	Listen to Dear Zoo story, pay attention to the text being pointed to. Assessment: E4 Compare lines and other shapes that are the same and different. eg. Can copy a circle when presented with circles and squares.	
What activities and/or resources you adapt to meet the needs of learners with special education		
Phase 3: Plenary/Reflections (Le and teacher) Remedial Support: Plans/strateg		
support learners who could not activity or achieve the skill asse	do the	



Date: WEEK 1		Theme/Strand: ALL AROUND US		
Date. WEEK I		Inchestianu. ALL AROUND US	Theme/Strand. ALL AROUND US	
Day: Thursday		SUB-STRAND:K1.6.1 :LIVING AND NON LIVING	THINGS	
	lass size:			
Content Standard:	Indicator:			
K1.6.1.1 Demonstrate	V1 6 1 1 1 Talls about different types of this	ngs around us and classify them into living and non-living	things	
understanding of living and non-living things.	• •	tive read aloud story about living and non-living things.	umigs.	
and non-nying unings.	* ·			
	K1.6.1.1.5 Identify and describe objects by	colour names and size.		
Performance Indicator:		Core Competencies/Values:		
	fferent things in the environment.	Creativity and innovation		
Learners can group pictur	es into living and non-living things	Personal development and leadership.		
T7 1 1	9 1	Communication and collaboration.		
Key words: colours, desc Phase/Duration	Learners activities		Resources	
			Resources	
Phase1: Starter (prepar the brain for learning) 5mins				
Phase 2: Main (new learning including assessment)			Number fans	
CIRCLE TIME 30mins	'Number Talk' Talk about differences between living			
GROUP ACTIVITY (OUTDOOR) 60mins	2. (E3) Pick ten objects from the environment and group them according to sizes and count		Labelled pictures Sticks	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 (E4) Sort cut out shapes according to colours Sort plants according to sizes Match numeral cards (1-10) to different amount of bottle tops or other objects. 	Cut out shapes Plants size sorting Numeral cards 1-10, bottle tops
LEARNING CENTRES 60mins	 Book centre Construction centre Nature centre 	Learning Centres
STORY SHARING 30mins	Listen to Dear Zoo story and respond to questions. Assessment: E3: Classify objects and count the number of objects in each category. E4 Compare lines and other shapes that are the same and different. eg. Can copy a circle	
What activities and/or resource to meet the needs of learners veducation needs?		
Phase 3: Plenary/Reflections (Le teacher)	earner and	
Remedial Support: Plans/strate learners who could not do the achieve the skill assessed		



Date: WEE	K 1		Theme/Strand: ALL AROUND US.	
Day: Friday Class: KG 1 Class size: SUB-STRAND:K1.6.1 :LIVING AND NON-LIVING			THINGS	
Content Standard:		cator:		
K1.6.1.1			as around us and alassify them into living and non-living thi	ings
Demonstrate		• •	gs around us and classify them into living and non-living thi	ings.
understanding of		1.1.1.4 Identify and write the initial soun		
living and non-living		1.1.5 Identify and describe objects by c		
things.	K1.6	5.1.1.6 Recognise, sort, classify, describe	e and extend non-numerical patterns.	
Performance Indicate			Core Competencies/Values:	
		rite initial sounds of words.	Creativity and innovation	
		s by colour names and sizes.	Personal development and leadership.	
Learners can recognise			Communication and collaboration.	
	, big, s	small, find, make patterns		·
Phase/Duration		Learners activities		Resources
Phase1: Starter (preparing the brain learning) 5mins	(preparing the brain for learning) Recite rhymes and poems.			
Phase 2: Main (new learning including assessment)				
CIRCLE TIME 30mins	• Talk about examples of both living and non-living things 30mins			
(OUTDOOR) words).		words).	re hunt' (hunt and mention the initial sound of hidden ironment and group them according to sizes and count	Word cards
		3. (C2) Take turns to mention the identify and write the initial so	e name of an object in the environment for your partner to bund	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Match names of objects in the environment with their initial sounds. Make patterns with bottle tops. Sort sea creatures according to sizes 	Matching board Bottle tops with shapes Sea Creature size sorting
LEARNING CENTRES 60mins	 Book centre Construction centre Nature centre 	Learning Centres Dear Zoo
		Dear Zoo
STORY SHARING 30mins	Retell the Dear Zoo story in your own words.	
	Assessment: C2 Can identify selected sounds in given words.	
What activities and/or resou		
adapt to meet the needs of I special education needs?	learners with	
Phase 3: Plenary/Reflections teacher)	(Learner and	
Remedial Support: Plans/stra support learners who could a activity or achieve the skill a	not do the	



Date: WEEK 2		Theme/Strand: ALI	AROUND US	
•		SUB-STRAND: K1.6 WILD)	SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)	
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	K1.6.2.1.2 Handle a book correctly e.g. ho	cator: 5.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and p. 5.2.1.2 Handle a book correctly e.g. hold a book upright and open right to left 5.2.1.5 Identify and describe objects by colour names and size		
Performance Indicator: Learners can talk about animals, the food they eat and the sounds they make Learners can hold a book correctly Learners can identify and describe objects by name and size Key words: wild, domestic, animals, draw Core Competencies/Values: Personal Development and Le Communication and collabora Creativity and innovation.				
Phase/Duration	Learners activities	· · · · · · · · · · · · · · · · · · ·		Resources
Phase1: Starter (prepa the brain for learning) 5mins Phase 2: Main (new	5mins			
learning including assessment) CIRCLE TIME 30mins	 News Time/ 'Show and Te What do you already know What would you like to kn 	w and can say about anii	mals?	Posters/Pictures
GROUP ACTIVITY (OUTDOOR) 60mins	2. Use animal masks to role pl	Hunt for types of food eaten by different animals using templates scattered around		Animal masks Animal food pictures



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 (A2) Fix puzzles of domestic animals Sort plants according to sizes Play animal pair games using domestic and wild animals 	Animal puzzles Plants size sorting Animals pair game
LEARNING CENTRES 60mins	 Book centre (Take turns to hold books and open it correctly) Construction centre Nature centre 	Learning Centres
STORY SHARING 30mins	Identify the repeated phrases in the Dear Zoo story Assessment: A2: Can attend to task and show persistence in completing it.	Dear Zoo
What activities and/or resourc		
you adapt to meet the needs of learners with special education		
Phase 3: Plenary/Reflections (L and teacher)	earner	
Remedial Support: Plans/strate support learners who could no activity or achieve the skill ass	t do the	



Date: WEEK 2		Theme/Strand: ALL AROUND US	
Day: Tuesday Class: KG 1 Class st	ize:	SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS	(DOMESTIC AND WILD)
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	Indicator: K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them int groups. K1.6.2.1.2 Handle a book correctly e.g. holds the book upright and open right to left. K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. K1.6.2.1.5 Identify and describe objects by colour names and size.		•
Performance Indicator: Learners can handle a book corr Learners can match pictures of of Learners can describe objects by Key words: match, turn the page	lomestic animals with letter sounds. of colour and size.	Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing animal songs.		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk' Have a discussion on animal	ls seen in the home	Number fans
GROUP ACTIVITY 1 (OUTDOOR) 60mins	Match animal picture cards with	cribe the various animals and colours they see ith their names and write on their slates. by different animals using templates scattered around the	Animal picture cards Animal pictures Animal food pictures
PHONICS 45mins			



GROUP ACTIVITY 2 (INDOOR) 60mins	 Group animals into domestic and wild and identify the sounds they make. Group animal picture cards according to the beginning sound of their labels. (E1) Describe the different features of animals and compare them to each other according to size and colour 	Domestic and wild animals picture cards Animal picture cards Animal size sorting
LEARNING CENTRES 60mins	 Book centre (Take turns to hold books and open it correctly) Construction centre Nature centre 	Learning Centres
STORY SHARING 30mins	Retell the Dear Zoo story Assessment: E1: Can identify and describe objects by colour, size and name.	Dear Zoo
What activities and/or resources adapt to meet the needs of lear		
with special education needs?		
Phase 3: Plenary/Reflections (Le and teacher)	arner	
Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asse	do the	



Date:	WEEK 2	Theme/Strand: ALL AROUND US	
		SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)	
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	groups. K1.6.1.1.3 Tap or clap and count the sylla K1.6.1.1.5 Identify and describe objects b	ator: K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into s. 1.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names. 1.1.5 Identify and describe objects by colour names and size. 1.1.6 Recognise, sort, classify, describe and extend non numerical patterns	
Performance Indicator Learners can identify an Learners can recognise a	d describe objects by names and size.	Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
Key words: rhythm, dra Phase/Duration	w, colour, role play, match Learners activities		Resources
Phase1: Starter (prepa the brain for learning) 5mins	ring Sing alphabet songs.		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Revise classroom rules		Number cards Classroom rules
GROUP ACTIVITY (OUTDOOR) 60mins	1. Clap/Tap to the number of s 2. Draw different sizes of anin 3. (A1) Use animal masks for		Animal name cards Sticks, chalk Animal role play masks



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 (C1) Use Dear Zoo story cards to retell a story. Talk about animal cards/pictures, discuss their names, colours and sizes. Match the animal with their names and identify the initial sound 	Dear Zoo story cards Animal Size sorting, Pictures of different animals Animal picture and name
LEARNING CENTRES 60mins	 Book centre Construction centre Nature centre 	card Learning Centres
STORY SHARING 30mins	Assessment: A1: Works and plays well with others in a group, mostly follows rules of the games. C1: Can tell her/his own short stories about a picture.	Dear Zoo
What activities and/or resource you adapt to meet the needs of learners with special education	of	
Phase 3: Plenary/Reflections (Land teacher) Remedial Support: Plans/strate support learners who could not activity or achieve the skill ass	egies to t do the	



Date: WEEK 2	2 Day: Thursday	Theme/Strand: ALL AROUND US	
Class: KG 1	Class size:	SUB-STRAND: K1.6.2 LIVING THIN	NGS -ANIMALS (DOMESTIC AND WILD)
Learners can count the s	lk about different animals. yllables in the names of animals.	of the names of animals and identify the i	initial sound of the animal names. pictures of domestic animals Values: critical thinking. collaboration.
Key words: eat, sound, Phase/Duration	group, sort, count, match Learners activities		Resources
Phase1: Starter (prepa the brain for learning) 5mins		ls.	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk' Make an animal sound for othe	rs to guess the animal.	Number Frames Posters, videos
GROUP ACTIVITY (OUTDOOR) 60mins	• (D1) Play 'animal name' game (Fanimal name and learners run tow	Is (insects) found in the home and how to prevent them. mal name' game (Place animal pictures at different points outside, call out an nd learners run towards it and before they reach there call out another name). e name of the animal you like on a slate.	



PHONICS 45mins	Group and sort animals according to where they live and the food they eat.	Animal and places they live
GROUP ACTIVITY 2 (INDOOR) 60mins	 Count and clap out the syllables in the names of animals at home. Count the number of letters on an animal card and match it with the appropriate numeral card. 	and Food they eat matching boards Animals name cards and numeral cards
LEARNING CENTRES 60mins	 Book centre (Take turns to hold books and open it correctly) Construction centre Nature centre 	Learning Centres
STORY SHARING 30mins	 Listen to animals' story and say what happened at the beginning, middle and ending. Assessment: D1: Engages in a variety of gross motor activities e.g. Can throw a ball to knock down a target at a distance 	
What activities and/or resource adapt to meet the needs of lea		
with special education needs?		
Phase 3: Plenary/Reflections (L and teacher) Remedial Support: Plans/strate support learners who could no activity or achieve the skill ass	gies to t do the	



Date: WEEK 2		Theme/Strand: ALL AROUND US	
Day: Friday Class: KG 1 Class size:		SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)
K1.6.2.1 Demonstrate understanding of domestic and wild	K1.6.2.1.2 Handle a book correctly e.g. hold a	and use letter sounds to list and match the pictures of domest	
Learners can open a book c Learners can review letter s Learners can group and sor Key words: sounds, mention	Performance Indicator: Learners can talk animals and the food they eat. Learners can open a book correctly. Learners can review letter sounds and use letter sounds. Learners can group and sort animals according to a criteria. Key words: sounds, mention, chase, draw, group, create Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation. Key words: sounds, mention, chase, draw, group, create		
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparin the brain for learning) 5mins	g Recite poems about animals and sing so	ongs about animals.	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins GROUP ACTIVITY 1 (OUTDOOR) 60mins	• Hold a discussion on animals 1. (A1) Play 'I am an animal gafter the rest, whoever is to	game' (A learner acts as an animal of his/her choice, walk suched take turns to act as the new animal). als and mention the letters sounds you can identify.	Animal pictures with names Bottles, water



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Group animals into domestic and wild and identify the sounds they make. Draw your favourite animal and label it using some pictures of animals as a prompt. Create a sound pattern using sounds that they have learnt. 	Domestic and wild animals picture cards Animal pictures, pencil
LEARNING CENTRES 60mins	 Book centre (Take turns to hold books and open it correctly) Construction centre Nature centre 	Learning Centres
		Story book
STORY SHARING 30mins	Retell a familiar story about Animals	
	Assessment: A1 Works and plays well with others in a group, mostly follows rules of the	
What activities and/or resources	games.	
adapt to meet the needs of learn		
with special education needs?		
Phase 3: Plenary/Reflections (Le	arner	
and teacher)		
Remedial Support: Plans/strateg		
support learners who could not		
activity or achieve the skill asses	sed	



Date: WEEK	: 3	Theme/Strano	d: ALL AROUND US	
Day: Monday Class: KG 1	Class size:	SUB-STRANI	D:K1.6.2 LIVING THINGS-ANIMALS	(DOMESTIC AND WILD)
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	Indicator: K1.6.2.1.1 Sing and talk about different K1.6.2.1.2 Handle a book correctly e K1.6.2.1.5 Identify and describe objective.	e.g. hold a book upright	1 0	them into groups.
Learners can hold a bool	animals, the food they eat and the soun c correctly d describe objects by name and size	nds they make	Core Competencies/Values: Personal Development and Leade Communication and collaboratio Creativity and innovation.	
Phase1: Starter (prepa the brain for learning) 5mins		cDonald has a farm		TRESSULT COS
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	News Time/ 'Show anTalk about wild anim			
GROUP ACTIVITY (OUTDOOR) 60mins	2. Use animal masks to re	ole play and imitate the	rent animal sounds e sounds the animal makes nals using templates scattered around the	Animal role play masks Animal food pictures Animal food pictures



DITONITOR		
PHONICS 45mins		
45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Fix puzzles of domestic animals Describe the different features of animals and compare them to each other according to size and colour Play animal and food they eat matching game 	Animal puzzles Animals size sorting Animals and food they eat
		matching game
LEARNING CENTRES	 Book centre (Take turns to hold books and open it correctly) 	matering game
60mins	Construction centre	
o viiiii	Nature/Zoo centre	
	1 Value / 200 centre	
		Learning Centres
STORY SHARING 30mins	• (C4) Listen to a story about animals and say what happened at the beginning, middle and	
	end	Story book
A:	Assessment: C4 Listen to stories and be able to respond to basic questions such as Where?	-
	When? and Who?	
What activities and/or resources w	will you	
adapt to meet the needs of learne		
with special education needs?		
Phase 3: Plenary/Reflections (Lear	rner	
and teacher)		
Remedial Support: Plans/strategies		
support learners who could not do		
activity or achieve the skill assesse	ed	



Date: WEEK: 3		Theme/Strand: ALL AROUND US	
Day: Tuesday Class: KG 1 Class size:		SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTICAND WILD)	
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	<u> </u>	ferent kinds of animals, what they eat, the sound they nunds learnt and use letter sounds to list and match the pobjects by colour names and size.	1 0 1
Performance Indicator: Learners can match pictures of a Learners can describe objects by Key words: match, turn the page		Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing animal songs.		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk' Hold a discussion on the diff	ferences between domestic and wild animals	Number fans, frames Posters/pictures
GROUP ACTIVITY 1 (OUTDOOR) 60mins		scribe the various animals and colours they see with their names and write on their slates.	Animal picture cards Animal pictures Leaves, sticks



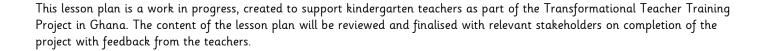
PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play 'animal and places they live matching game' Group animal picture cards according to the beginning sound of their labels. (E1) Describe the different features of animals and compare them to each other according to size and colour 	Animals and places they live matching game Animal picture cards Animal size sorting
LEARNING CENTRES 60mins	 Book centre Construction centre Nature/Zoo centre 	Learning Centres
STORY SHARING 30mins	• Listen to a story about animals and say what happened at the beginning, middle and end. Assessment: E1 Can identify and describe objects by colour, size and name.	Story book
What activities and/or resources adapt to meet the needs of lear with special education needs? Phase 3: Plenary/Reflections (Le and teacher)	ners	
Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asses	do the	



Date:	WEEK: 3	Theme/Strand: ALL AROUND US			
Day: Wednesday Class: KG 1 Class size:		SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DO	SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)		
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	K1.6.1.1.5 Identify and describe object	1.6.1.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the a 1.6.1.1.5 Identify and describe objects by colour names and size. 1.6.1.1.6 Recognise, sort, classify, describe and extend non-numerical patterns			
Performance Indicator: Learners can clap to the syllables of the names of animals Learners can identify and describe objects by names and size. Learners can recognise and classify patterns. Key words: rhythm, draw, colour, role play, match Phase/Duration Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.			Resources		
Phase1: Starter (preparing the brain for learning) 5mins Education Education Sing alphabet songs.					
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Revise classroom rules be treated	and any rule that might apply to how domestic animals should	Classroom rules		
GROUP ACTIVITY (OUTDOOR) 60mins	1. Listen to the name of an 2. Retell a story using the I 3. Use animal masks for ro		Animal name cards Dear Zoo story cards Animal role play masks		



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw and colour different sizes of your favourite wild animal Talk about animal cards/pictures, discuss their names, colours and sizes. Match the animal with their names and identify the initial sound 	Book, pencils Pictures of different animals Animal picture and name puzzles
LEARNING CENTRES 60mins	 Book centre Construction centre Nature/Zoom centre 	Learning Centres
STORY SHARING 30mins	• Retell a familiar story Assessment:	Story book
What activities and/or resourc adapt to meet the needs of lea		
with special education needs?		
Phase 3: Plenary/Reflections (L	.earner	
and teacher)		
Remedial Support: Plans/strate support learners who could no		
activity or achieve the skill ass		

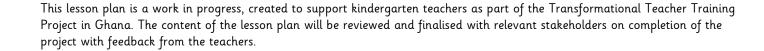




Date: WEEK: 3		Theme/Strand: ALL AROUND US	
Day: Thursday Class: KG 1 C	lass size:	SUB-STRAND: K1.6.2 LIVING THINGS –ANIMALS	(DOMESTIC AND WILD)
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	K1.6.2.1.1 Sing and talk about different kinds K1.6.2.1.3 Tap or clap and count the syllables K1.6.2.1.4 Review list of letter sounds learnt a K1.6.2.1.5 Identify and describe objects by co	animal names.	
Learners can sing and talk about different animals. Learners can count the syllables in the names of animals.		Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation. Resources imals.	
Phase 2: Main (new learn including assessment) CIRCLE TIME 30mins	 'Number Talk' What have you learnt about a 	animals?	Number Frames Posters, videos
GROUP ACTIVITY (OUTDOOR) 60mins	2. Play 'animal name' game (Plac animal name and learners run to	 Discuss animals that can cause diseases. Play 'animal name' game (Place animal pictures at different points outside call out an animal name and learners run towards it but before they reach there call out another name. (D3) Write down the name of the animal they like on a slate. 	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play 'animals and places they live matching games Count and clap out the syllables in the names of animals at home and in the wild. Count the number of letters on an animal card and match it with the appropriate numeral card. 	Animals and places they live matching game Animals name cards and numeral cards
LEARNING CENTRES 60mins	 Book centre Construction centre Nature/Zoo centre 	Learning Centres
STORY SHARING 30mins	 Listen to a story, spot the animals the story Assessment: D3 Begins to write letters of the alphabet e.g. Writes own name with no copy. 	Story book
What activities and/or resources adapt to meet the needs of learn with special education needs?	ners	
Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	do the	





Date: WEEK:	3	Theme/Strand: ALL AROUND US		
Day: Friday Class: KG 1 Class size:		SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)		
Content Standard: K1.6.2.1 Demonstrate understanding of domestic and wild animals	K1.6.2.1.2 Handle a book correctly e.g. hold	t and use letter sounds to list and match the pictures of domes	right to left. ist and match the pictures of domestic animals.	
Performance Indicator: Learners can talk animals and the food they eat. Learners can open a book correctly. Learners can review letter sounds and use letter sounds. Key words: sounds, mention, chase, draw, group, create Phase/Duration Learners activities Phase1: Starter (preparing the brain for learning) Smins Recite poems about animals and sing south sounds.		Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	Resources	
Phase 2: Main (new lear including assessment) CIRCLE TIME 30mins GROUP ACTIVITY 1 (OUTDOOR) 60mins	What have you learnt about 1. Play 'I am an animal game' (A the rest, whoever is touched to 2. Hide pictures of domestic animal game).	A learner acts as an animal of his/her choice walking after ake turns to act as the new animal). mals for children to find and mention the letters and their	Animal pictures with names	
sounds he/she can identify. 3. (D2) Mix and use clay to mould		ald your favourite animal	Clay	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play animal and food they eat matching game Draw your favourite animal and label it using some pictures of animals as a prompt. Create a sound pattern using sounds that they have learnt. 	Animal and food they eat matching game Animal pictures, pencil
LEARNING CENTRES 60mins	 Book centre Construction centre Nature/Zoo centre 	Learning Centres
STORY SHARING 30mins	 When you hear the name of an animal in the story, make the noise of that animal Assessment: D2 Engages in a variety of fine motor activities e.g. Can screw and unscrew a bottle lid. 	
What activities and/or resources adapt to meet the needs of learn with special education needs?		
Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	es to do the	



Date:	WEEK 4	Theme/Strand	: ALL AROUND US	
Day: Monday Class: KG 1 Cla	ass size:	SUB-STRAND	: K1.6.3 WATER	
Learners can design and exh	K1.6.3.1.5 Design, make, exhibit and rear and its uses oulary to make simple sentences orally nibit own art	cher and peers as they library learnt about the so	core Competencies/Values: Personal Development and Leadership Communication and collaboration. Creativity and innovation.	•
Key words: lake, well, sea, Phase/Duration	rain, borehole, pipe, lagoon, river Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins Sing songs about water				
Phase 2: Main (new learni including assessment) CIRCLE TIME 30mins	News Time/ Show andWhat do you already k	nd Tell y know and can say about Water? u like to know about water?		Pictures, poster
GROUP ACTIVITY 1 (OUTDOOR) 60mins 1. Draw and paint with wate 2. Fold paper boats to float 3. Race to fill as many cont		t on water and drop ston	es into water to check which is heavy. out spilling the water.	Bottles Paper and stones, water Containers, water



PHONICS		
45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw and label one source of water in your book (A2) Fix water source picture and word puzzles Play hand washing sequence cards game. 	Pencil, books Water source picture and word puzzles Hand washing sequence cards game
LEARNING CENTRES 60mins	 Book centre Construction centre Water centre 	Learning Centres
STORY SHARING 30mins	Listen to a read aloud about water and discuss the water sources that appear in the book	Out goes to sea story book
	Assessment: A2: Can attend to task and show persistence in completing it. A4: Asks questions for clarification	
What activities and/or resources w	vill you	
adapt to meet the needs of learne		
with special education needs?		
Phase 3: Plenary/Reflections (Lear	ner	
and teacher)		
Remedial Support: Plans/strategies support learners who could not do		
activity or achieve the skill assesse		
activity of active the skill assessed	···]



Date:		WEEK 4	Theme/S	trand: ALL AROUND US	
Day: Tuesday Class: KG 1	Class size	::	SUB-STR		
Content Standard: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	K1.6.3.1 K1.6.3.1	5.3.1.1 Talk about where we get water and its uses 5.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water 5.3.1.4 Use a variety of new vocabulary learnt about the sources of water to make simple sentences orally. 5.3.1.6 Describe the position of objects.			
Learners can talk about Learners can recognise Learners can use a varie Learners can describe the	Performance Indicator: Learners can talk about the uses of water Learners can recognise letter sounds and names Learners can use a variety of new vocabulary to make simple sentences Learners can describe the position of objects Key words: cooking, bathing, drinking, washing, 1 st , 2 nd , 3 rd , 4 th , 5 th				Resources
Phase/Duration Learners activities Phase1: Starter (preparing the brain for learning) 5mins Recite poems and sing songs about wa		rater		Resources	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins		 'Number Talk' What do you already know	lk' u already know and can say about the different uses of water?		Picture, Poster
GROUP ACTIVITY (OUTDOOR) 60mins	<u>Y 1</u>	about frozen water	f water e.g. bathing, cooking. en you pour water into a bottle with holes and hold a conversation h water to write own name in the sand or on a concrete.		Pictures with word cards Water, bottles with holes, ice



PHONICS 45mins		Bottles with a hole in the lid
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play 'Hair washing sequence cards' game Using the 'sea scene boards and word cards' pick a word card showing either 'in', 'near', 'on' or 'under' and say the word to your partner to identify something on one of the picture boards that corresponds to the word card you picked. Draw and colour one source of water 	Hair washing sequence cards game Position in the sea boards and word cards
LEARNING CENTRES 60mins STORY SHARING 30mins	 Book centre Construction centre Home centre In a think-pair share, discuss illustrations in the story book. (What they think is happening, how they think the characters feel). 	Pencil, book, crayons Learning Centres
	Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy.	Otu goes to sea story book
What activities and/or resource adapt to meet the needs of lease with special education needs?	arners	
Phase 3: Plenary/Reflections (Land teacher) Remedial Support: Plans/strate support learners who could not activity or achieve the skill ass	egies to It do the	



Date:	WEEK 4	Theme/Strand: ALL AROUND US			
Day: Wednesday		SUB-STRAND: K1.6.3 WATER			
Class: KG 1 C	lass size:				
Content Standard: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	K1.6.3.1.3 Recognise letter sounds and nan	5.3.1.1 Talk about where we get water and its uses 5.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water. 5.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional)			
Performance Indicator: Learners can talk about some sources of water Learners can recognise letter sounds and names. Learners can design and make art works. Learners can describe the position of objects. Key words: rain, river, on, under, near, first, second, Phase/Duration Learners activities		Core Competencies/Values: Personal Development and Leadership. Communication and collaboration. Creativity and innovation. Resources			
Phase1: Starter (preparing the brain for learning) Smins Recite poems and sing song		toott water			
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u>	• Talk about some natural water	er sources			
30mins GROUP ACTIVITY (OUTDOOR) 60mins	1 2. Sort leaves and sticks accord	 In pairs, say, in, on, near or under for your partner to place an object correctly for that word. Sort leaves and sticks according to their sizes and length. 			



DHONICS		1
PHONICS 45mins		
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GROUP ACTIVITY 2 (INDOOR) 60mins	 Use word cards with the uses of water written on for children to identify initial sounds and ending sounds. Using the 'sea scene boards and word cards' pick a word card showing either 'in', 'near', 'on' or 'under' and say the word to your partner to identify something on one of the picture boards that corresponds to the word card you picked. Use a bathing sequencing cards to talk about the position of each card 	Uses of water word cards Position in the sea boards and word cards Bathing sequence cards
LEARNING CENTRES 60mins	 Book centre Construction centre Water centre 	Learning Centres
STORY SHARING 30mins	Retell a familiar story	Story book
	Assessment:	
	A1 Works and plays well with others in a group, mostly follows rules of the games	
What activities and/or resources	will you	
adapt to meet the needs of lear	ners	
with special education needs?		
Phase 3: Plenary/Reflections (Led	arner	
and teacher)		
Remedial Support: Plans/strategi		
support learners who could not		
activity or achieve the skill asses	ssea	



Date:	WEEK 4	Theme/Strand: ALL AROUND US	
Day: Thursday Class: KG 1	Class size:	SUB-STRAND: K1.6.3 WATER	
Content Standard: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	K1.6.3.1.1 Talk about where we get water from and its uses. K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water. K1.6.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional) K1.6.3.1.6 Describe the position of objects.		
Learners can talk about : Learners can recognise l Learners can design and	Performance Indicator: Learners can talk about source of water. Learners can recognise letter sounds and names. Learners can design and make art works. Learners can describe the position of objects. Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.		
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) Sing songs about water Smins			
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk Have a discussion on h	 'Number Talk Have a discussion on how to preserve/save water 	
GROUP ACTIVITY (OUTDOOR) 60mins	2. Talk about when, why,	 Practice how water is used to wash a baby (doll). Talk about when, why, and practice how to wash your hands properly Write the numerals 1-10 on slates. Water Slates	



PHONICS 45mins GROUP ACTIVITY 2 (INDOOR) 60mins	 Sort different coloured fish and add together to find the sum. (C2) Identify letters and sound from sources of water word cards Play hand washing sequence cards game. 	Coloured fish/ Fish Patterns Odd One Out Water sources word cards Hand washing sequence cards game
LEARNING CENTRES 60mins STORY SHARING 30mins	 Book centre Construction centre Water centre (C1) Tell you your story Assessment: C2 Can identify selected sounds in given words. C1 Can tell her/his own short stories about pictures. 	Learning Centres Poster or Picture
What activities and/or resource adapt to meet the needs of lease with special education needs? Phase 3: Plenary/Reflections (Land teacher) Remedial Support: Plans/strates support learners who could not activity or achieve the skill asserted.	earner egies to the total and the second sec	



Date:	WEEK 4	Theme/Strand: ALL AROUND US	
Day: Friday Class: KG 1 Class	s size:	SUB-STRAND: K1.6.3 WATER	
Content Standard: K1.6.3.1 Demonstrate understanding of sources of water and its uses.	ndicator: 1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water. 1.6.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional) 1.6.3.1.6 Describe the position of objects.		
Performance Indicator: Learners can recognise letter s Learners can design and make Learners can describe the poss Key words: draw, save, soap,	e art works. ition of objects.	Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs on water.		
Phase 2: Main (new learning including assessment)			
CIRCLE TIME 30mins	What have you learnt from our disc	ussions on 'Water'?	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Mould a water pot using clay Write numerals 1-10 with water using bottles with holes Transport water from one container to the next with bottles with holes, brainstorm and think of a solution. 		Clay, water water bottles, water Two Containers, bottles with holes



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Use a bathing sequencing cards to talk about the position of each card Free drawing activity Arrange hand washing sequence cards. 	Bathing sequence cards Hand washing Sequence Cards
LEARNING CENTRES 60mins	 Book centre Construction centre Water Centre 	Learning Centres
STORY SHARING 30mins	Listen to a story and talk about what you liked and why. Assessment:	Story book
What activities and/or resources adapt to meet the needs of lear		
with special education needs?		
Phase 3: Plenary/Reflections (Le	arner	
and teacher)		
Remedial Support: Plans/strateg		
support learners who could not activity or achieve the skill asse		
activity of active the skill asse	3304	



Date:	WEEK 5	Theme/Strand: ALL A	ROUND US	
Day: Monday		SUB-STRAND: K1.6.4 A	AIR	
Class: KG 1	Class size:			
Content Standard:	Indicator:			
K1.6.1.1 Demonstrate	V1.6.4.1.1 Share their understanding and de	5.4.1.1 Share their understanding and describe the presence of air through experimentation.		
understanding of the		.4.1.2 Use visual information to help them understand the text they read.		
presence of air and tell	K1.6.4.1.3 Recognise the position of the targ	·		of the words related to the
its importance.	theme.	set sounds in words either at	ane mittai, mitatie of the chang	of the words folded to the
	K1.6.4.1.4 Use a variety of new vocabulary	learnt about the importance of	of air to make simple sentence o	rally.
Performance Indicator:	<u> </u>		Core Competencies/Values:	
Learners can demonstrate			Personal Development and Le	
	e position of target sounds in words.		Communication and collabora	tion.
Key words: fly, cloud, air	of new vocabulary learnt to make sentences.		Creativity and Innovation.	
Phase/Duration	Learners activities			Resources
Phase1: Starter (prepare the brain for learning) 5mins	ing Sing a song related to air			
Phase 2: Main (new lear including assessment)	ning			
• (A4) News Time/ 'Show and Tell' • Talk about what you think about air and how it is important to you.		Pictures/ Poster		
GROUP ACTIVITY (OUTDOOR) 60mins	(OUTDOOR) 2. Use word cards and ask learners to clap out the number of target sounds in the word.		Kites Word cards	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Blow air into the balloons (1 balloon per child) Draw a kite or a balloon in their books. In pairs, sit opposite each other and move an object by blowing through a straw (e.g. a bottle top or bead) to reach the other child. If the object drops off the side of the table on your opponent's side your score a point. 	Balloons A4 sheets Straws, bottle tops or beads
LEARNING CENTRES 60mins	 Book centre Construction centre Home centre 	Learning Centres
STORY SHARING 30mins	Choose your favourite book from the classroom and tell the class what the book is and why you like it.	Story Book
	Assessment: A4: Asks questions for clarification.	
What activities and/or resources adapt to meet the needs of lear special education needs?		
Phase 3: Plenary/Reflections (Le teacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asse	ies to do the	



Date:	WEEK 5	Theme/Strand: ALL	AROUND US	
Day: Tuesday Class: KG 1 C	lass size:	SUB-STRAND: K1.6.4	4 AIR	
Content Standard: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance	K1.6.4.1.1 Share their understanding and des K1.6.4.1.3 Recognise the position of the targ K1.6.4.1.4 Use a variety of new vocabulary I K1.6.4.1.5 Derive meaning and make judgment	et sounds in words either a earnt about the importance	t the initial, middle or the ending o of air to make simple sentence ora	
Learners can use a variety	position of target sounds in words. of new vocabulary learnt to make sentences. ng and make judgment about artworks. glass, air, pollution		Core Competencies/Values: Problem solving and critical thir Communication and collaboratio Creativity and innovation.	
Phase/Duration	Learners activities			Resources
Phase1: Starter (prepari the brain for learning) 5mins	Sing songs and recite poems about air.			
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk' Wave your arm to feel the air flute or a plastic trumpet 	r, Breath out into your pa	alm to feel he air and Play a	Pictures/ Posters, Flute, trumpet
GROUP ACTIVITY (OUTDOOR) 60mins	2. Stuff tissues in a glass cup so t into a container with water. Le will keep the tissue from being	that it won't fall out, turn that the glass be fully submer g soaked whiles fully submer d talk about the position of	ne glass upside down and place it ged and the resulting air pocket erged. the target sounds in words either	A4 sheets Tissues, glass, bowl Word cards



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Use word cards to form simple sentences and write them in their exercise book. Draw a kite or a balloon in their books. In pairs, sit opposite each other and move an object by blowing through a straw (e.g. a bottle top or bead) to reach the other child. If the object drops off the side of the table on your opponent's side your score a point. 	Word cards Book, pencils Straws, bottle tops, beads
LEARNING CENTRES 60mins	 Book centre Construction centre Home centre Act out scenes in a story 	Learning Centres
STORY SHARING 30mins	Assessment: C2: Can identify selected sounds in given words.	
What activities and/or resources adapt to meet the needs of learn with special education needs?		
Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	es to do the	



Date:	WEEK 5	Theme/Strand: ALL AROUND US		
Day: Wednesday Class: KG 1 Class size:		SUB-STRAND:K1.6.4 AIR		
Content Standard: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance	K1.6.4.1.3 Recognize the position of the tatheme.	6.4.1.1 Share their understanding and describe the presence of air through experimentation. 6.4.1.3 Recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the me. 6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty.		
Performance Indicator: Learners can recognize the position of target sounds in words. Learners can derive meaning and make judgment about artworks. Learners can describe the position of objects. Key words: clouds, wind, story Phase/Duration Learners activities Problem solving and critical thinking. Communication and collaboration. Creativity and innovation. Phase/Duration Learners activities Phase1: Starter (preparing Sing songs about air.		Problem solving and critical thinking. Communication and collaboration.	Resources	
the brain for learning) 5mins Phase 2: Main (new learning)	ning			
including assessment) CIRCLE TIME 30mins	Go for a walk and check ho	ow the wind is blowing.		
GROUP ACTIVITY (OUTDOOR) 60mins		nd hold the ends over the head whiles running to catch the	Straws Clothes	



PHONICS 45mins		Pencils and crayon
GROUP ACTIVITY 2 (INDOOR) 60mins	 (A2) In pairs, fix puzzles of kites, balloons, airplanes and birds In pairs, compete to blow a piece of cotton ball off the table by blowing on it and pretending to be the wind Draw one way the wind helps us (get support from your teacher to put your pictures together into a group air book). 	Puzzles Cotton Sheets, pencils, thread, cardboard
LEARNING CENTRES 60mins	 Book centre Construction centre Home centre 	Learning Centres
STORY SHARING 30mins	 Retell a familiar story in your own words. Assessment: A2: Can attend to task and show persistence in completing it. 	Story Book/map
What activities and/or resources you adapt to meet the needs of learners with special education		
Phase 3: Plenary/Reflections (Le and teacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asse	ies to do the	



Date:	WEEK 5	Theme/Strand: AL	L AROUND US	
Day: Thursday Class: KG 1 Class size:		SUB-STRAND:K1.6	5.4 AIR	
Content Standard: K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance	K1.6.4.1.3 Recognise the position of the targetheme.	4.1.2 Use visual information to help them understand the text they read. 4.1.3 Recognise the position of the target sounds in words either at the initial, middle or the ending of the words related to the e. 4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty.		
Learners can recognize th		l.	Core Competencies/Values: Problem solving and critical thinkin Communication and collaboration. Creativity and innovation.	g.
Phase/Duration	Learners activities			Resources
Phase1: Starter (prepari the brain for learning) 5mins				
Phase 2: Main (new lear including assessment)	ning			
CIRCLE TIME 30mins	Show and tellPlace your hand on your ston air	nach and feel how you	r body moves while breathing in	
GROUP ACTIVITY (OUTDOOR) 60mins	find them and arrange them in a 2. Find items/ objects in the outside.	find them and arrange them in order/sequence and match them to objects 2. Find items/ objects in the outside area that start with/have the sound of the week		Number cards 1-10, stones, sticks



PHONICS 45mins		Letter cards Position word cards
GROUP ACTIVITY 2 (INDOOR) 60mins	 Match numerals to a group of objects of the same number. In pairs, fix puzzles of kites, balloons, airplanes and birds Free drawing 	Plants matching 1-10 Puzzles
LEARNING CENTRES 60mins	 Book centre Construction centre Home centre 	Book/Sheets, Pencils Learning Centre
STORY SHARING 30mins	• Tell your own story	Story book
	Assessment: E2: Use number names, counting in sequence to find out 'how many, matching numbers to objects '(1-9).	
What activities and/or resources you adapt to meet the needs of learners with special education r		
Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	es to do the	



Date:	WEEK 5	Theme/Strand: ALL	AROUND US	
Day: Friday		SUB-STRAND:K1.6.4	4 AIR	
	s size:			
Content Standard: In K1.6.4.1 Demonstrate	ndicator:			
	X1.6.4.1.1 Share their understanding and des	cribe the presence of air	through experimentation.	
presence of air and tell K	1.6.4.1.2 Use visual information to help then		-	
no importance.	1.6.4.1.5 Derive meaning and make judgment 1.6.4.1.6 Describe the position of objects.	nt about artworks using t	he senses according to its beauty.	
Performance Indicator:			Core Competencies/Values:	
	rstanding and describe the presence of air nation to help understand the text they read.		Problem solving and critical think Communication and collaboration	
	and make judgment about artworks.		Creativity and innovation.	
•	Learners can describe the position of objects.			
Key words: identify, windy, Phase/Duration	draw Learners activities			Resources
	Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to air			
Phase 2: Main (new learning including assessment)	g			
CIRCLE TIME 30mins	Number talkGo round the classroom and i	identify objects/items th	at are full of air	
GROUP ACTIVITY 1 (OUTDOOR)	1. Create a wind catcher craft by tying a plastic bag with a long stripe of yarn and letting it go and holding onto the yarn. This will be moving in the air if there is enough wind.		Rubber bag, string/yarn	
60mins		2. (C3) Listen to a call out a word, then run to touch the word. (pin up words in the outdoor		Word cards
	· · · · · · · · · · · · · · · · · · ·	area) Move around the outdoor area with a ribbon/ piece of cloth to find the windiest area.		Ribbons/pieces of cloth



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Use baking soda and vinegar to create carbon dioxide and place a balloon on the bottle with the mixture and wait for the balloon to inflate showing the presence of air. Pick number cards and count the appropriate number of bottle tops next to the cards. Draw anything related to air. 	Baking Soda, vinegar, balloon, bottle Number cards, bottle topes Book/Sheets, pencils
LEARNING CENTRES 60mins	 Book centre Construction centre Home centre 	Learning Centres
STORY SHARING 30mins	• Retell a familiar story Assessment: C3: Can 'read '3 or more words on display in the classroom.	Story Book
What activities and/or resources adapt to meet the needs of lear special education needs?		
Phase 3: Plenary/Reflections (Le teacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asse	ies to do the	



Date:	WEEK 6	Theme/Strand: ALL AROU	ND US	
Day: Monday Class: KG 1 Cl	ass size:	SUB-STRAND: K1.6.5: PLAN	NT-1	
Content Standard: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	K1.6.5.1.1 Sing and talk about parts of a plan K1.6.5.1.2 Talk about the cover page of the b K1.6.5.1.3 Blend individual sounds and decor K1.6.5.1.5 Make artworks with the elements of	book and point to individual words de simple words which relates to	•	read aloud.
	cover page of a book and point to individual valual sounds and decode simple words.	words.	Core Competencies/Values Problem solving and critical Communication and collabor Creativity and innovation.	thinking.
Phase/Duration Phase1: Starter (preparing the brain for learning) 5mins	Learners activities ng Sing songs and rhymes about plants and	d farming.		Resources
Phase 2: Main (new learn including assessment) CIRCLE TIME 30mins	 News Time/ 'Show and Tell' Discuss parts of a plant using 	g a picture or real plant.		Plant/plant picture
GROUP ACTIVITY 1 (OUTDOOR) 60mins	friends'. 2. Set up a miniature class farm	a plant on the floor, talk positivel		Leaves and sticks Farm centre Leaves



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play 'pairs game with numbers 1-10' on the back of leaf shaped cards, say the numeral when you get a pair In pairs, ask each other questions in the form, 'Can you point to?'(Include flowers and fruit). (C2) Pick another person's name card and identify as many letter sounds 	Leaf pairs (1-10) Picture of a plant Name cards
LEARNING CENTRES 60mins	 Book centre Construction centre Farm centre 	Learning Centres
STORY SHARING 30mins	 Listen to Jasper's Beanstalk story Assessment: C2: Can identify selected sounds in given words. 	Jasper's Beanstalk book
What activities and/or resources		
you adapt to meet the needs of learners with special education		
needs?		
Phase 3: Plenary/Reflections (Led and teacher)	arner	
Remedial Support: Plans/strategi	ies to	
support learners who could not		
the activity or achieve the skill		
assessed		



Date:	WEEK 6	Theme/Strand: ALL AROUN	ID US	
Day: Tuesday	lass size:	SUB-STRAND: K1.6.5: PLAN		
Content Standard: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	K1.6.5.1.4 Use a variety of new vocabulary lo K1.6.5.1.5 Make artworks with the elements	25.1.3 Blend individual sounds and decode simple words which relates to the theme. 25.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds. 25.1.5 Make artworks with the elements of art. 25.1.6 Describing the position and motion of objects in relation to others.		
Learners can use a variety Learners can make artwork Learners can describe the	Learners can blend individual sounds and decode simple words. Learners can use a variety of new vocabulary learnt about plant to make simple sentences Learners can make artworks with elements of art. Learners can describe the position and motion of objects in relation to others Key words: blend, arrange, explore, collage			ll thinking. oration. Leadership.
Phase1: Starter (prepari the brain for learning) 5mins				
Phase 2: Main (new learnincluding assessment) CIRCLE TIME 30mins GROUP ACTIVITY (OUTDOOR) 60mins	 Number talk Plant seeds in the Class/ School 1. Arrange and blend letter sound 	ool farm s to form words using the names of and talk about which comes first a		Maize/beans Letter sounds & cards Plants size sorting Farm Centre



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw parts of the plants. (E2) In pairs, one learner mixes the cards (1–10) up for the other learner to order and read. Use leaves to make a collage in their exercise books and label it. 	Books, pencils Numeral cards Leaves
		Learning Centres
LEARNING CENTRES 60mins	 Book centre Farm centre Construction centre 	
STORY SHARING 30mins	Listen to Jasper's Beanstalk story	Jasper's Beanstalk book
	Assessment: E2: Use number names, counting in sequence to find out 'how many, matching numbers to objects '(1-9).	
What activities and/or resources	will	
you adapt to meet the needs of learners with special education r		
Phase 3: Plenary/Reflections (Lea and teacher)		
Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	do the	



Date:	WEEK 6	Theme/Strand: ALL	AROUND US	
Day: Wednesday Class: KG 1	lass size:	SUB-STRAND: K1.6.5	5: PLANT-1	
Content Standard: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	K1.6.5.1.1 Sing and talk about parts of a plan K1.6.5.1.2 Talk about the cover page of the K1.6.5.1.4 Use a variety of new vocabulary K1.6.5.1.6 Describing the position and motion	book and point to individua learnt about plants to make	simple sentences, draw and write	
Performance Indicator: Learners can talk about the cover page of the book and point to individual. Learners can use a variety of new vocabulary learnt about plants. Learners can describe the position and motion of objects in relation to others. Key words: describe, draw, matching Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.				
Phase/Duration	Learners activities			Resources
Phase1: Starter (prepari the brain for learning) 5mins				
Phase 2: Main (new lear including assessment) CIRCLE TIME 30mins	• Listen to a story on parts of	plants and their functions	S	
GROUP ACTIVITY (OUTDOOR) 60mins	<u> </u>	ne card and identify as many letter sounds near, on or under for the rest of the group members to with sticks.		Name cards Position word cards Sticks



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 (A4) Hold a conversation on dry leaves and fresh leaves Put paint on leaves and print them onto a piece of paper. In pairs, one learner mixes the cards (1–10) up for the other learner to order, match with objects and read. 	Dry leaves, Fresh leaves Paint(clay, poster colour) paper Plant Matching 1-10
LEARNING CENTRES 60mins	 Book centre Construction centre Farm centre 	Learning Centres
STORY SHARING 30mins	• Listen to Jasper's Beanstalk story Assessment: A4: Asks questions for clarification.	Jasper's Beanstalk book
What activities and/or resources adapt to meet the needs of learn special education needs?		
Phase 3: Plenary/Reflections (Lecteacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill assess	ies to do the	



Date:	WEEK 6	Theme/Strand: A	ALL AROUND US	
Day: Thursday Class: KG 1	Class size:	SUB-STRAND: P	LANT-1.	
Content Standard: K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	K1.6.5.1.1 Sing and talk about parts of a plar K1.6.5.1.2 Talk about the cover page of the k K1.6.5.1.3 Blend individual sounds and deco K1.6.5.1.5 Make artworks with the elements	book and point to indi ode simple words whi	•	cher read aloud.
Learners can blend individual Learners can make artwore Learners can describe the Key words: role play, wr	Performance Indicator: Learners can talk about the cover page of a book and point to individual words. Learners can blend individual sounds and decode simple words. Learners can make artworks with elements of art. Learners can describe the position and motion of objects in relation to others. Key words: role play, write, numbers 1-10 Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.			
Phase/Duration Phase1: Starter (preparithe brain for learning) 5mins				Resources
Phase 2: Main (new lear including assessment) CIRCLE TIME 30mins GROUP ACTIVITY (OUTDOOR)	'Number Talk' Hold a conversation on a cover page of a book 1. Practice writing numerals 1-10 in the sand using sticks. 2. Use leaves to write your first name.		Number cards 1-10 Leaves	
60mins	3. In pairs, says a number and the	2		



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Practise writing numerals. (D3) Practise writing your name Draw a plant and label it 	Name cards, chalk, pencil Labelled drawing or poster as a guide
LEARNING CENTRES 60mins	 Book centre Construction centre Farm centre 	Learning Centres
STORY SHARING 30mins	 Practice following a text with your finger when reading Jasper's Beanstalk story. Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy. 	Jasper's Beanstalk book
What activities and/or resources adapt to meet the needs of lear with special education needs?		
Phase 3: Plenary/Reflections (Lea and teacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asses	do the	



Date:	WEEK 6	Theme/Strand: ALL AROUND US		
Day: Friday				
K1.6.5.1 Demonstrate understanding of the parts of plants and their	K1.6.5.1.3 Blend individual sounds and deco	2.5.1.1 Sing and talk about parts of a plant and their functions. 2.5.1.3 Blend individual sounds and decode simple words which relates to the theme. 2.5.1.5 Make artworks with the elements of art.		
Performance Indicator: Learners can sing and talk about parts of plants. Learners can blend individual sounds and decode simple words. Learners can make artworks with elements of art. Key words: sorting, different, match Core Competencies/Values: Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.				
Phase/Duration	Learners activities		Resources	
Phase1: Starter (preparin the brain for learning) 5mins	Rhymes and songs about plants			
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins		Take turns to point to different parts of plant when mentioned.		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Pick plants in the outdoor area and point to the different parts when asked or prompted Match numeral cards and to leaves Have a game of football. 		Plants Numeral cards Football	



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Make pictures by sticking leaves onto a piece of paper. Play 'pairs game with numbers 1-10' on the back of leaf shaped cards, say the numeral when you get a pair In pairs, ask each other questions in the form, 'Can you point to ?'(Include flowers and fruit). 	Leaves, glue, papers Leaf pairs 1-10 Plants or Pictures of Plants
LEARNING CENTRES 60mins	Book centre Construction centre Farm centre	Learning Centres
STORY SHARING 30mins	• 'Read' Jasper's Beanstalk story. Assessment:	Jasper's Beanstalk book
What activities and/or resources you adapt to meet the needs of learners with special education r	will	
Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	es to do the	



Date:	Week: 7	Theme/Strand: ALL AROUND US		
Day: Monday		SUB-STRAND: PLANTS-2		
Class: KG1 Class s	ize:			
Content Standard: K1.6.6.1 Demonstrate understanding of hoplants grow	ate understanding of how K1.6.6.1.2 Talk about the cover page and identify how plants grow in a read aloud story.			
Performance Indicator: Learners can talk about how plar Learners can sequence picture ca Learners can use new vocabulari Key words: water, air, good soil	ards showing plant growing es to express ideas	Core competencies/values: Communication and collaboration Personal development and Leadership Problem solving and Critical thinking		
Phase/Duration	Learners activities		Resources	
Phase1: Starter (preparing the brain for learning) 5mins		Sing a song about how to grow plant one we dig, two we sow, three we water		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	 Show and Tell/News Time Tell your partner what you alr plants? 	Tell your partner what you already know about plants? What would you like to know about		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	in the sun and water regularly	1. (Plant, sunlight and water experiment) Find two plants which look alike in a pot, place one in the sun and water regularly and the other in an area where there is no sunlight and do not water, follow up the next day to discuss your observations.		
	2. Make a collage of a tree using3. Act out a growing plant, from	g leaves the seed in the ground to flowering time	glue, leaves, A4 papers	



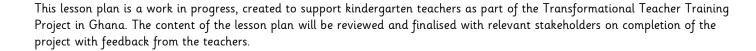
PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw a picture of a plant and colour Fix Plant puzzles (A2) Sequence picture cards showing plant growing 	Book, pencil, crayon Plant puzzles Plant growth sequence cards
LEARNING CENTRES 60mins	 Farm/Garden centre Home centre Book centre 	Learning Centres
STORY SHARING 30mins	• Listen to the 'I Wonder How Plants Grow' story. Assessment: A2: Can attend to task and show persistence in completing it.	Jasper's Beanstalk story book
What activities and/or resources you adapt to meet the needs of learners with special education n		
Phase 3: Plenary/Reflections (Lea and teacher) Remedial Support: Plans/strategic support learners who could not a activity or achieve the skill assess	es to do the	



Date:	Week: 7	Theme/Strand: AI	L AROUND US	
Day: Tuesday		SUB-STRAND: PLANTS-2		
Class: KG1 Class	s size:			
Content Standard: K1.6.6.1 Demonstrate understanding of how plants grow	Indicator: K1.6.6.1.1 Talk about and discuss how plant K1.6.6.1.3 Identify the initial and ending lett K.1.6.6.1.6 Classify objects and count the nu	ter sounds of objects ar	nd blend letter sounds to form words	cess.
Performance Indicator: Learners can role play two things they should do to enhance plant growth process. Learners can identify initial and ending letter sounds of names of objects Learners can classify objects and count Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation			ship	
Key words: water, air, soil				
Phase/Duration	Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to plant			
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	 Sing or recite O tiny seed and d 'Number Talk' 	 Sing or recite O tiny seed and discuss what Plants need to grow 'Number Talk' 		O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing (sung to: O Christmas tree)
GROUP ACTIVITY 1 (OUTDOOR) 60mins		r experiment), Follow up on the previous day's experiment and a. Identify what plants need to grow.		
O O MINIS	Match pictures of parts of a plantRubbing (leaves)	Plants, parts of plants pic Leaves, crayon, paper		Plants, parts of plants pictures Leaves, crayon, paper



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play Plant pair game (E3) Count and match number cards (1–10) to cards with pictures of different amounts of flowers or leaves on them. Retell story from pictures of Jasper's Beanstalk 	Plant pairs Plant matching 1-10,
		Jasper's beanstalk story cards
LEARNING CENTRES 60mins	 Farm centre Shop centre Book centre 	Learning Centres
STORY SHARING 30mins	• Listen to the 'I Wonder How Plants Grow' story.	Jasper's Beanstalk story book
	Assessment: E3: Classify objects and count the number of objects in each category.	
What activities and/or resources v	will	
you adapt to meet the needs of		
learners with special education ne	eeds?	
Phase 3: Plenary/Reflections (Lear	rner	
and teacher)		
Remedial Support: Plans/strategie	es to	
support learners who could not d		
activity or achieve the skill assess		





Date:	Week: 7	Theme/Strand: ALL AROUND US	
Day: Wednesday		SUB-STRAND: PLANTS-2	
Class: KG1 Cl	lass size:		
Content Standard: K1.6.6.1 Demonstrate understanding of how plants grow	K1.6.6.1.5 Identify, observe and talk a	w plants grow and what human should do to enhance the groabout art in the immediate environment. and identify how plants grow in a read aloud story.	wth process.
Performance Indicator: Learners can talk about how Learners can draw a particu	lar plant and colour	Core competencies/values: Communication and Collaboration Personal development and Leadersh Problem solving and Critical thinkin Creativity and Innovation	-
Key words: shades, food, representation	Learners activities		Resources
Phase1: Starter (preparin the brain for learning) 5mins		ymes.	Aces of the second seco
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Sing or recite O tiny seed and disc	cuss what Plants need to grow	O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing (sung to: O Christmas tree)
GROUP ACTIVITY 1 (OUTDOOR) 60mins		Find two plants which look alike, remove one from the groom, follow up the next day to discuss your observations. icks, leaves, stones	Plants Sticks, leaves, stone, sand



PHONICS 45mins		Bottles, car tyres, small balls
GROUP ACTIVITY 2 (INDOOR) 60mins	 Use pictures from Jasper's Beanstalk to retell the story Draw and colour any fruit you like (E2) Count and match numerals to objects in a group 	Jasper's beanstalk story cards Sheet, pencil, crayon Plants Matching (1-10)
LEARNING CENTRES 60mins	 Farm centre Construction centre 	
oomins	Book centre	
		Learning Centres
STORY SHARING 30mins	 Listen to the Jasper's Beanstalk story and say what happened at the beginning, middle and end. 	
	Assessment: E2: Use number names, counting in sequence to find out 'how many, matching numbers to objects '(1-9).	Jasper's Beanstalk story book
What activities and/or resource you adapt to meet the needs o		
with special education needs?	J	
Phase 3: Plenary/Reflections (Land teacher) Remedial Support: Plans/strate support learners who could not activity or achieve the skill asso	gies to t do the	



Date:	Week: 7	Theme/Strand: ALL AROUND US	
Day: Thursday		SUB-STRAND: PLANTS-2	
Class: KG1 Class	s size:		
Content Standard: K1.6.6.1 Demonstrate understanding of how plants grow	•	nts grow and what human should do to enhance the growth protects of objects and blend letter sounds to form words number of objects in each category up to 9	ocess.
Performance Indicator: Learners can classify objects a Learners can identify initial ar Learners can talk about how p	<u>C</u>	Core competencies/values: Communication and collaboration Problem solving and critical thinking Creativity and Innovation	
Keywords: roots, leaf, stem			
Phase/Duration Phase1: Starter (preparing the brain for learning) 5mins	Learners activities O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing sung to: O Christmas tree	Resources	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk' Discuss what we should do to 	enhance plant growth process	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	and identify what plants need to	ther to write in the sand with a stick	Farm Centre Sticks, sand Hoe, seed. water can



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Demonstrate in, near, on, and under using real object. (E.g.; leaves. fruits) etc. Pair games with numbers 1-10 on the back of a leaf shaped card. (E2) Count and match numerals to objects in a group 	Table, leaves, fruits Leaf pairs (1-10) Plant matching (1-10)
LEARNING CENTRES 60mins	 Farm centre Book centre Shop centre 	Learning Centres
STORY SHARING 30mins	• Using appropriate props, act out Jasper's Beanstalk story Assessment: E2: Use number names, counting in sequence to find out 'how many, matching numbers to objects ' (1-9).	props
What activities and/or resources you adapt to meet the needs of liwith special education needs?		
Phase 3: Plenary/Reflections (Lea and teacher) Remedial Support: Plans/strategie support learners who could not d activity or achieve the skill assess	o the	



Date:	Week: 7	Theme/Strand: A	LL AROUND US	
Day: Friday		SUB-STRAND: PI	LANTS-2	
Class: KG1 Class	s size:			
Demonstrate understanding of how plants grow	Indicator: K1.6.6.1.1 Talk about and discuss how plan K1.6.6.1.4 Use vocabulary learnt to form si K1.6.6.1.1 Talk about and discuss how plan K1.6.6.1.6 Classify objects and count the n	imple meaningful sen	ntences man should do to enhance the growth p	
Performance Indicator: Learners can talk about what they would do to enhance the plants growth process Learners can role play two things they should do to enhance plant growth process. Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation				
Key words: water, good soil,				
Phase/Duration	Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing familiar songs and rhymes	S		
Phase 2: Main (new learning including assessment)	3			
CIRCLE TIME 30mins	Role play what we should do to	to enhance plant gro	owth process	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 In pairs, say a numeral for the of Act out Jasper's Beanstalk Use a candle to draw a plant on your drawing 		and with a stick paint lightly over the paper to reveal	Sticks, sand, Numeral cards Hoe, seed. water can Candle, paper, poster colour, clay



PHONICS 45mins GROUP ACTIVITY 2 (INDOOR) 60mins	 (C2) Write and say the initial letter sound of the parts of plant e.g. root, leaf, stem etc. Free painting Count and match numerals to objects in a group 	Parts of plants cards Book, pencil
LEARNING CENTRES 60mins STORY SHARING 30mins	 Farm centre Construction centre Book centre Listen to the 'I Wonder How Plants Grow' story. Assessment: C2: Can identify selected sounds in given words.	Plants matching (1-10) Learning Centres
What activities and/or resources you adapt to meet the needs of with special education needs? Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategis support learners who could not activity or achieve the skill assess	learners arner ies to do the	



Date:	Week: 8	Theme/Strand: ALL AROUN	ID US	
Day: Monday		SUB-STRAND: GARDENING	ł	
Class: KG1 Cla	ss size:			
Content Standard: K1.6.7.1 Demonstrate understanding of the types of soil.	Indicator: K1.6.7.1.1 Talk about different types of soil K1.6.7.1.4 Recognize and create words with K1.6.7.1.5 Classify objects and count the nu	n given sounds and make art works	s with the elements of art.	
Performance Indicator: Learners can talk about the types of soil and say the type best for planting. Learners can classify objects and count them. Personal development and Learners can classify objects and Count them. Personal development and Learners can classify objects and Critical Problem solving and Critical Problem solving and Critical Problem solving and Critical Problem Solving Solvi		ooration Leadership		
Key words: clayey, sandy, lo Phase/Duration	Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing sung to: O Christmas tree	O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins		Look at the different types of soil in clear containers and tell the similarities and differences		different types of soil in containers
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Have a feel of the different types Practice planting seeds in the dif Move around and mention keywetc. 			Loamy, sandy, clayey Seeds, soil, empty can, hand shovel Word cards



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Form words using the letter cards and write in your book. (E2) In pairs, match the numeral on the lid to the number of flowers on the bottles, screw the right lid for your partner to unscrew. Free drawing 	Book, pencil Plant bottles Sheet, pencil, crayon
LEARNING CENTRES 60mins	 Farm/Garden centre Home centre Book centre 	Learning Centres
STORY SHARING 30mins	• Listen to 'The Enormous Yam' story. Assessment: E2:Use number names, counting in sequence to find out 'how many, matching numbers to objects ' (1-9).	"The Enormous yam "Story Map
What activities and/or resources you adapt to meet the needs of l with special education needs?		
Phase 3: Plenary/Reflections (Lea and teacher) Remedial Support: Plans/strategie support learners who could not d activity or achieve the skill assess	es to do the	



Date:	Week: 8	Theme/Strand: ALL AROUND US	
Day: Tuesday		SUB-STRAND: : GARDENING	
Class: KG1 Cl	ass size:		
Content Standard: K1.6.7.1 Demonstrate understanding of the types of soil.	Indicator: K1.6.7.1.1 Talk about different types of soil a K1.6.7.1.3 Use a variety of new vocabulary 1 K1.6.7.1.2 Point to individual words to track K1.6.7.1.5 Classify objects and count the nur	earnt about soil to make simple sentence. reading.	
Performance Indicator: Learners can form simple se Learners can talk about the of Key words: clayey, sandy, 1	different types of soil	Core competencies/values: Communication and collaboration Personal development and leadership Problem solving and critical thinking Creativity and innovation	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	A song about how to grow plant	A song about how to grow plant	
Phase 2: Main (new learni including assessment) <u>CIRCLE TIME</u> 30mins	 Number Talk Have a feel of the different types of soil and talk about the textures 		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	and the right way of doing it.Move round and mention words h	ve round and mention words hanged in the outdoor area) Sort leaves into two groups based on the size or colour and count to find how many in	



PHONICS 45mins		Leaves of different sizes or colours
GROUP ACTIVITY 2 (INDOOR) 60mins	 In pairs, match the numeral on the lid to the number of flowers on the bottles, screw the right lid for your partner to unscrew. Write numerals 1-10 (E3) Sort cut -out shapes into groups and count to find out how many in each group 	Plant bottle
LEARNING CENTRES 60mins	 Farm centre Construction centre Book centre (Practice pointing to words to track reading) 	Book and pencil Cut out shapes Learning Centres
STORY SHARING 30mins	 Listen to 'The Enormous Yam' story. Assessment: E1 Can identify and describe objects by colour, size and name. E3: Classify objects and count the number of objects in each category. 	"The Enormous yam "Story Map
What activities and/or resources you adapt to meet the needs of learners with special education		
Phase 3: Plenary/Reflections (Le and teacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asse	ies to do the	



Date:	Week: 8	Theme/Strand: ALL AROUND US	
Day: Wednesday		SUB-STRAND: : GARDENING	
Class: KG1 Cl	ass size:		
Content Standard: K1.6.7.1 Demonstrate understanding of the types of soil.	K1.6.7.1 Demonstrate understanding of the types K1.6.7.1.1 Talk about different types of soil and which one is best use for gardening.		
	K1.6.7.1.4 Recognize and create words with K1.6.7.1.5 Classify objects and count the nu	a giving sounds and make art works with the element of art. The sumber of objects in each category up to 9.	
Performance Indicator: Leaners can count and mate Learners can mould farm to Learners can point to indivi Key words: count, match, rephase/Duration Phase1: Starter (preparing the brain for learning) 5mins	ol with clay dual words to track reading nould Learners activities O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed	Core competencies/values: Communication and collaboration Personal development and leadership Problem solving and critical thinking	Resources
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins GROUP ACTIVITY 1	 Observe some items made of soil and a pot plant and discuss the uses of soil in making these items and how they help plants grow. Use clay to mould any farm tool of your choice Visit the farm centre to care and monitor the growth of plants 		Items made of soil Clay
(OUTDOOR) 60mins	 2. Visit the farm centre to care and monitor the growth of plants 3. Sort leaves into two groups based on the size or colour and count to find how many in each group 		Farm Centre



PHONICS 45mins		Leaves
GROUP ACTIVITY 2 (INDOOR) 60mins	 Fix Plant puzzles Draw a picture from a story you know (E2) Match number cards (1-10) to cards with pictures of different flowers or leaves on them 	Plant puzzles Book, pencil Plant matching 1-10
LEARNING CENTRES 60mins	 Farm centre Book centre Construction centre 	Learning Centres
STORY SHARING 30mins	• (C4) Retell "The Enormous yam story" Assessment: E2: Use number names, counting in sequence to find out 'how many, matching numbers to objects '(1-9). C4: Listen to stories and be able to respond to basic questions such as Where? When? and Who?	"The Enormous yam "Story Map
What activities and/or resource adapt to meet the needs of lea with special education needs?		
Phase 3: Plenary/Reflections (Lo and teacher) Remedial Support: Plans/strate support learners who could not activity or achieve the skill asso	gies to c do the	



Date:	Week: 8	Theme/Strand: ALL AROUND US	
Day: Thursday		SUB-STRAND: GARDENING	
Class: KG1 C	lass size:		
Content Standard: K1.6.7.1 Demonstrate understanding of the types of soil.		ent types of soil and which one is the best used for gardening with giving sounds and make art works with the element of art. track reading	
Performance Indicator: Leaners can talk about difference can mould someth Learners can point to individual to indi		Core competencies/values: Communication and collaboration Personal development and leadership Problem solving and critical thinking Creativity and innovation	
Key words: types, best, ga Phase/Duration	rdening Learners activities		Resources
Phase1: Starter (preparin the brain for learning) 5mins	Sing familiar songs and rhy	mes	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins GROUP ACTIVITY 1 (OUTDOOR) 60mins	 'Number Talk' Play the game I spy a word Write own names on a slate Writes all the alphabet you k Play a mini game of football 	know in the sand	Slate, chalk stick, sand
			Football



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Order the set of plants picture cards from smallest to largest Use pictures from Jasper's Beanstalk to retell the story. (D3) Write all the letters of the alphabet that you know. 	Plants size sorting Jasper's Beanstalk story cards Book, pencil
LEARNING CENTRES 60mins	 Farm centre Book centre Construction centre 	Learning Centres
STORY SHARING 30mins	 Retell 'The Enormous Yam Story', innovate by changing the characters to different animals / people Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy. 	"The Enormous yam "Story Map
What activities and/or resource		
learners with special education		
Phase 3: Plenary/Reflections (L and teacher) Remedial Support: Plans/strate support learners who could no activity or achieve the skill ass	gies to t do the	



Date:	Week: 8	Theme/Strand: ALL AROUND US	
Day: Friday		SUB-STRAND: GARDENING	
Class: KG1 C	lass size:		
Content Standard: K1.6.7.1 Demonstrate understanding of the types of soil.	K1.6.7.1.5 Classify objects and count the nu K1. 6.7.1.3 Use variety of new vocabulary le	ndicator: X1.6.7.1.1 Talk about different types of soil and which one is the best used for gardening X1.6.7.1.5 Classify objects and count the number of objects in each category. X1.6.7.1.3 Use variety of new vocabulary learnt about soil to make simple sentence about it. X1.6.7.1.4 Recognize and create words with giving sounds and make art works with the element of art.	
Learners can classify objects and count Learners can use new words to form sentences Communication and Collaboration and Learners can use new words to form sentences Personal development and Learners can use new words to form sentences		Core competencies/values: Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparin the brain for learning) 5mins	Sing familiar songs and rhymes	Sing familiar songs and rhymes	
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	Observe some items made of s these items and how they help	oil and a pot plant and discuss the uses of soil in making plants grow.	Items made of soil
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Observe the state of plants in the Free drawing in the sand Add same quantity of water to a 	e three different types of soil Il the types of soil and observe what happens	Farm Centre



PHONICS 45mins		the 3 types of Soil in different containers, water,
GROUP ACTIVITY 2 (INDOOR) 60mins	 Order the set of plants picture cards from smallest to largest Write numeral 1-10 Write all the letter sounds learnt 	Plant size sorting Book, pencil Book, pencil
LEARNING CENTRES 60mins	 Farm centre Book centre Construction centre 	Learning Centres
STORY SHARING 30mins	• (C1) Tell a short story you have made up. Assessment: C1: Can tell her/his own short stories about a picture.	Story book/ Map
What activities and/or resource adapt to meet the needs of lea special education needs?		
Phase 3: Plenary/Reflections (L teacher) Remedial Support: Plans/strate support learners who could no activity or achieve the skill ass	gies to t do the	



Date:	Week: 9	Theme/Stran	d: ALL AROUND US	
Day: Monday		SUB-STRAN	D: LIGHT-DAY AND NIGHT	
Class: KG1	Class size:			
	K1. 6.8.1.6 Use number names, counting s	d of the letters i	ent sources of light. In relation to the types of light and write in ow to count to find out "how many"? (up Core competencies/values: Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation	
	stars, electricity, candle, lanterns.			1-
Phase/Duration	Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing song to welcome each of	ther		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Recite the rhyme (twinkle, twinkle, • Have a conversation on sour)	torch, candle, matches, lamp,
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 (E4) Observe and copy shapes Free numeral writing in the sa Talk about the different source 	and		Cut out shapes, slate, Chalk, sand Sources of light picture cards



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 (C2) In pairs, pick the letter card that represent the initial letter of the word your partner mentions Arrange bottle tops with numerals in order up to 10 Fix puzzles of the sun, moon and star 	letters cards, word cards (star, moon, sun, lights Number bottle tops Puzzles
LEARNING CENTRES 60mins	 Home centre Book centre Construction centre 	Learning Centres
STORY SHARING 30mins	Listen to a story about day and night	Story book/map
	Assessment: C2: Can identify selected sounds in given words.	
	E4 Compare lines and other shapes that are the same and different. eg. Can copy a circle when presented with circles and squares.	
What activities and/or resources will you adapt to meet the needs of learners with special education needs?		
Phase 3: Plenary/Reflections (and teacher) Remedial Support: Plans/strat support learners who could n activity or achieve the skill as	Learner regies to ot do the	



Date:	Week: 9	Theme/Strand: ALL AROUND US	
Date:	week: 9	Theme/Strand: ALL AROUND US	
Day: Tuesday		SUB-STRAND: LIGHT-DAY AND NIGHT	
Class: KG1 Class	ss size:		
Content Standard: K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	K1.6.8.1.2 Use pictures and other text fe K1. 6.8.1.5 Identify, observe and talk about	ems and talk about the different sources of light eatures to aid understanding as they listen to read aloud informulation out art in the immediate natural and manmade environment grequences and how to count to find out "how many"? (up	
_	C	Core competencies/values: Communication and Collaboration Personal development and leadership Problem solving and critical thinking Creativity and Innovation	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing familiar songs and rhymes		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 'Number Talk' (B1) Identify and talk about these sources of lights (Sun, stars, moon, torch, candle, matches, lamp) and expressed how you feel about each. 		Posters/Pictures
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Draw any natural source of light on a slate. Free numeral writing in the sand (up to 10) Talk about the different source of light 		Chalk and Slate Sticks, sand Pictures of different sources of light
<u>PHONICS</u>			



45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw any source of light and colour. Thread boards with the shape of the moon, a star and the sun. Trace around cut out shapes of some natural sources of light e.g. Star, moon, sun 	Sheet, pencil, crayon Threading boards Cut out shapes
LEARNING CENTRES 60mins	 Home centre Book centre Construction centre 	Learning Centres
STORY SHARING 30mins	• Listen to the 'The Day the Sun Left' story Assessment: B1 Can express his/her feelings and ideas.	Story book/map
What activities and/or resource adapt to meet the needs of le special education needs?		
Phase 3: Plenary/Reflections (I teacher) Remedial Support: Plans/strate support learners who could no activity or achieve the skill as	egies to ot do the	



Week 9

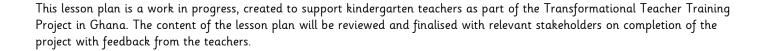
Theme/Strand: ALL AROUND US

Date

Date:	Week: 9	Theme/Strand: ALL AROUND US	
Day: Wednesday		SUB-STRAND: LIGHT-DAY AND NIGHT	
Class: KG1 Class	s size:		
Content Standard: K1.6.8.1 Demonstrate understanding of the sources o light for day and night.	K1.6.8.1.4 Use variety of new voo K1.6.8.1.5 Identify, observe and t	and talk about the different sources of light cabulary learnt about light to form sentences orally. alk about art in the immediate natural and manmade environr	
	K1. 6.8.1.6 Use number names, co	ounting sequences and how to count to find out "how many"	(up to 9)
Performance Indicator: Learners can use new vocabs t Learners can observe and talk Learners can count and find ou	about their art work	Core competencies/values: Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation	
Key words:			
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing song related to day and	night	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	have on light. (Teacher Pro	nme host and ask your teacher any question you might mpts: would anyone like to know what give us light during ear why the Sun was made? How about the stars?)	Paper microphone, Pictures
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Write numerals 1-10 Write the letters of the alphab Play 'pick and count', pick and count' 	et you know numeral for your partner to count objects to match.	Slate, chalk Chalk, slate Numeral cards, bottle tops



PHONICS 45mins GROUP ACTIVITY 2 (INDOOR) 60mins	 Arrange letter cards to form the following words, star, moon, sun and lights Group the pictures according to <i>daylights</i> (e.g. sun, electricity) and <i>nightlights</i> (moon, stars, electricity, candles, lanterns etc.). Write the letters of the alphabet that you know 	Letter cards Pictures of sources of lights, Pencil, colour
LEARNING CENTRES 60mins STORY SHARING 30mins	 Home centre Book centre Construction centre Listen to the 'The Day the Sun Left' story 	Learning Centres Story book
What activities and/or resource adapt to meet the needs of least with special education needs? Phase 3: Plenary/Reflections (land teacher) Remedial Support: Plans/strate support learners who could not activity or achieve the skill assessments.	egies to ot do the	





Date:	Week: 9	Theme/Strand: ALL A	AROUND US	
Day: Thursday		SUB-STRAND: LIGHT	Γ-DAY AND NIGHT	
Class: KG1 Cl	lass size:			
Content Standard: K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	Indicator: K1.6.8.1.1 Recite rhymes/poem K1.6.8.1.4 Use variety of new vocabulary l K1.6.8.1.3 Recognize the beginning sound K1.6.8.1.6 Use number names, counting se	learnt about light to form so of the letters in relation to	entences orally. the types of light and write in the	
Learners can use new vocab Learners can tell the sound	Performance Indicator: Learners can talk about different sources of light Learners can use new vocabs to form simple sentence Learners can tell the sound of letters beginning a word relating to the different sources of light Creativity and Innovation Core competencies/values: Communication and Collaboration Personal development and Leader Problem solving and Critical this Creativity and Innovation		adership	
Phase/Duration	cial, day, night, star, sun, electricity Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing song related to day and night			
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins GROUP ACTIVITY 1 (OUTDOOR) 60mins	 'Number Talk' Talk about and group sources of lights according to daylights (e.g. sun, electricity) and nightlights (moon, stars, electricity, candles, lanterns etc.). Pick a numeral card and count leaves or sticks to match In turns, pretend to be one of the different sources of light and say whether you are a daylight or nightlight. Write the letters of the alphabet on slate. 		Pictures or Posters Numeral cards, leaves, sticks Sources of light pictures cards Slate, chalk	
PHONICS				



45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw and colour any man-made light. Pick a numeral card and then count objects to match the numeral card (A2) Fix puzzles of the sun, moon and star 	Book, pencil, crayon Bottle tops
LEARNING CENTRES 60mins	 Home centre Book centre Shop centre 	Puzzles Learning Centres
STORY SHARING 30mins	• Listen to the 'The Day the Sun Left' story.	
	Assessment: A2: Can attend to task and show persistence in completing it.	Story book
What activities and/or resource you adapt to meet the needs of learners with special education	es will of	
Phase 3: Plenary/Reflections (Land teacher) Remedial Support: Plans/strate support learners who could not activity or achieve the skill ass	egies to It do the	



Date:	Week: 9	Theme/Strand: ALL AROUND US	
Day: Friday		SUB-STRAND: LIGHT-DAY AND NIGHT	
Class: KG1 Class	s size:		
Content Standard: K1.6.8.1 Demonstrate understanding of the sources o light for day and night.		s and talk about the different source of light. bunting sequences and how to count to find out 'how many'?	(up to 9)
Performance Indicator: Learners can talk about the dif Learners can count and find o Key words: natural, artificia	ut how many	Core competencies/values: Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing familiar songs and rhym	nes	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Discuss the uses of light in the second	heir everyday life	Pictures/ Posters
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Group pictures of natural and each group Explore a dismantled touch Identify and name the sources 	artificial sources of lights and count to find how many in s of light.	Pictures of natural and artificial lights touch, batteries Sources of light pictures



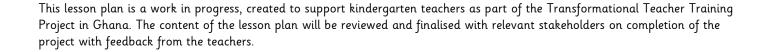
PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Write numerals 1-10 (C2) Draw any natural source of light and write the initial and ending sound underneath Fix puzzles of the sun, moon and star 	Book, pencil Book, pencil Puzzles
LEARNING CENTRES 60mins	 Home centre Book centre Shop centre 	Learning Centres
STORY SHARING 30mins	 Retell the previous day's story and in pairs ask each other what they liked about the story. Assessment: C2: Can identify selected sounds in given words. 	
What activities and/or resourc adapt to meet the needs of least special education needs?		
Phase 3: Plenary/Reflections (L teacher) Remedial Support: Plans/strate learners who could not do the achieve the skill assessed	egies to support	



Date:	Week: 10	Theme/Strand: ALL AROUND US	
Day: Monday		SUB-STRAND: CHANGING WEATHER CO	NDITIONS
Class: KG1 Class	ss size:		
Content Standard: K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons	Indicator: K1.6.9.1.1 Sing and talk about the weather co K1.6.9.1.2 Identify the cover page and illustra K1.6.9.1.5 Identify, observe and talk about ar	ations and listen to and respond to a read aloud text on changes	in the weather conditions.
Performance Indicator: Learners can talk about the we Learners can listen and response	eather condition in Ghana and to a read aloud text about the changes	Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation	
Key words: rainy, sunny, cle		· · ·	
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing a song related to the theme		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	 Tell each other news from the weeken Talk about and act out weather relate 		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	season		Wooden blocks, roofing materials Hat, coat, gloves Sand, sticks



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Fix weather picture puzzles. Free drawing In pairs, attempt to match the weather picture cards to their corresponding word on the board. 	Weather picture puzzles Book, pencil Weather matching card
LEARNING CENTRES 60mins	 Home Centre Book Centre Construction Centres 	Learning Centres
STORY SHARING 30mins	• Listen to a story about the weather Assessment: A2: Can attend to task and show persistence in completing it.	Story book
What activities and/or resour adapt to meet the needs of less special education needs?		
Phase 3: Plenary/Reflections (teacher) Remedial Support: Plans/strat support learners who could n activity or achieve the skill as	regies to ot do the	





Date:	Week: 10	Theme/Strand: ALL AROUND US		
Day: Tuesday		SUB-STRAND: CHANGING WEATHER CONDITIONS	SUB-STRAND: CHANGING WEATHER CONDITIONS	
Class: KG1 Class	s size:			
Content Standard: K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons	dicator: 6.9.1.1 Sing and talk about the weather condition in Ghana. l.6.9.1.3 Identify initial letter sounds of weather and write them under the appropriate pictures l.6.9.1.5 Identify, observe and talk about art in the immediate environment.			
Performance Indicator: Learners can talk the weather condition in Ghana Learners can match words with appropriate pictures Learners can observe and talk about art Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation				
Key words: dry, wet, match, 1 Phase/Duration	Learners activities		Resources	
Phase 1: Starter (preparing the brain for learning) 5mins	Sing song about the weather e.g. Rain, rai	in go away		
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	• 'Number Talk'	an say about changing weather conditions? Discuss pictures r	Cards showing the different types of weather	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 (D1) Run a 'Clothes Relay' race – before the race, you have to add extra clothes, e.g. hat, coat, gloves, and take off along the way before you get to the finish line. Music centre – make different weather sounds. Take it in turns to call any letter hanged around the outside area for everyone to write. 		Hat, coat, gloves	



PHONICS 45mins		Music centre Letter cards
GROUP ACTIVITY 2 (INDOOR) 60mins	 Fix weather picture puzzles Free drawing. In pairs, attempt to match the weather picture cards to their corresponding word on the board. 	Weather picture puzzles Book, pencil Weather matching card
LEARNING CENTRES 60mins	 Home centre Book centre Construction 	Learning Centres
STORY SHARING 30mins	• Retell previous day's story. Assessment: D1 Engages in a variety of gross motor activities.	Story book/map
What activities and/or resources wadapt to meet the needs of learner special education needs?		
Phase 3: Plenary/Reflections (Lear teacher) Remedial Support: Plans/strategie support learners who could not d activity or achieve the skill assess	s to o the	



Date:		Week: 10	Theme/Strand: ALL AROUND US	
Day: Wednesday			SUB-STRAND: CHANGING WEATHER CONDITION	ONS
Class: KG1	Class size	:		
Content Standard: K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons	K1.6.9.1.1 Sing and talk about the weather condition in Ghana. K1.6.9.1.2 Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather conditions.			
Learner can talk about t Learner can use vocabula	Performance Indicator: Learners can talk about the weather conditions in Ghana. Learner can use vocabulary learnt to form simple sentences Personal development and Leadership Creativity and Innovation			
Key words: sunny, clou Phase/Duration	dy, rainy	Learners activities		Resources
		Learners activities		Resources
Phase1: Starter (preparent brain for learning) 5mins	ring the	Sing familiar songs and rhymes		
Phase 2: Main (new lea including assessment) CIRCLE TIME 30mins	J	Have a selection of cards showing this morning's weather and disconnections.	ing the different types of weather the one that matches splay it on the board	cards showing the different types of weather
GROUP ACTIVIT (OUTDOOR) 60mins	<u>YY 1</u>	hot season	ter that will be good in rainy season and provide shade in and draw clouds around each numeral	Roofing material, wooden blocks Sticks



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw and colour any of the weather condition. Weather and clothes matching game. Match the right clothes to the weather. Work in pairs to fix the puzzle correctly by matching the names with their corresponding pictures. 	Book, pencil, crayon Weather and clothes matching Weather picture and Word Puzzle
LEARNING CENTRES 60mins	 Home centre Shop centre Construction	Learning Centres
STORY SHARING 30mins	• (C4) Listen to a story and respond to questions Assessment: C4: Listen to stories and be able to respond to basic questions such as Where? When? and Who?	Story book
What activities and/or resources wi adapt to meet the needs of learner special education needs?		
Phase 3: Plenary/Reflections (Learn teacher) Remedial Support: Plans/strategies support learners who could not do activity or achieve the skill assessed	to the	



Date: Week: 10		Theme/Strand: ALL AROUND U	S		
Day: Thursday		SUB-STRAND: CHANGING WEATHER CONDITIONS			
Class: KG1 Class s	ize:				
K1.6.9.1.5 Identify, observ		about the weather condition in Ghana. rve and talk about art in the immediate environment. oulary learnt to talk about the weather.			
Performance Indicator: Learners can use new words learnt to form simple sentence. Learners can talk about work of art. Learners can talk about the Weather condition in Ghana		e sentence.	Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation		
Key words: sunny, cloudy, rain Phase/Duration	Learners acti	ivities		Resources	
Phase1: Starter (preparing the brain for learning) 5mins	Sing so	ongs related to the theme			
Phase 2: Main (new learning including assessment) <u>CIRCLE TIME</u> 30mins	 'Number Talk' Make a 'Weather Orchestra'. One group voices, one pats their knees to make rain thunder sound and one makes an arm mental than the sound and one makes an arm mental than the sound and one makes an arm mental than the sound and one makes an arm mental than the sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes an arm mental than the sound are sound and one makes are sound and one makes an arm mental than the sound are sound and one makes are sound and one makes		ke rain sound, one claps to make		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	provide 2. Select play	e shade in hot season any of the props e.g. masks	r that will be good in rainy season and s and costumes to create your own roled draw clouds around each numeral	wooden blocks, roofing material masks, costumes	



PHONICS 45mins		Sand, sticks
GROUP ACTIVITY 2 (INDOOR) 60mins	 Work in pairs to fix the puzzle correctly by matching the names with their corresponding pictures Draw picture of your home in wet season and dry season. (D3) Write all the letters of the alphabet that you know. 	Weather picture and Word puzzle Book, pencil
LEARNING CENTRES 60mins	 Home centre Shop centre Construction 	Learning Centres
STORY SHARING 30mins	 Model how to tell a story from a picture showing a changing weather scene. Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy 	Weather Pictures
What activities and/or resources you adapt to meet the needs of learners with special education i	will	
Phase 3: Plenary/Reflections (Led and teacher) Remedial Support: Plans/strategi support learners who could not activity or achieve the skill asses	es to do the	



Date: Week: 10		Theme/Strand: ALL AROUND US		
Day: Friday			SUB-STRAND: CHANGING WEATHER	CONDITIONS
Class: KG1 Class s	ize:			
Content Standard: K1.6.9.1 Demonstrate understan changing weather conditions and	K1.6.9.1.1 Sing ar K1. 6.9.1.5 Identif	fy, observe a fy the cover	at the weather condition in Ghana. and talk about art in the immediate environment. page and illustrations and listen to and respond t	to a read aloud text on changes in
Performance Indicator: Learners can use new words lear Learners can talk about work of	art.		Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation	
Key words: sunny, cloudy, rain Phase/Duration	ny Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to	the theme		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	voices, one pats their sound and one make	r knees to r es an arm n	One group makes a wind sound with their make rain sound, one claps to make thunder novement to represent sunshine.	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Free drawing in the sa Music centre – make Take it in turns to call write 	different we	eather sounds. hanged around the outside area for everyone to	Sticks Music or sound items Letter cards



PHONICS		
45mins		
GROUP ACTIVITY 2	4 (40) 5	
(INDOOR) 60mins	 (A2) Fix puzzles weather picture puzzles Free drawing 	Weather picture puzzles
Commis	3. Work in pairs to fix the puzzle correctly by matching the names with their	Book, pencil
	corresponding pictures.	Weather picture and word
		puzzle.
LEADNING CENTEDES		
LEARNING CENTRES 60mins	Home centre	
oomins	• Shop centre	Learning Centres
	Water centre	Learning Centres
STORY SHARING	Tall a stary from a risture	
30mins	Tell a story from a picture.	G4 a vina vina vi
	Assessment: A2: Can attend to task and show persistence in completing it.	Story map
What activities and/or resources	will	
you adapt to meet the needs of		
learners with special education		
needs?		
Phase 3: Plenary/Reflections (Lea	arner	
and teacher)	as to	
Remedial Support: Plans/strategi support learners who could not	es to	
the activity or achieve the skill		
assessed		
	1	



Date:	Week: 11	Theme/Strand: MY GLOBAL COMMUNITY	
Day: Monday Class: KG1 Class size:		SUB-STRAND: CONNECTING AND COMM COMMUNITY	UNICATING WITH THE GLOBAL
K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world. Performance Indicator:	KI. 7.1.1.2 Talk about the various mean K1.7.1.1.5 Use vocabulary learnt to for ious means we connect with the internal	tional community. (Transportation and Trade)	
Key words: car, ship, aeropla			·
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the the	heme	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins		pictures of different means of transport ned on your way to school.	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Write your name in the sar Role play buying and sellin (E2) Collect the right numhanged in the outdoor area 	ng. ber of stones / leaves to put next to the numerals	Sand, Sticks Mini shop centre Numeral cards 1-10



DHONICS		
PHONICS 45mins		
45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Working in pairs, place the various forms of transport in groups depending on size and colour. Tell a story based on the market scene you select. Play transport Dominoes game 	Transport size and colour sorting Market scene pictures Transport dominoes
LEARNING CENTRES 60mins	 Lorry centre Shop centre Book centre 	Learning Centres
STORY SHARING 30mins	• Listen to a story about transportation Assessment: E2: Use number names, counting in sequence to find out 'how	Story book/Story map (Tro-Tro story)
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	many, matching numbers to objects ' (1-9).	
What activities and/or resources w		
adapt to meet the needs of learne special education needs?	S WILIT	
	as and	
Phase 3: Plenary/Reflections (Learn teacher)	ier ana	
	to	
Remedial Support: Plans/strategies	the state of the s	
support learners who could not do		
activity or achieve the skill assesse	u	



Date:	Week: 11	Theme/Strand: MY GLOBAL COMMUNITY	
Day: Tuesday Class: KG1 Cl	ass size:	SUB-STRAND: CONNECTING AND COMMUNITY	ICATING WITH THE GLOBAL
Content Standard: K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.	KI. 7.1.1.3 Identify the cover page	out the various means by which we connect with the int and the back page of a book in a read aloud simple sen as to decode words which relate to the theme and write	itence.
Performance Indicator:	the alphabet. o decode words	international community. (Transportation and Trade)	Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to	the theme	
Phase 2: Main (new learni including assessment) CIRCLE TIME 30mins	• 'Number Talk'	uld make you leave your community to another	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	2. Draw and paint one r	means of transport using charcoal or clay eacher-made book after you have identified the cover	Pierced bottles with water Charcoal, clay Story books



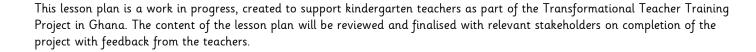
PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw your favourite means of transport. In pairs, arrange bottles between 1-10 and ask your partner to arrange theirs either more/ less/ same and put them all together to find out how many (E1) Working in pairs, place the various forms of transport in groups depending on size and colour. 	Book, pencil Bottles Transport size and colour sorting
LEARNING CENTRES 60mins	Home centre Shop centre Book centre	Learning Centres
STORY SHARING 30mins	Listen to 'I wonder what it is like to fly in an aeroplane' and respond to questions Assessment: E1: Can identify and describe objects by colour, size and name.	
	What activities and/or resources will you adapt to meet the needs of learners with special education needs?	
Phase 3: Plenary/Reflections (Leateacher) Remedial Support: Plans/strategic support learners who could not activity or achieve the skill assess	es to lo the	



Week: 11 Theme/Strand: MY GLOBAL COMMUNITY Date: Day: Wednesday **SUB-STRAND:** CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY Class: KG1 Class size: **Content Standard: Indicator:** K1.7.1.1 Demonstrate understanding of **K1.**7.1.1.2 Talk about the various means by which we connect with the international community-Trade. different ways we connect and communicate with the global world. **KI.**7.1.1.5 Use vocabulary learnt to form simple sentences in real life situation. **K1.7**,1.1.4 Blend individual sounds to decode words which relate to the theme and write the words in their book. **Performance Indicator: Core competencies/values:** Communication and Collaboration Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words. Personal development and Leadership Learners can blend given sounds Creativity and Innovation Key words: car, ship, aeroplane, money Phase/Duration Learners activities Resources Phase1: Starter (preparing the brain for Sing songs related to the theme learning) 5mins Phase 2: Main (new learning including Pictures or videos assessment) Talk about means by which you travel from one place to another CIRCLE TIME 30mins **GROUP ACTIVITY 1** 1. Collect the right number of stones / leaves to put next to the numerals placed in the stones, leaves (OUTDOOR) outdoor area 60mins 2. Write numerals 1-10 in the sand 3. (C1) Play hopscotch with sounds and words



PHONICS 45mins		Numeral cards 1-10 Hopscotch
GROUP ACTIVITY 2 (INDOOR) 60mins	 Tell a story based on the market scene you select. Write all letters of the alphabet you know in order. Draw a market scene and colour. 	Market scene pictures Book, pencil crayon
LEARNING CENTRES 60mins	 Shop centre Book centre Lorry centre 	Learning Centres
STORY SHARING 30mins	Listen to 'I wonder what it is like to fly in an aeroplane' and respond to questions. Assessment: C1: Can tell her/his own short stories about a picture.	story book/map Observation notebook
What activities and/or resou adapt to meet the needs of		
special education needs?		
Phase 3: Plenary/Reflections	(Learner and	
teacher)		
Remedial Support: Plans/stro support learners who could		
activity or achieve the skill of		





Date:	Week: 11	Theme/Strand: MY GLOBAL C	OMMUNITY	· · · · · · · · · · · · · · · · · · ·
Day: Thursday Class: KG1 Cl	ass size:	SUB-STRAND: CONNECTING GLOBAL COMMUNITY	AND COMM	MUNICATING WITH THE
Content Standard: K1.7.1.1 Demonstrate	Indicator:			
understanding of	K1.7.1.1.1 Using pictures, talk about the various m	eans by which we connect with the i	international	community- Transportation.
different ways we connect and communicate with the global world.	KI. 7.1.1.3 Identify the cover page and the back page	ge of a book in a read aloud simple so	entence	
Performance Indicator: Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words. Core competencies/values: Communication and Collaboration Personal development and Leaders! Creativity and Innovation			ntion and Collaboration velopment and Leadership	
Key words: car, ship, aero	pplane, money			
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)	• 'Number Talk'			
CIRCLE TIME 30mins	Discuss how gold, timber and cocoa are	transported from one place to ano	other	



PHONICS 45mins			
GROUP ACTIVITY 2 (INDOOR) 60mins	 Draw an aeroplane and colour. Write numbers 1-10 (A2) Picture puzzle of car and 		Sheet, crayon Book, pencil Vehicle puzzles
LEARNING CENTRES 60mins	Construction CentreBook CentreLorry Centre		Learning Centres
STORY SHARING 30mins	and play well together. E.g. The Day Assessment: A1: Works and plays well with	characters working together, discuss how we work y the Tap dried Up' story n others in a group, mostly follows rules of the	Story book /map
What activities and/or resou	ames.		
you adapt to meet the need	of		
learners with special educat	n needs?		
Phase 3: Plenary/Reflections and teacher)	hase 3: Plenary/Reflections (Learner nd teacher)		
Remedial Support: Plans/strategies to			
support learners who could			
activity or achieve the skill	essed		



Date:	Week: 11	Theme/Strand:	MY GLOBAL COMMUNITY	
Day: Friday Class: KG1 Class si	ize:	SUB-STRAND COMMUNITY	: CONNECTING AND COMMUNICA	ATING WITH THE GLOBAL
Content Standard: K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with global world.			which we connect with the international ck page of a book in a read aloud simple	•
Performance Indicator: Learners can talk about the vario community. (Transportation and Learners can form simple sentence Key words: car, ship, aeroplant	Trade) ce with new words.	nternational Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation		p
	rners activities			Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the	e theme		
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Talk about journeys or sailing boats, submaring		nd the sea by sea fishing boats, rs to distant lands.	Pictures from magazines and books
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Use clay to mode Pick a numeral cathe card (C3) Play hopsed 	ard and make a lir	ansport ne of objects to match the numeral on	Clay Numeral card, stones Hopscotch



PHONICS 45mins			
GROUP ACTIVITY 2 (INDOOR) 60mins	2. Fix vehic	ur local market scene and colour cle puzzles. meral 1-10	Sheet, pencil, colour
			Vehicle puzzles Book, pencil
LEARNING CENTRES 60mins	Construction ce Book centre Lorry centre	ntre	Learning Centres
STORY SHARING 30mins	Assessment: C3	what you think is happening in the pictures on each page of the book Identify spoken words when represented in written form e.g. Can e words on display in the classroom.	Story book
What activities and/or resources			Story book
to meet the needs of learners w education needs?			
Phase 3: Plenary/Reflections (Learner and teacher)			
Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed			



Date:	Week: 12	Theme/Strand: MY GLOBAL COMMUNIT	Y
Day: Monday		SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY	
Class: KG1 Class size:			
Content Standard: K1.7.1.1 Demonstrate understanding of different ways we connect and	KI. 7.1.1.2 Talk about the various m	international community- Transportation. mmunity-Trade.	
communicate with the global world.	K1.7.1.1.5 Use vocabulary learnt to	o form simple sentences in real life situation.	
Performance Indicator: Learners can talk about the var Learners can use new words to	form simple sentence.	ernational community. (Transportation and Trade)	Core competencies/values: Communication and Collaboration Personal development and Leadership Creativity and Innovation
Key words: car, ship, aeroplane, money			l n
Phase/Duration	Learners activities		Resources
Phase1: Starter (preparing the brain for learning) 5mins	Sing songs related to the	he theme	
Phase 2: Main (new learning including assessment) CIRCLE TIME 30mins	Talk about journeys of	pened on your way to school. on rivers and the sea by sea fishing boats, sailing d oil tankers to distant lands.	
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Write your name in the Role play buying and s Collect the right number hanged/placed in the or 	elling. er of stones / leaves to put next to the numerals	Sand, Sticks Mini shop centre Numeral cards 1-10



PHONICS		
45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Working in pairs, place the various forms of transport in groups depending on size and colour. Play transport Dominoes game Fix 'Market word and pictures puzzle' 	Transport size and colour sorting Transport dominoes Market word and pictures puzzle
LEARNING CENTRES 60mins	 Lorry centre Shop centre Book centre 	Learning Centres
STORY SHARING 30mins	 Listen to a story in which character(s) has or have a problem, before you hear how the problem is solved, suggest ideas of how it could be solved. Assessment: 	
What activities and/or resources w	ill	
you adapt to meet the needs of		
learners with special education nee	eds?	
Phase 3: Plenary/Reflections (Learn		
and teacher)		
Remedial Support: Plans/strategies	to	
support learners who could not do		
activity or achieve the skill assesse		
	· · · · · · · · · · · · · · · · · · ·	



Date:	Week: 12	Week: 12 Theme/Strand: MY GLOBAL COMMUNITY		
		SUB-STRAND: CONNECTING AND COMMUNICOMMUNITY	ICATING WITH THE GLOBAL	
Content Standard: K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world. Performance Indicator:	KI. 7.1.1.3 Identify the cover page K1. 7.1.1.4 Blend individual sound	dicator: 1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community- Transportation. 1.7.1.1.3 Identify the cover page and the back page of a book in a read aloud simple sentence. 1.7.1.1.4 Blend individual sounds to decode words which relate to the theme and write the words in their book. Core competencies/values:		
Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can read letters of the alphabet.			Communication and Collaboration Personal development and Leadership Creativity and Innovation	
Phase/Duration	Learners activities		Resources	
Phase1: Starter (preparing the brain for learning) 5mins		Sing songs related to the theme		
Phase 2: Main (new learni including assessment) CIRCLE TIME 30mins	• 'Number Talk'	uld make you leave your community to another		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	2. Draw and paint one i	means of transport using charcoal or clay eacher-made book after you have identified the cover	Pierced bottles with water Charcoal, clay Story books	



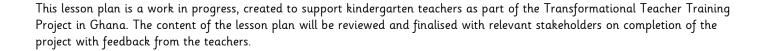
PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play 'where am I going' game (E2) In pairs, arrange bottles between 1-10 and ask your partner to arrange theirs either more/ less/ same and put them all together to find out how many Working in pairs, place the various forms of transport in groups depending on size and colour. 	where am I going' game Bottles Transport size and colour sorting
LEARNING CENTRES 60mins	Home centre Shop centre Book centre	Learning Centres
STORY SHARING 30mins	Listen to the 'I wonder what it is like to fly in an aeroplane' story. Assessment: E2: Use number names, counting in sequence to find out 'how many, matching numbers to objects '(1-9).	
What activities and/or resources adapt to meet the needs of learn special education needs?	will you	
Phase 3: Plenary/Reflections (Leateacher) Remedial Support: Plans/strategic support learners who could not activity or achieve the skill assess	es to do the	



Week: 12 Theme/Strand: MY GLOBAL COMMUNITY Date: Day: Wednesday **SUB-STRAND:** CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY Class size: Class: KG1 **Content Standard: Indicator:** K1.7.1.1 Demonstrate understanding of **K1.**7.1.1.2 Talk about the various means by which we connect with the international community-Trade. different ways we connect and communicate with the global world. **KI.**7.1.1.5 Use vocabulary learnt to form simple sentences in real life situation. **K1.7**,1.1.4 Blend individual sounds to decode words which relate to the theme and write the words in their book. **Performance Indicator: Core competencies/values:** Communication and Collaboration Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words. Personal development and Leadership Learners can blend given sounds Creativity and Innovation Key words: car, ship, aeroplane, money Phase/Duration Learners activities Resources Phase1: Starter (preparing the brain for Sing songs related to the theme learning) 5mins Phase 2: Main (new learning including assessment) Talk about bananas from Ghana being picked, packed and loaded by crane into a boat Pictures or videos to other countries, about tankers being filled with oil to cross the sea, about Ghanaians CIRCLE TIME 30mins flying to see their relatives in other lands. 1. Collect the right number of stones / leaves to put next to the numerals hanged in the **GROUP ACTIVITY 1** Numeral cards 1-10 (OUTDOOR) outdoor area 60mins 2. Write numerals 1-10 in the sand 3. Play hopscotch with sounds and words Hopscotch



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Play 'where am I going' game Write all letters of the alphabet in order. Fix 'Market word and pictures puzzle' 	where am I going' game Book, pencil Market word and pictures puzzle
LEARNING CENTRES 60mins	 Shop centre Book centre Lorry centre 	Learning Centres
	• (C1) Make up a story about a given picture or objects.	Story map/story picture cards
STORY SHARING 30mins	Assessment: C1: Can tell her/his own short stories about a picture.	/objects
What activities and/or resou		
adapt to meet the needs of with special education needs		
Phase 3: Plenary/Reflections		
and teacher)		
Remedial Support: Plans/stro support learners who could		
activity or achieve the skill of		





Date:	Week: 12	Theme/Strand: MY GLOBAL CO	OMMUNIT	Y
Day: Thursday Class: KG1 Class size:		SUB-STRAND: CONNECTING GLOBAL COMMUNITY	AND COM	MUNICATING WITH THE
Content Standard: K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world. Performance Indicator: Learners can talk about the Trade) Learners can form simple so	Indicator: K1.7.1.1.1 Using pictures, talk about the various m K1.7.1.1.3 Identify the cover page and the back page various means we connect with the international contentence with new words.	ge of a book in a read aloud simple se	Core comp Communica Personal de	etencies/values: ation and Collaboration velopment and Leadership and Innovation
Key words: car, ship, aero	pplane, money			
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	 'Number Talk' Talk about journeys on water, by land a 	nd air and the transport used.		
GROUP ACTIVITY 1 (OUTDOOR) 60mins	 Pick a numeral card and make a line of obj Role play one means of transportation. Play Ampe or another playground game of 		d	Numeral cards, stones



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Fix 'Market word and pictures puzzle' Write numbers 1-10 Play 'where am I going' game 	Market word and pictures puzzle Book, pencil Where am I going' game
LEARNING CENTRES 60mins	 Construction Centre Book Centre Lorry Centre 	Learning Centres
STORY SHARING 30mins	 Choose from a selection of pictures from various stories and act out a scene from that story for the others to guess which story it is. Assessment: 	Pictures from different story books or maps
What activities and/or resou	s of	
learners with special educated Phase 3: Plenary/Reflections and teacher) Remedial Support: Plans/strosupport learners who could activity or achieve the skill of	(Learner ategies to not do the	



Week: 12	Theme/Strand:	MY GLOBAL COMMUNITY	
size:	SUB-STRAND COMMUNITY	: CONNECTING AND COMMUNIC	CATING WITH THE GLOBAL
with KI. 7.1.1.3 Identify the dous means we connect with the d Trade)	cover page and the ba	Core competencies/values: Communication and Collaboration	ple sentence
earners activities			Resources
Sing songs related t	to the theme		
			Pictures from magazines and books
card	l and make a line of ob	ojects to match the numeral on the	Numeral card, stones Football
	Indicator: K1.7.1.1.2 Talk about KI.7.1.1.3 Identify the stous means we connect with the data trade) ence with new words. Ine, money earners activities Sing songs related Talk about journe sailing boats, subnumber 1. Free water painting 2. Pick a numeral card card	SUB-STRAND COMMUNITY Indicator: K1.7.1.1.2 Talk about the various means by with KI.7.1.1.3 Identify the cover page and the base of the cover page and the base of the cover with new words. Ince with new words. Ince with new words. Ince money Earners activities Sing songs related to the theme Talk about journeys on water, rivers are sailing boats, submarines and oil tanker. 1. Free water painting 2. Pick a numeral card and make a line of obtained and make a line of o	SUB-STRAND: CONNECTING AND COMMUNIC COMMUNITY Size: Indicator: K1.7.1.1.2 Talk about the various means by which we connect with the internation KI.7.1.1.3 Identify the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page and the back page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud simple to the cover page of a book in a read aloud si



PHONICS 45mins		
GROUP ACTIVITY 2 (INDOOR) 60mins	 Use clay to mould one means of transport Fix vehicle puzzles. Write numeral 1-10 	
LEADNING CENTERES	Construction contro	Clay Vehicle puzzles Book, pencil
LEARNING CENTRES 60mins	Construction centre Book centre Lorry centre	Learning Centres
STORY SHARING 30mins	Choose from a selection of pictures from various stories and act out a scene from that story for the others to guess which story it is.	Pictures from different story books or maps
What activities and/or resources adapt to meet the needs of lear with special education needs?		
Phase 3: Plenary/Reflections (Le and teacher) Remedial Support: Plans/strateg support learners who could not activity or achieve the skill asse	ies to do the	

