

**THE GODFATHER
TERM THREE
SAMPLE BASIC ONE
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

WHATSAPP 0245350591

NANA FIFTEEN ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM THREE
BASIC ONE
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

NANA FIIFI ACQUAH SCHOOL

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GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
2	Songs	Story Telling	Conversation
	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
3	Rhymes	Conversation	Conversation
	Pre-Reading Activities	Phonics	Phonics
	Penmanship	Writing Letters – Small and Capital	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
4	Story Telling	Conversation	Listening Comprehension
	Phonics	Phonics	Phonics
	Penmanship	Writing Letters – Small and Capital	Writing Simple Words and Sentences
	Using Action Words	Using Capitalisation	Using Capitalisation

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	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
5	Story Telling	Listening Comprehension	Listening Comprehension
	Phonics	Vocabulary	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
6	Dramatisation and Role-Play	Listening Comprehension	Asking and Answering Questions
	Word Families, Rhyming Endings and Common Digraphs	Vocabulary	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
7	Dramatisation and Role-Play	Asking and Answering Questions	Asking and Answering Questions
	Word Families, Rhyming Endings and Common Digraphs	Comprehension	Comprehension
	Labelling Items	Controlled Writing	Controlled Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading

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8	Conversation	Asking and Answering Questions	Giving and Responding to Commands/Instructions
	Vocabulary	Comprehension	Comprehension
	Labelling Items	Controlled Writing	Controlled Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
9	Conversation	Giving and Responding to Commands/Instructions and Making Requests	Giving and Responding to Commands/Instructions
	Vocabulary	Comprehension	Comprehension
	Writing Simple Words and Sentences	Controlled Writing	Controlled Writing
	Using Qualifying Words – Adjectives	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
10	Listening Comprehension	Giving and Responding to Commands/Instructions and Making Requests	Presentation
	Comprehension	Comprehension	Comprehension
	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency

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	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading
12	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	building the Love and Culture of Reading

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YEARLY SCHEME OF LEARNING

MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Patterns and Relationship
2	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Patterns and Relationship
3	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
4	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
5	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
6	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	2D and 3D Shapes
7	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Position /Transformation
8	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)	Measurement – Length, Mass and Capacity
9	Number: Counting, Representation, Cardinality & Ordinality	Fractions	Data Collection, Organisation, Interpretation, Presentation and Analysis

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10	Number Operations (Addition, Subtraction, Multiplication and Division)	Fractions	Data Collection, Organisation, Interpretation, Presentation and Analysis
11	Number Operations (Addition, Subtraction, Multiplication and Division)	Fractions	Data Collection, Organisation, Interpretation, Presentation and Analysis
12	Number Operations (Addition, Subtraction, Multiplication and Division)	Money	Data Collection, Organisation, Interpretation, Presentation and Analysis

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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
2	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	MATERIALS	EARTH SCIENCE	FORCES AND MOVEMENT
5	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND SANITATION
6	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
8	THE HUMAN BODY SYSTEMS	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
9	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
10	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
11	ELECTRICITY AND ELECTRONICS	DISEASES	CLIMATE CHANGE
12	ELECTRICITY AND ELECTRONICS	DISEASES	CLIMATE CHANGE

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YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the Weather	Authority and Power
2	Myself	The Environment and the Weather	Authority and Power
3	My Family and the Community	Plants and Animals	Responsible Use of Resources
4	Home and School	Worship	Farming in Ghana
5	The Environment and the Weather	Festivals	Farming in Ghana
6	Plants and Animals	Basic Human Rights	Our Neighbouring Countries
7	Map Making and Land Marks	Being a Leader	Introduction to Computing
8	Population and Settlement	Being a Leader	Sources of Information
9	Worship	Being a Citizen	Technology in Communication
10	Worship	Being a Citizen	Technology in Communication
11	Worship	Authority and Power	Technology in Communication
12	Worship	Authority and Power	Technology in Communication

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YEARLY SCHEME OF LEARNING

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices	Birth of the Leaders of the three Major Religions in Ghana
2	God the Creator	Religious Worship, Prayer and other Religious Practices	Birth of the Leaders of the three Major Religions in Ghana
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Birth of the Leaders of the three Major Religions in Ghana
4	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
5	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
6	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
7	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
8	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
9	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships
10	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships
11	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships
12	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Roles and Relationships

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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
2	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
3	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
4	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
5	Why and How We Study History	How Ghana Got Its Name	The Republics
6	Why and How We Study History	How Ghana Got Its Name	The Republics
7	Community History	How Ghana Got Its Name	The Republics
8	Community History	Some Selected Individuals	The Republics
9	Community History	Some Selected Individuals	The Republics
10	Community History	Some Selected Individuals	The Republics
11	Community History	Some Selected Individuals	The Republics
12	Community History	Some Selected Individuals	The Republics

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Thinking and exploring (Visual Arts)	Thinking and exploring (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and exploring (Performing Arts)	Thinking and exploring (Performing Arts)
3	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
6	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
7	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
8	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
9	Displaying and Sharing (Visual Arts & Performing Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
10	Displaying and Sharing / Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)
11	Appreciating and Appraising (Visual and	Display and Sharing School-Based Project (Visual and	Display and Sharing School-Based Project (Visual and

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	Performing Arts))	Performing Arts)	Performing Arts)
12	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs Rhymes	Conversation/ Talking about Oneself, Family, People and Places	Giving and Following Commands/Instructions
2	Listening and Story Telling	Talking about Oneself, Family, People and Places	Giving and Following Commands /Instructions
3	Dramatisation and Role Play Conversation	Listening Comprehension/ Asking and Answering Questions	Presentation
4	Pre-Reading Activities	Phonics: Letter and Sound Knowledge	Comprehension
5	Print Concept Phonological and Phonemic Awareness	Phonics: Letter and Sound Knowledge	Silent Reading
6	Phonics: Letter and Sound Knowledge	Vocabulary (Sight and Content Vocabulary)	Fluency
7	Penmanship/Handwriting		Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom
8	Penmanship/Handwriting	Writing Letters-Small and Capital	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

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9	Writing Letters-Small and Capital	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	Copying/Writing Simple Sentences with Correct Spacing
10	Integrating Grammar in Written Language (Capitalization)	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar in Written Language (Use of Postpositions)
11	Integrating Grammar in Written Language (Use of Action Words)	Integrating Grammar in Written Language (Use of Qualifying Words/ Postpositions)	Integrating Grammar in Written Language (Spelling)
12	Building the Love and Culture of Reading	Read Aloud With Children	Read Aloud With Children

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills.	STRENGTH
2	LOCOMOTOR SKILLS	Manipulative skills.	ENDURANCE
3	LOCOMOTOR SKILLS	Rhythmic skills.	FLEXIBILITY
4	MANIPULATIVE SKILLS	Rhythmic skills.	Fitness Programme,
5	MANIPULATIVE SKILLS	Rhythmic skills.	Healthy Diet,
6	MANIPULATIVE SKILLS	Space Awareness,	Safety and Injuries,
7	MANIPULATIVE SKILLS	Dynamics,	Self-Responsibility
8	MANIPULATIVE SKILLS	Relations,	Social Interaction
9	MANIPULATIVE SKILLS	Body Management	Group Dynamics
10	MANIPULATIVE SKILLS	Strategies	Critical Thinking
11	MANIPULATIVE SKILLS	Strategies	Critical Thinking
12	MANIPULATIVE SKILLS	Aerobic capacity	Critical Thinking

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1.1	
3	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Position /Transformation	B1.3.2.1.	B1.3.2.1. 1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	GEOMETRY AND MEASUREMENT	Measurement – Length, Mass and Capacity	B1.3.3.1.	B1.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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10	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

B1 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
4	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B1.6.1.1..	B1.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
8	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
9	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary

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10	Independent Ghana	The Republics	B1.6.1.1..	B1.6.1.1.1.	Posters, documentary
11	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
12	Independent Ghana	The Republics	B1.6.1.1..	B1.6.1.1.1.	Posters, documentary

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TERMLY SCHEME OF LEARNING

B1 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.2.	B1.1.1.2.3	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	MATERIALS	B1.1.2.3.	B1.1.2.3.1	
3	CYCLES	EARTH SCIENCE	B1.2.1.4.	B1.2.1.4.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	FORCES AND MOVEMENT	B1.4.3.2.	B1.4.3.2.1	
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1. 5.1.1	B1. 5.1.1.3	
6	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B1.5.1.2.	B1.5.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B1.5.3.1.	B1.5.3.1.1	
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B1.5.3.2.	B1.5.3.2.1	
9	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B1.5.4.1.	B1.5.4.1.1	
10	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B1.5.4.1.	B1.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B1.5.4.1.	B1.5.4.1.1	
12	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B1.5.4.1.	B1.5.4.1.1	

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TERMLY SCHEME OF LEARNING

B1 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.3	Word cards sentence cards, class library
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.3.	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
2	Oral Language	Conversation	B1.1.6.2..	B1.1.6.2.1.	Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2	B1.2.1.2.3	
	Writing	Writing Letters – Small and Capital	B1.4.3.1..	B1.4.3.1.3.	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Extensive Reading	building the Love and Culture of Reading			
3	Oral Language	Conversation	B1.1.6.2.	B1.1.6.2.2	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.5	
	Writing	Writing Letters – Small and Capital	B1.4.3.1..	B1.4.3.1.3.	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
4	Oral Language	Listening Comprehension	B1.1.7.1..	B1.1.7.1.4.	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.6	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.3	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
5	Oral Language	Listening Comprehension	B1.1.7.1..	B1.1.7.1.4.	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.3	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.3	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	

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6	Oral Language	Asking and Answering Questions	B1.1.8.1..	B1.1.8.1.2.	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.3	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.3	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
7	Oral Language	Asking and Answering Questions	B1.1.8.1..	B1.1.8.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B1.2.7.2..	B1.2.7.2.4.	
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
8	Oral Language	Giving and Responding to Commands/Instructions	B1.1.9.1..	B1.1.9.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.5	
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
9	Oral Language	Giving and Responding to Commands/Instructions	B1.1.9.1..	B1.1.9.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.6	
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3	
	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1	B1.5.10.1.2	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
10	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.6	
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
11	Oral Language	Presentation	B1.1.10.1..	B1.1.10.1.3.	Word cards sentence cards, class library
	Reading	Fluency	B1.2.9.1..	B1.2.9.1.2.	
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	

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	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
12	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.3.	Word cards sentence cards, class library
	Reading	Fluency	B1.2.9.1.	B1.2.9.1.2.	
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	

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TERMLY SCHEME OF LEARNING

B1 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.2.3.	B1.3.2.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.3.4.	B1.3.3.4.1	Drums, Speakers
3	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.4.5.	B1.3.4.5.1	Balls, Videos and Picture,
4	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.1.4.	B1.4.1.4.1	Drums, Speakers
5	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.2.4.	B1.4.2.4.1:	Balls, Videos and Picture,
6	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.3.4.	B1.4.3.4.1:	Drums, Speakers
7	Values and Psycho-social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.1.5.	B1.5.1.5.1	Balls, Videos and Picture,
8	Values and Psycho-social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.2.5.	B1.5.2.5.1	Drums, Speakers
9	Values and Psycho-social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.3.5.	B1.5.3.5.1	Balls, Videos and Picture, Drums, Speakers
10	Values and Psycho-social Concepts,	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.4.5.	B1.5.4.5.1	Balls, Videos and Picture,

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	Principles and Strategies				Drums, Speakers
11	Values and Psycho-social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.4.5.	B1.5.4.5.1	Videos and Picture, Drums
12	Values and Psycho-social Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.4.5.	B1.5.4.5.1	Videos and Picture, Drums

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TERMLY SCHEME OF LEARNING

B1 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1	B1 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.4.	B1 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.4.	B1 2.3.4.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B1 1.1.1. B1 2.1.1.	B1 1.1.1.4 B1 2.1.1.4.	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B1 1.2.2. B1 2.2.2.	B1 1.2.2.4. B1 2.2.2.4.	-do-
11	Performing Arts	Display and Sharing	B1 1.3.5. B1 2.3.5.	B1 1.3.5.3 B1 2.3.5.3	-do-

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		School-Based Project (Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B1 1.3.5. B1 2.3.5	B1 1.3.5.3 B1 2.3.5.3	-do-

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TERMLY SCHEME OF LEARNING

r B1 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious Leaders	Birth of the Leaders of the three Major Religions in Ghana	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall words, posters, video clip, etc
2	Religious Leaders	Birth of the Leaders of the three Major Religions in Ghana	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall words, posters, video clip, etc
3	Religious Leaders	Birth of the Leaders of the three Major Religions in Ghana	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall words, posters, video clip, etc
4	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall words, posters, video clip, etc
5	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall words, posters, video clip, etc
6	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall words, posters, video clip, etc
7	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
8	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
9	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
10	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
11	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
12	The Family and the Community	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING

B1 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR NATION GHANA	Authority and Power	B1.4.2.1.	B1.4.2.1.2.	Pictures, Charts, Video Clip
2	OUR NATION GHANA	Authority and Power	B1.4.2.1..	B1.4.2.1.2.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Responsible Use of Resources	B1.4.3.1.	B1.4.3.1.1	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Farming in Ghana	B1.4.4.1..	B1.4.4.1.1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Farming in Ghana	B1.4.4.2.	B1.4.4.2.1	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B1.5.1.1..	B1.5.1.1.1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Introduction to Computing	B1.5.2.1.	B1.5.2.1. 1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Sources of Information	B1.5.3.1..	B1.5.3.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1..	B1.5.4.1.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1..	B1.5.4.1.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1..	B1.5.4.1.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1.	B1.5.4.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING**GHANAIAI LANGUAGE P1 Term 3**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/Instructions	B1.1.10.1. B1.1.11.1.	B1.1.9.1.3 B1.1.10.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Giving and Following Commands /Instructions	B1.1.11.1. B1.1.11.1.	B1.1.10.1.2 B1.1.11.1.1.	
3.	Oral Language	Presentation	B1.2.5.1. B1.2.6.1. B1.2.6.1.	B1.1.11.1.2 B1.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B1.2.6.1. B1.2.7.1. B1.2.7.1.	B1.2.5.1.4 B1.2.6.1.1 B1.2.6.1.2	Manila cards, markers, recorded audio-visual
5.	Reading	Silent Reading	B1.2.8.1. B1.2.8.1.	B1.2.6.1.3 B1.2.7.1.1 B1.2.7.1.2	Manila cards, markers, recorded audio-visual
6.	Reading	Fluency	B1.3.3.1. B1.3.3.1.	B1.2.8.1.1 B1.2.8.1.2	Manila Cards, Class reader
7.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	B1.3.3.2.	B1.3.3.1.3 B1.3.3.1.4	Manila Cards, Markers
8.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	B1.1.10.1. B1.1.11.1.	B1.3.3.2.1	Word cards, Manila card Markers Word cards Manila card Markers

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9.	Writing	Copying/Writing Simple Sentences with Correct Spacing	B1.3.4.1.	B1.3.4.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Postpositions)	B1.5.5.1. B1.5.5.1. B1.5.7.1.	B1.5.5.1.2 B1.5.5.1.3 B1.5.7.1.1.	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Spelling)	B1.5.7.1 B1.5.7.1.	B1.5.7.1.2 B1.5.7.1.3	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud With Children	B1.6.2.1.	B1.6.2.1.1	Manila Cards, Markers

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TERM THREE
BASIC ONE
WEEK 1

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Pre-Reading Activities B. Writing Letters – Small and Capital C. Using Capitalisation D. Building the Love and Culture of Reading		
Indicator (code)	B1.2.1.2.3.	B1.4.3.1.3.	B1.5.1.1.3	B1.6.1.1.1
Content standard (code)	B1.2.1.2. .	B1.4.3.1. .	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution) B. Learners can write words using both capital and small letters C. Learners can use capital letters to write other proper nouns D. Learners can read a variety of age – appropriate books and texts from print			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page			

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Say a word and model using phoneme deletion, addition and substitution strategies to say new words from the given word, e.g. <ul style="list-style-type: none"> - phoneme deletion: brat= rat, etc. - phoneme substitution: cat=bat, bat = bet, bet=bell, etc. - phoneme addition: all =ball, etc. <p>Assessment: let learners mention new words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Write words in upper and lower cases. • Model pronunciation of target words for learners to repeat. • Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly). <p>Assessment: let learners write words using both capital and small letters</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Let them write the names of towns and particular places they are familiar with, beginning with capital letters, e.g. names of schools, Adukrom Primary School.</p> <p>Assessment: let learners use capital letters to write other proper nouns</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none">• Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	
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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Patterns and Relationship	
Indicator (code)	B1.2.1.1.1		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can demonstrate an understanding of repeating patterns with 2 to 4 repeating elements		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like: I'm counting	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4... __) with 2 to 4 repeating elements, - shape patterns (e.g. □ □ ★ □ □ ★ □ □ ...) with 2 to 4 repeating elements,	Review the lesson with Learners

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	one, what is one.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one	Identifying, duplicating, extending or creating a simple -sound (clap, clap, snap, snap, clap, clap, snap, snap...) with 2 to 4 repeating elements, or - action patterns (stand up, sit down, clap, stand up, sit down, clap...) with 2 to 4 repeating elements. - Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g., - □□□□□□□□□□ - 2 4 6 2 ___ 6) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g., - □□□□□□□□□□ - 2 4 6 2 ___ 6) Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4... ___) with 2 to 4 repeating elements, - shape patterns (e.g. □ □ ★ □ □ ★ □ □ ...) with 2 to 4 repeating elements, Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B1.1.1.2.3		
Content standard (code)	B1.1.1.2.		
Performance Indicator	Learners can describe the differences between living and non-living things.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Watch a video or observe pictures of living and non-living things or go on an observational trip around the school community to observe living and non-living things. • Learners mention the names of the specific living things and non-living things observed. • Describe the differences between living and non-living things using think–pair share (focus on differences in movement, growth, feeding, reproduction). 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none">• Give reasons for grouping things into living and non-living.• Learners reflect on what they have learnt about living and non- living things and answer questions like: What are examples of living things? What are examples of non- living things? In what ways are living things different from non-living things? Come out with differences between non-living things and things that are dead. <p>Assessment: let learners describe the differences between living and non-living things</p>	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions in Ghana	
Indicator (code)	B1. 3.1.1.1:		
Content standard (code)	B1. 3.1.1.1:		
Performance Indicator	Learners can narrate the stories of the birth of religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islamic and ATR Assessment: let learners narrate the stories of the birth of religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1. 1.1.1.3		
Content standard (code)	B1. 1.1.1.		
Performance Indicator	Learners can reflect on own experiences and talk about how the visual artworks produced or found in the local community reflect the natural environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ show knowledge about natural things (e.g. stone, wood, feather); ☑ describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none">☑ take out-of-classroom walk to observe natural objects in the surroundings and collect samples and/or take photographs;☑ organise the sample of natural objects and study their features variety of colours, shapes, size, etc. observed in them;☑ organise the sample of natural objects collected to create a 'natural learning corner' in the classroom;☑ share ideas about the sample of natural objects ☑ develop ideas for drawing and colouring pictures, modelling☑ consider the features of the things observed in the natural environment, e.g. beauty, size, smoothness, roughness, hardness, softness, how shiny, variety, repetition, weight, space, shape, form, line, colour, texture). <p>Assessment: let learners talk about how the visual artworks produced or found in the local community reflect the natural environment</p>	
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Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Authority and Power	
Indicator (code)	B1.4.2.1.2.		
Content standard (code)	B1.4.2.1.		
Performance Indicator	Learners can identify people who have power and authority and respect them, as a responsible citizen.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the people who have power and authority: i. at Home: father, mother, older siblings ii. in class/school: head teacher, class teacher, school prefects, class prefects Learners give examples of persons occupying such positions.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify people who have power and authority at Home	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the people who have power and authority:</p> <p>iii. in the community: chiefs, parliamentarians, assembly members</p> <p>iv. in the nation: president, vice president, speaker of parliament</p> <p>Learners give examples of persons occupying such positions.</p> <p>Assessment: Let learners identify people who have power and authority in class/school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore which Europeans came to Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Europeans came to Ghana?	Identify the European countries whose citizens came and settled in Ghana — Portugal, Britain, France, Sweden, Germany (Brandenburg), Denmark, Norway, Netherlands. Assessment: let learners identify which Europeans came to Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Identify the European countries whose citizens came and settled in Ghana — Portugal, Britain, France, Sweden, Germany (Brandenburg), Denmark, Norway, Netherlands. Assessment: let learners identify which Europeans came to Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : STRENGTH	
Indicator (code)	B1.3.2.3.1		
Content standard (code)	B1.3.2.3.		
Performance Indicator	Learners can perform four continuous push ups (biceps and triceps).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper body weight up and flex the arms to move the body back to the lying position. Guide learners to practice to establish their base line. Encourage them to practice at home for improvement	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/Instructions	
Indicator (code)	B1.1.9.1.3	B1.1.10.1.1.	
Content standard (code)	B1.1.9.1.	B1.1.10.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should recognise how to answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’. The learner should explain what a command is 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.” Ask learners questions to find out if they can recognise when to use question tags. “what?”, “who?”, “where” and “when”. 	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • Ask some learners to write some questions consisting of the question words on the board. • Ask another learner to read and identify the question words. <p>Assessment: let learners identify how to answer questions on, 'who", "what", "where" and" when".</p>	
	Engage learners to sing songs and recite familiar rhymes	<p>Write some commands on a flashcard.</p> <ul style="list-style-type: none"> • Lead learners to read the commands on the flashcard. • Direct learners to demonstrate the commands they have read. • Assist learners to recognise commands. E.g: Stand up! Sit down! etc. <p>Assessment: let learners explain what a command is</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some commands on a flashcard. • Lead learners to read the commands on the flashcard. • Direct learners to demonstrate the commands they have read. • Assist learners to recognise commands. E.g: Stand up! Sit down! etc. <p>Assessment: let learners explain what a command is</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 2**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Pre-Reading Activities C. Writing Letters – Small and Capital D. Using Capitalisation E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.6.2.1	B1.2.1.2.3.	B1.4.3.1.3.	B1.5.1.1.3	B1.6.1.1.1
Content standard (code)	B1.1.6.2.	B1.2.1.2. .	B1.4.3.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can engage in collaborative conversation B. Learners can say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution) C. Learners can write words using both capital and small letters D. Learners can use capital letters to write other proper nouns E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

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T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher’s office, library, etc.). • Lead learners, with questions, to talk about the places and their importance. • Let learners identify the importance of the places listed above. • In pairs/small groups, let learners engage in conversations on specific topics. <p>Assessment: let learners talk about places and their importance.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Say a word and model using phoneme deletion, addition and substitution strategies to say new words from the given word, e.g. - phoneme deletion: brat= rat, etc. - phoneme substitution: cat=bat, bat = bet, bet=bell, etc. - phoneme addition: all =ball, etc. <p>Assessment: let learners mention new words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Write words in upper and lower cases. • Model pronunciation of target words for learners to repeat. • Let learners copy the words from the board. <p>Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly).</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners write words using both capital and small letters.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Let them write the names of towns and particular places they are familiar with, beginning with capital letters, e.g. names of schools, Adukrom Primary School.</p> <p>Assessment: let learners use capital letters to write proper nouns</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Patterns and Relationship	
Indicator (code)	B1.2.1.1.1		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can demonstrate an understanding of repeating patterns with 2 to 4 repeating elements		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Representing a repeating sound or number pattern as shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as clap, snap, clap, snap or as ★ □ ★ □) Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Representing a repeating sound or number pattern as shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as clap, snap, clap, snap or as ★ □ ★ □) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns. Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns. Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identifying and describing patterns in and outside the classroom (in a song, in a fabric, etc.) For instance, use patterns in Kente as examples of repeating patterns. Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B1.1.2.3.1		
Content standard (code)	B1.1.2.3.		
Performance Indicator	Learners can demonstrate understanding that a mixture is two or more objects or materials put together.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Present several different materials to the groups such as gari, sand, water, saw dust, milo, salt, sugar, milk powder, etc. • Learners work in groups to combine the materials in any proportion, two at a time, e.g. gari and sand; milo and milk powder; sugar and water etc. and describe what happens in each case. • Learners find out whether the products they have formed are the same as the individual materials. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • In groups, learners give names to the combinations they have formed <p>Assessment: let learners explain what is a mixture</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with samples of mixtures, e.g. a mixture of different coloured beads, a mixture of chocolate pellets of different colours to separate. <p>NB: The idea is for them to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other</p> <p>Assessment: let learners explain what is a mixture</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions in Ghana	
Indicator (code)	B1. 3.1.1.1:		
Content standard (code)	B1. 3.1.1.		
Performance Indicator	Learners can narrate the stories of the birth of religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners tell stories about the birth of the religious leaders Assessment: let learners narrate the stories of the birth of religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1 2.1.1.3		
Content standard (code)	B1 2.1.1.		
Performance Indicator	Learners can reflect on own experiences and talk about how the performing artworks produced or performed in the local community reflect the natural environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ show knowledge about natural things or objects (e.g. stone, wood, feather); ☑ describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment; ☑ take out-of-classroom walks to observe natural things and objects in the local surroundings and collect	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>samples and/or take photographs or make videos of the natural environment</p> <p>☑ organise samples of natural objects collected to create a 'natural learning corner' in the classroom</p> <p>Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements)</p> <p>☑ share ideas about how any of the natural objects collected can be used to produce or perform music, dance or drama in the local community</p> <p>☑ use ideas gained to improvise own performing artworks that express knowledge of the natural environment.</p> <p>Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Authority and Power	
Indicator (code)	B1.4.2.1.2.		
Content standard (code)	B1.4.2.1.		
Performance Indicator	Learners can identify people who have power and authority and respect them, as a responsible citizen.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the people who have power and authority: i. at Home: father, mother, older siblings ii. in class/school: head teacher, class teacher, school prefects, class prefects Learners give examples of persons occupying such positions.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify people who have power and authority in the community	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the people who have power and authority:</p> <p>iii. in the community: chiefs, parliamentarians, assembly members</p> <p>iv. in the nation: president, vice president, speaker of parliament</p> <p>Learners give examples of persons occupying such positions.</p> <p>Assessment: Let learners identify people who have power and authority in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can explore which Europeans came to Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Arrange the Europeans in the order in which they came to Ghana (starting with those who came first). Assessment: let learners identify which Europeans came to Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Which country came first?		
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Arrange the Europeans in the order in which they came to Ghana (starting with those who came first).</p> <p>Assessment: let learners identify which Europeans came to Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : ENDURANCE	
Indicator (code)	B1.3.3.4.1		
Content standard (code)	B1.3.3.4.		
Performance Indicator	Learners can perform sit and reach.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners sit with legs opened at shoulder width apart. Guide them to the toes of one leg with their hand and flex the trunk to touch the knee with their forehead. Learners flex and end at their limit.	What have we learnt today? Use answers to summarise the lesson.

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Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/Instructions	
Indicator (code)	B1.1.10.1.2	B1.1.11.1.1.	
Content standard (code)	B1.1.10.1.	B1.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should respond to four or five commands • The learner should discuss the times of the day 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Revise the commands with learners. <ul style="list-style-type: none"> • Call learners in pairs and let one issue a command while the other does what the command says. • Ask learners to tell you the reaction of the other learner when the command was issued. • Let learners know why they should obey commands. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners respond to four or five commands	
	Engage learners to sing songs and recite familiar rhymes	<p>Write the different times of the day on a flashcard.</p> <ul style="list-style-type: none"> • Lead learners to read the different times of the day. • Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening. <p>Assessment: let learners the times of the day</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the different times of the day on a flashcard. • Lead learners to read the different times of the day. • Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening. <p>Assessment: let learners identify the times of the day</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 3

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Phonics C. Writing Letters – Small and Capital D. Using Capitalisation E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.6.2.2.	B1.2.2.1.5	B1.4.3.1.3.	B1.5.1.1.3	B1.6.1.1.1
Content standard (code)	B1.1.6.2.	B1.2.2.1.	B1.4.3.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can talk about likes and dislikes: food, animals, toys, etc. B. Learners can segment syllables/words into sounds. C. Learners can write words using both capital and small D. Learners can use capital letters to write other proper nouns E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <p>Learners talk about likes and dislikes: food, animals, toys, etc.</p> <p>Assessment: let learners talk about likes and dislikes: food, animals, toys, etc.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Revise the sounds of letters and words learners have learnt. • Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by mother = mo-ther • Let learners read the words and use them in sentences. <p>Assessment: let learners segment syllables/words into sounds</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Write words in upper and lower cases. • Model pronunciation of target words for learners to repeat. • Let learners copy the words from the board. <p>Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly).</p> <p>Assessment: let learners write words using both capital and small</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Let them write the names of towns and particular places they are familiar with, beginning with capital letters, e.g. names of schools, Adukrom Primary School.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners use capital letters to write other proper nouns	
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	2D cut out shapes and 3D objects		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or	Review the lesson with Learners

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	I'm counting one, what is one	beyond; Identify what features define a shape or an object (e.g. triangles are closed and have three sides) and other features (colour, orientation or size) Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or beyond; Identify what features define a shape or an object (e.g. triangles are closed and have three sides) and other features (colour, orientation or size) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given pre-sorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone,.	Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given pre-sorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting	Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given pre-	Review the lesson with Learners

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	one, what is one 1 - One is one	sorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort them Assessment: have learners to practice with more examples	
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B1.2.1.4.2		
Content standard (code)	B1.2.1.4.		
Performance Indicator	Learners can demonstrate the existence of air in the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage learners in a number of games/ fun activities that demonstrate the existence of air, e.g. waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag, observing the leaves of a plant in the school, closing their mouths and then taking a deep breath, asking learners to fan themselves or sit in front of a working fan. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move <p>Assessment: let learners explain the existence of air in the environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to outline uses of air in their lives. e.g. whistling, blowing of trumpets, flying kites, sailing of boats, breathing, etc. <p>Summarise the lesson by explaining to learners that air is everywhere</p> <p>Assessment: let learners explain the existence of air in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions in Ghana	
Indicator (code)	B1. 3.1.1.1:		
Content standard (code)	B1. 3.1.1.		
Performance Indicator	Learners can narrate the stories of the birth of religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise the birth of the religious leaders. Assessment: let learners narrate the stories of the birth of religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.2.3		
Content standard (code)	B1 1.2.2.		
Performance Indicator	Learners can explore available means of using relevant visual arts making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ recall ideas gathered on the making and use of visual artworks that are produced or found in the local community; ☑ refine own ideas on visual art making tools, materials and methods used by the local artists;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>☑ organise and develop own ideas, knowledge an understanding of what makes up the natural and man-made environment;</p> <p>Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made environments</p> <p>Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B1.4.3.1.1		
Content standard (code)	B1.4.3.1.		
Performance Indicator	Learners can explore the types of energy sources available in the home, school and community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through questions and answers, learners mention the types of energy sources available in their homes and communities, e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG) (Whole class /small group discussion). Learners talk about uses of energy, e.g. cooking, smoking and drying of food items.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners mention the types of energy sources available in the home and school	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw a bulb, flashlight coal pot, etc Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community. Assessment: Let learners mention the types of energy sources available in the home, school and community.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify countries on the world map using the internet		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Locate each of these countries on the world map using the internet Assessment: let learners identify countries on the world map using the internet	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Locate each of these countries on the world map using the internet Assessment: let learners identify countries on the world map using the internet	What have we learnt today? Where did they first settle? (From parents)
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B1.3.4.5.1		
Content standard (code)	B1.3.4.5.		
Performance Indicator	Learners can identify human body parts.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Use pictures and videos to help learners identify parts of the body. Mention a body part and ask learners to point at it on the wall chart	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B1.1.11.1.2.	B1.1.11.1.3	
Content standard (code)	B1.1.11.1.	B1.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should say the names of the days of the week. • The learner should say the time by the hour 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the names of the days of the week on the board. • Lead learners to read the names of the days of the week. • Assist learners to recognise and mention the names of the days of the week. E.g. Monday, Tuesday, Wednesday, etc. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners say the names of the days of the week.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to tell the time for assembly and for recreation time in the school. • Discuss time with the learners using a model clock. • Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o'clock. The time is 12 o'clock, etc. <p>Assessment: let learners say the time by the hour</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to tell the time for assembly and for recreation time in the school. • Discuss time with the learners using a model clock. • Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o'clock. The time is 12 o'clock, etc. <p>Assessment: let learners say the time by the hour</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 4

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Phonics C. Writing Simple Words and Sentences D. Using Capitalisation E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.7.1.4	B1.2.2.1.6.	B1.4.5.1.3	B1.5.1.1.3	B1.6.1.1.1
Content standard (code)	B1.1.7.1.4	B1.2.2.1.	B1.4.5.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) B. Learners can use alphabetic knowledge to decode known words C. Learners can use basic descriptive words in writing simple sentence D. Learners can use capital letters to write other proper nouns E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the picture. <p>Have them describe, in groups/pairs, the pictures to one another in turns</p> <p>Assessment: let learners describe the pictures to one another in turns</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Let learners sing an alphabet song. • Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango. This is my sister. • Have learners read similar words from the word charts. <p>Assessment: let learners use alphabetic knowledge to decode known words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc. • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects. • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences). Assessment: let learners use basic descriptive words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	<u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u> Let them write the names of towns and particular places they are familiar with, beginning with capital letters, e.g. names of schools, Adukrom Primary School. Assessment: let learners use capital letters to write proper nouns	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<u>E. EXTENSIVE READING</u> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. Assessment: let learners read a variety of age – appropriate books and texts from print	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle	Review the lesson with Learners


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	I'm counting one, what	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting	Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them) 	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B1.4.3.2.1		
Content standard (code)	B1.4.3.2.		
Performance Indicator	Learners can understand what simple machines are and cite common examples.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage learners in an activity to identify common machines in their homes and school. Assemble simple machines for learners to explore their uses in the home. Help learners to demonstrate the use of the provided machines for undertaking various tasks.eg opening bottles, picking up granules, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners cite common examples of simple machines	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Elaborate on the importance of such machines in daily living. • Summarise learners' responses by explaining that machines enable work to be done easier and faster. • Engage learners to draw any of the devices of their choice. <p>Assessment: let learners explain what simple machines are</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.1:		
Content standard (code)	B1. 4.1.1.1		
Performance Indicator	Learners can identify the role of the individual members of the family.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners, in groups, talk about their roles and roles of their parents in the family: <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. Assessment: let learners identify the role of the individual members of the family.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.2.3		
Content standard (code)	B1 2.2.2.		
Performance Indicator	Learners can explore available means of using relevant performing arts instruments, resources and methods to create own artworks that reflect the natural and manmade environments of the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to <input type="checkbox"/> recall ideas gathered on the making and use of the music, dance and drama artworks in the local community <input type="checkbox"/> refine own ideas on the instruments, resources and methods used by local performing artists <input type="checkbox"/> organise and develop own ideas on what makes up the natural and manmade environments	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: plan for making own performing artworks that will reflect the natural and manmade environments of the local community. Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B1.4.4.1.1.		
Content standard (code)	B1.4.4.1.		
Performance Indicator	Learners can describe farming activities in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners look around the school or community and talk about different farm activities the people do/watch pictures/ films on different types of farm activities e.g. growing of vegetable, fruits, corn, goats, sheep, pigs, cattle, etc. Assessment: Let learners describe farming activities in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw some farming activities e.g. weeding the farm or garden, feeding animals. Assessment: Let learners draw some farming activities	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B1.3.1.1.1		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify where each country first settled in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Find out where each country first settled in Ghana Assessment: let learners identify where each country first settled in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Find out where each country first settled in Ghana Assessment: let learners identify where each country first settled in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Physical Fitness Concepts, Principles and Strategies		Sub-strand : Fitness Programme	
Indicator (code)	B1.4.1.4.1:		
Content standard (code)	B1.4.1.4.		
Performance Indicator	Learners can participate in enjoyable physical activities for increasing periods of time.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B1.2.5.1.4	B1.2.6.1.1.	B1.2.6.1.2
Content standard (code)	B1.2.5.1.	B1.2.6.1.	B1.2.6.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should group cards bearing the same words together • The learner should answer questions based on pictures. • The learner should answer questions based on simple sentences. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use flash cards with words on them. • Put learners into groups and charge them to group cards bearing the same words together. NB: Teacher supervises the groups. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners group cards bearing the same words together	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Display a large picture on the board. • Ask learners questions based on the picture displayed for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board <p>Assessment: let learners answer questions based on pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read short sentences aloud. • Lead learners to read the short sentences. • Ask questions based on the sentences read for learners to answer <p>Assessment: let learners answer questions based on pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 5**

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Writing Simple Words and Sentences D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.7.1.4	B1.2.6.1.3	B1.4.5.1.3	B1.5.4.1.3	B1.6.1.1.1
Content standard (code)	B1.1.7.1.	B1.2.6.1.	B1.4.5.1.	B1.5.4.1.	B1.6.1.1.
Performance Indicator	A. Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) B. Learners can use words acquired through talk and reading in conversation C. Learners can use basic descriptive words in writing simple sentence D. Learners can use the present tense continuous form of verbs E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref: English Language curriculum Page					

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the picture. <p>Have them describe, in groups/pairs, the pictures to one another in turns</p> <p>Assessment: let learners describe the pictures to one another in turns</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • In groups, let learners engage in conversation using familiar and high frequency words on given topics. e. g. My Classroom <p>Assessment: let learners use new words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc. • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects. • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences). <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.2		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify three-dimensional shapes, including spheres ones, cylinders, rectangular prisms (including cubes), and triangular prisms and describe their attributes using formal geometric language		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B1. 5.1.1.3		
Content standard (code)	B1. 5.1.1.		
Performance Indicator	Learners can demonstrate an understanding of the need for and how to wash the hands.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners through questions to come out with the importance of washing the hands. • Elaborate on their responses to introduce the topic “Hand-Washing”. • Learners discuss when to wash their hands. (The hands must be washed after visiting the toilet, before and after eating, after practical activity, after returning home from school or the playground). 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Ask learners to name items used in hand-washing, (soap and running clean water). <p>Assessment: let learners explain the need to wash the hands.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, emphasizing washing under running/flowing water. • Engage learners in groups to demonstrate washing of hands. • Learners brainstorm the possible health effects associated with failure to wash the hands properly. • Ask learners to draw illustrations of them washing their hands with water and soap <p>Assessment: let learners describe how to wash the hands.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.1:		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can identify the role of the individual members of the family.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners, in groups, talk about their roles and roles of their parents in the family: <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. <p>Assessment: let learners identify the role of the individual members of the family.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.3.3		
Content standard (code)	B1 1.2.3.		
Performance Indicator	Learners can create own visual artworks to express own views, knowledge and understanding of topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ make artworks to reflect some topical issues in the local community Assessment: let learners create own visual artworks to express own views, knowledge and understanding of topical issues in the local community	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing song s and recite familiar rhymes</p>	<p>Learners are to: ☑ make own drawings and colour them to educate the local community on those topical issues. Assessment: let learners create own visual artworks to express own views, knowledge and understanding of topical issues in the local community</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B1.4.4.2.1		
Content standard (code)	B1.4.4.2.		
Performance Indicator	Learners can identify simple agricultural tools.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm and talk about different simple agricultural tools Tools such as cutlass, hoe, watering cans, hand trowels, spade can be used. Assessment: Let learners identify simple agricultural tools	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Draw some of the agricultural tools used in Ghana, e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc. Assessment: Let learners draw some of the agricultural tools used in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Who was Ghana's	Name the presidents of Ghana since 1960. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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	first President?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Name the presidents of Ghana since 1960. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

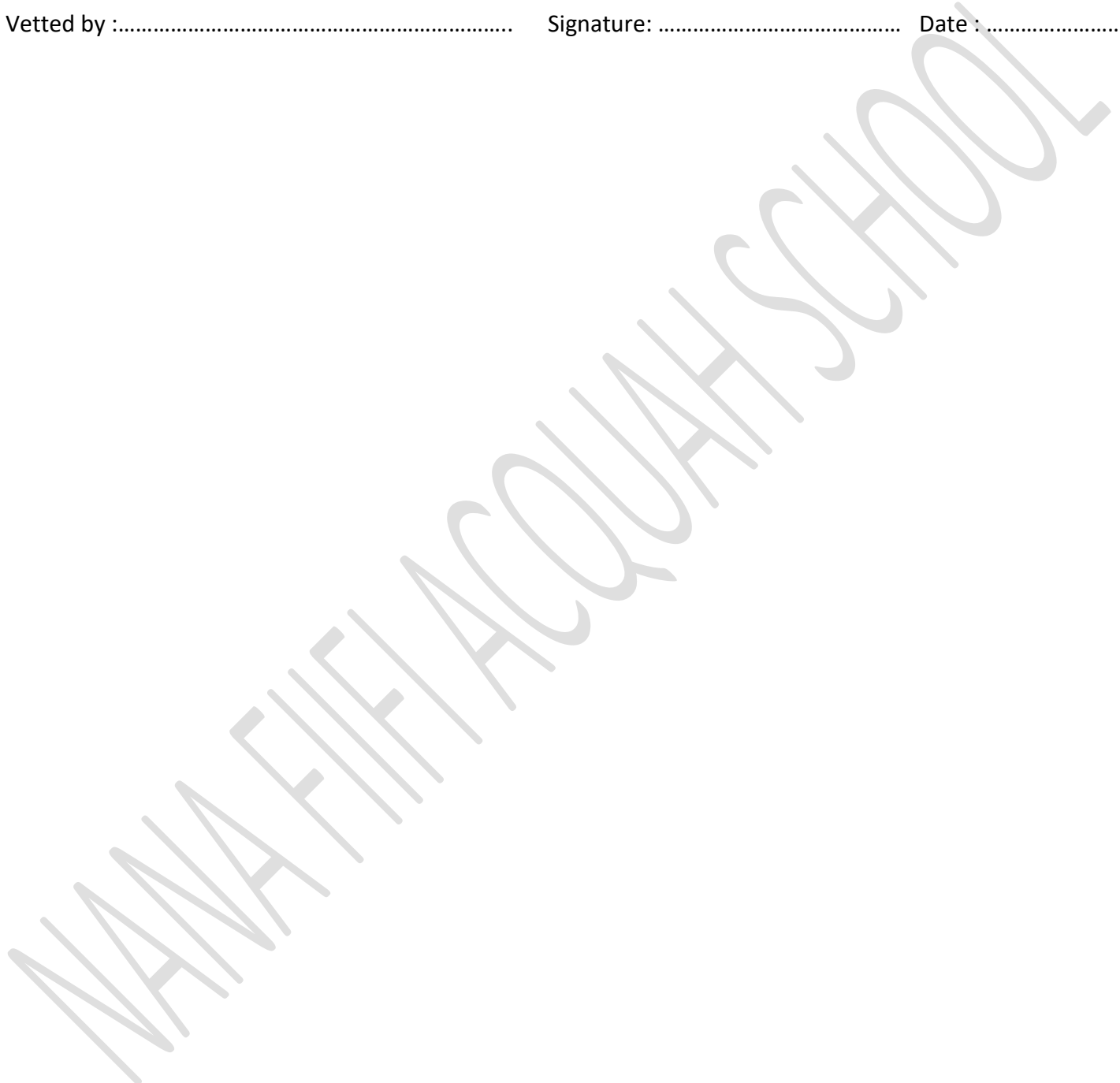
CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Physical Fitness Concepts, Principles and Strategies		Sub-strand : Healthy Diet	
Indicator (code)	B1.4.2.4.1:		
Content standard (code)	B1.4.2.4.		
Performance Indicator	Learners can recognise the need to drink water during and after physical activity.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Through discussions, learners identify the need to drink water during physical activity to prevent heat stroke, dehydration, and to control body temperature, etc.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Silent Reading	
Indicator (code)	B1.2.6.1.3	B1.2.7.1.1.	B1.2.7.1.2
Content standard (code)	B1.2.6.1.	B1.2.7.1.	B1.2.7.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should answer questions based on text read by teacher • The learner should do picture reading • The learner should read simple sentences of about four to five words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a short text aloud. • Encourage learners to ask questions based on the text read for their friends to answer. • Ask learners questions based on the text you have read for learners to answer. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners answer questions based on text read by teacher	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners into groups and provide them with a picture book. • Encourage learners to discuss the pictures among themselves while you go around to monitor. • Call leaders of the various groups to read their pictures to the whole class. <p>Assessment: let learners do picture reading</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write simple sentences made up of four or five words on a card and display it on the board for learners to see. • Lead learners to read the sentences as a group. • Call learners to read and point to the sentences one by one. <p>Assessment: let learners read simple sentences of about four to five words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 6**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Vocabulary C. Writing Simple Words and Sentences D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.8.1.2.	B1.2.6.1.3	B1.4.5.1.3	B1.5.4.1.3	B1.6.1.1.1
Content standard (code)	B1.1.8.1.	B1.2.6.1.	B1.4.5.1.	B1.5.4.1.	B1.6.1.1.
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering Wh – questions B. Learners can use words acquired through talk and reading in conversation C. Learners can use basic descriptive words in writing simple sentence D. Learners can use the present tense continuous form of verbs E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Revise Yes/No questions. • Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. Should I clean the board? Is that your chair? Do you have a pencil in your bag? • Introduce Wh- questions in context. e.g. i. What is this? ii. What is your name? iii. How old are you? iv. How are you? • Pair learners to ask and answer questions. <p>Note: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation.</p> <p>Assessment: let learners use appropriate intonation in asking and answering Wh – questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • In groups, let learners engage in conversation using familiar and high frequency words on given topics. e. g. My Classroom <p>Assessment: let learners use new words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc. • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects. • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences). <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B1.3.1.1.3		
Content standard (code)	B1.3.1.1.		
Performance Indicator	Learners can identify two-dimensional shapes, including circles, triangles, rectangles and squares as special rectangles, rhombuses and hexagons and describe their attributes using formal geometric language		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L.R. (s)			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one 1 - One is one	Sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B1.5.1.2.1		
Content standard (code)	B1.5.1.2.		
Performance Indicator	Learners can know the need to keep the environment clean.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Go on a nature walk to observe the things in the environment. • Learners talk about what they observed during the nature walk. • Show pictures of the natural and human features of the environment. • Engage learners to discuss what will happen to them if the environment is very dusty and unclean. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>Assessment: let learners describe what will happen to them if the environment is very dusty and unclean.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Brainstorm with learners on what will happen if they do not weed or keep their school, home and community clean. • In groups, learners present their ideas by explaining further why it is important to keep the environment clean. • Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments. <p>Assessment: let learners describe how to keep the environment clean</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.1:		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can identify the role of the individual members of the family.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc. Assessment: let learners identify the role of the individual members of the family.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.3.3		
Content standard (code)	B1 2.2.3.		
Performance Indicator	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ perform own music, dance and drama that reflect the identified topical issues in the local community Suggested process/steps ☑ select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasps, xylophones, finger pianos, rattles, clappers, castanets, horns, whistles, harps, costumes, props)	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>☑ select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements and dramatization)</p> <p>☑ select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;</p> <p>☑ Demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.</p> <p>Note: produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, directing, creating, imitating, drumming, role-playing, gesturing, miming and mimicking.</p> <p>Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to make other performing artworks to educate the people on the effects of those local topical issues</p> <p>Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B1.5.1.1.1.		
Content standard (code)	B1.5.1.1.		
Performance Indicator	Learners can mention Ghana’s Neighbours.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify their unique country, Ghana and her neighbours Learners demonstrate the positions of Ghana’s neighbouring countries by using the body e.g. to my right is Togo, to my left is La Cote d’Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean) Assessment: Let learners mention Ghana’s Neighbours.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana's neighbours Assessment: Let learners draw a learner with arm stretched showing Ghana's neighbours	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match pictures of Ghana's presidents with their names (Create an album with the pictures). Assessment: let learners match pictures of Ghana's presidents with their names	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match the names of presidents of Ghana with their dates of tenure (Add the names to their pictures).	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Who ruled Ghana from 1960- 2016?	Assessment: let learners match the names of presidents of Ghana with their dates of tenure	
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Physical Fitness Concepts, Principles and Strategies		Sub-strand : Safety and Injuries	
Indicator (code)	B1.4.3.4.1		
Content standard (code)	B1.4.3.4.		
Performance Indicator	Learners can explain the purpose of warming up before physical activity and cooling down after physical activity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners discuss that warm ups when done well, will minimise injuries and cooling down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity. This should be treated during the warm up and cool down phase of practical physical education lessons	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B1.2.8.1.1.	B1.2.8.1.2.	
Content standard (code)	B1.2.8.1..	B1.2.8.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should blend syllables to form words. • The learner should read aloud words and simple sentences using correct pronunciation. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise syllables with learners. • Write some syllables on the board and lead learners to read them. • Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base /cry/ + /ing/ = crying 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners blend syllables to form words.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read aloud a text or simple sentences with correct pronunciation. • Let learners say the simple sentences after you. • Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. <p>Assessment: let learners read aloud words and simple sentences using correct pronunciation</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read aloud a text or simple sentences with correct pronunciation. • Let learners say the simple sentences after you. • Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. <p>Assessment: let learners read aloud words and simple sentences using correct pronunciation.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 7

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Comprehension C. Controlled Writing D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.8.1.2.	B1.2.7.2.4	B1.4.7.1.3	B1.5.4.1.3	B1.6.1.1.1
Content standard (code)	B1.1.8.1.	B1.2.7.2.	B1.4.7.1.	B1.5.4.1.	B1.6.1.1.
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering Wh – questions B. Learners can read level-appropriate texts with prompting and support C. Learners can match parts of sentences to compose meaningful texts D. Learners can use the present tense continuous form of verbs E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Revise Yes/No questions. • Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. Should I clean the board? Is that your chair? Do you have a pencil in your bag? • Introduce Wh- questions in context. e.g. i. What is this? ii. What is your name? iii. How old are you? iv. How are you? • Pair learners to ask and answer questions. <p>Note: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation.</p> <p>Assessment: let learners use appropriate intonation in asking and answering Wh – questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read texts with all the prompting and support that can help them in their reading. <p>Assessment: let learners read level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Demonstrate the activity. • Have learners rearrange jumbled parts of sentences to make meaningful texts. 	<p>What have we learnt today?</p>

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	familiar rhymes	<ul style="list-style-type: none"> • Let learners read their sentences to the class for feedback. <p>Assessment: let learners match parts of sentences to compose meaningful texts</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position /Transformation	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.		
Performance Indicator	Learners can tell the position of objects relative other objects in space using words such above, below, to the right etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Learners tell their standing position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners tell their standing position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B1.5.3.1.1		
Content standard (code)	B1.5.3.1.		
Performance Indicator	Learners can identify technologies in the immediate environment and describe the impact of the technology on society.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage learners to watch videos or pictures showing technologies and their impact on the society. Bring electronic devices such as toys, laptops, smart phones, watches, radio and DVD players to class. Learners in groups discuss other technological equipment they see in their immediate environment and their accompanying functions, e.g. cars, drones, thermometers. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Learners present their ideas in groups for discussion • Ask learners to talk about what will happen if such technologies were absent in the society. <p>Assessment: let learners identify technologies in the immediate environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to reshape their ideas and present key concepts on common technologies in the environment on the writing board. • Learners mention some technological devices and how these have impacted their lives. • In groups learners work to design and make simple technological devices of their choice using materials such as blu tack, clay, cardboard and paper. <p>Assessment: let learners identify technologies in the immediate environment and describe the impact of the technology on society</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, in groups, talk about the role of the community in the upbringing of its members through education, discipline, counselling, etc. Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.4.3		
Content standard (code)	B1 1.3.4.		
Performance Indicator	Learners can plan a display of own visual artworks to share own creative experiences based on ideas that reflect topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ talk about how to display artworks (e.g. by hanging, draping and spreading) Assessment: let learners plan a display of portfolio of own visual artworks to share, educate and inform the public	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing song s and recite familiar rhymes</p>	<p>Learners are to: plan the arrangement of own artworks to share, educate and inform the public on the topical issues of the local community.</p> <p>Assessment: let learners plan a display of portfolio of own visual artworks to share, educate and inform the public</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Introduction to Computing	
Indicator (code)	B1.5.2.1. 1.		
Content standard (code)	B1.5.2.1.		
Performance Indicator	Learners can identify parts of a computer and how they connect to each other.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the parts of a computer e.g. mouse. Learners work in small groups to explore how the gadgets connect to each other. Each group is given one item at a time, i.e. a mouse, keyboard, monitor or system unit. Assessment: Let learners identify parts of a computer.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Guide learners to connect the gadgets.	What have we learnt today?

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	and recite familiar rhymes	Guide learners to tell how the gadgets are connected (i.e. the connection of mouse, keyboard, monitor, system unit, etc.). Assessment: Let learners identify parts of a computer and how they connect to each other.	Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Put learners in groups to create a gallery station on the following lines: a. Select a picture of one of the presidents. b. Display the picture of the selected president on a large cardboard. c. Write the name of the president below the picture. d. Add the length of tenure of the president. Assessment: let learners match the names of presidents of Ghana with their dates of tenure	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Put learners in groups to create a gallery station on the following lines: a. Select a picture of one of the presidents. b. Display the picture of the selected president on a large cardboard. c. Write the name of the president below the picture. d. Add the length of tenure of the president Assessment: let learners match the names of presidents of Ghana with their dates of tenure	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Self-Responsibility	
Indicator (code)	B1.5.1.5.1:		
Content standard (code)	B1.5.1.5.		
Performance Indicator	Learners can participate willingly in physical activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Through observation, find out whether learners participate willingly in physical activities. Learners participate in physical activities of their interest.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	
Indicator (code)	B1.3.3.1.3	B1.3.3.1.4	
Content standard (code)	B1.3.3.1.	B1.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should combine strokes to form shapes of the upper-case letters • The learner should copy and trace letters and words from a given letter cards on the board 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	<ul style="list-style-type: none"> • Draw strokes on papers and give them to learners. Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. 	What have we learnt today?

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	familiar rhymes	<ul style="list-style-type: none"> • Draw the strokes on the board and call learners to combine them to form shapes of the upper-case letters <p>Assessment: let learners combine strokes to form shapes of the upper-case letters</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with letter cards. • Lead learners to trace the letters on the cards. • Guide learners to write the letters without tracing. <p>NB: Teacher to go round to monitor this activity.</p> <p>Assessment: let learners copy and trace letters and words from a given letter cards on the board</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with letter cards. • Lead learners to trace the letters on the cards. • Guide learners to write the letters without tracing. <p>NB: Teacher to go round to monitor this activity.</p> <p>Assessment: let learners copy and trace letters and words from a given letter cards on the board</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 8**

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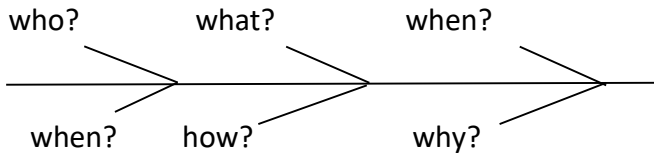
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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/Instructions B. Comprehension C. Controlled Writing D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.9.1.2.	B1.2.7.2.5	B1.4.7.1.3	B1.5.4.1.3	B1.6.1.1.1
Content standard (code)	B1.1.9.1.	B1.2.7.2.	B1.4.7.1.	B1.5.4.1.	B1.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests using the word "Please" B. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc C. Learners can match parts of sentences to compose meaningful texts D. Learners can use the present tense continuous form of verbs E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge of requests and their responses. • Let learners respond to requests using; yes, ok, etc. • Pair with learners to take turns to make and respond to polite requests. e.g. Please give me your pencil. A: May I use your pen? B: Yes/No. • Let them change roles <p>Assessment: let learners make and respond to polite requests using the word "Please"</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <p>Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners. e.g. K of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.).</p> <p>Continue with while reading activities to enhance their understanding of the text. e.g.</p> <p>a) Herring Bone strategy</p> <div style="text-align: center;">  </div> <p>b) W of KWL(What the learners want to know).</p> <p>End the lesson with after reading activities that help learners to organize their ideas, remember the story, use</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>the information acquired from the text and relate it to their daily lives, e.g. answering questions, retelling the story in their own words, learners linking story to their everyday life experiences etc.</p> <p>Assessment: let learners read a text, cover page</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Demonstrate the activity. • Have learners rearrange jumbled parts of sentences to make meaningful texts. • Let learners read their sentences to the class for feedback. <p>Assessment: let learners match parts of sentences to compose meaningful texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement – Length, Mass and Capacity	
Indicator (code)	B1.3.3.1.1		
Content standard (code)	B1.3.3.1.		
Performance Indicator	Learners can develop an understanding of measuring as a process of comparing pairs of items using words such as smaller, longer, thinner, heavier, bigger etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B1.5.3.2.1		
Content standard (code)	B1.5.3.2.		
Performance Indicator	Learners can identify foods that can be processed and preserved at home.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to mention foods they ate in the morning and what was used to prepare the food. • Provide samples of preserved foods such as roasted plantain, dried fish, smoked fish. • In groups, let learners name vegetables, fruits and other types of food that can be preserved at home, e.g. okro, pepper, tomato, onions, ginger, cassava, yam, plantain. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Learners talk about how food is prepared in their homes <p>Assessment: let learners identify foods that can be processed at home</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners talk about how food is prepared in their homes. • Ask learners to tell how their parents preserve food at home. • The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration <p>Assessment: let learners identify foods that can be processed and preserved at home</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise or role play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 2.3.4.3		
Content standard (code)	B1 2.3.4.		
Performance Indicator	Learners can plan a display of own performing artworks to share own creative experiences based on ideas that reflect topical issues in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ watch a short video that reflects topical issues in the local community; Assessment: let learners plan a performance of own music, dance and drama to educate, inform and entertain the public	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community</p> <p>Assessment: let learners plan a performance of own music, dance and drama to educate, inform and entertain the public</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Sources of Information	
Indicator (code)	B1.5.3.1.1.		
Content standard (code)	B1.5.3.1.		
Performance Indicator	Learners can collect types of data.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to collect various items from the environment, count and record them in a book, e.g. count the number of tables, chairs, exercise books, textbooks and record them. Talk about the various types of data gathered Assessment: Let learners mention the various types of data	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Guide learners to collect various items from the environment, count and record them in a book, e.g. count the number of tables, chairs, exercise books, textbooks and record them.	What have we learnt today?

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	familiar rhymes	Talk about the various types of data gathered Assessment: Let learners identify the various types of data	Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Invite learners to visit the gallery station and talk about each group's presentation.	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Social Interaction	
Indicator (code)	B1.5.2.5.1:		
Content standard (code)	B1.5.2.5.		
Performance Indicator	Learners can demonstrate the characteristics of sharing and cooperation in physical activity.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners share their equipment with others during physical education lessons, Learners cooperate with others when working in groups. Learners understand that sharing items during physical activities brings about cooperation and success.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	
Indicator (code)	B1.3.3.2.1		
Content standard (code)	B1.3.3.2.		
Performance Indicator	<ul style="list-style-type: none"> The learner should label and mention items in the classroom/environment 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses. Guide learners to mention the items one by one. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners label and mention items in the classroom/ environment	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw some of the items in the classroom and the environment on the board. • Ask learners to label the items and tell their uses. • Guide learners to mention the items one by one. <p>Assessment: let learners label and mention items in the classroom/ environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw some of the items in the classroom and the environment on the board. • Ask learners to label the items and tell their uses. • Guide learners to mention the items one by one. <p>Assessment: let learners label and mention items in the classroom/ environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 9**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/Instructions B. Comprehension C. Controlled Writing D. Using Simple Prepositions E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.9.1.2.	B1.2.7.2.6	B1.4.7.1.3	B1.5.10.1.2	B1.6.1.1.1
Content standard (code)	B1.1.9.1.	B1.2.7.2.	B1.4.7.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests using the word "Please" B. Learners can identify the structure of a story e.g. beginning, middle and the end C. Learners can match parts of sentences to compose meaningful texts D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Language curriculum Page				

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge of requests and their responses. • Let learners respond to requests using; yes, ok, etc. • Pair with learners to take turns to make and respond to polite requests. e.g. Please give me your pencil. A: May I use your pen? B: Yes/No. • Let them change roles <p>Assessment: let learners make and respond to polite requests using the word "Please"</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Narrate a suitable story. • Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending. <p>Assessment: let learners identify the structure of a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Demonstrate the activity. • Have learners rearrange jumbled parts of sentences to make meaningful texts. • Let learners read their sentences to the class for feedback. <p>Assessment: let learners match parts of sentences to compose meaningful texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite	<p style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. 	<p>What have we learnt today?</p>

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	familiar rhymes	Assessment: let learners fill in blank spaces in simple words	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Interpretation, Presentation and Analysis	
Indicator (code)	B1.4.1.1.1		
Content standard (code)	B1.4.1.1.		
Performance Indicator	Learners can organise and represent (using pictures/objects) data with up to three categories.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Have a picture of learners in front of the class and ask the learners to use two different pictures/objects to	Review the lesson with Learners

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	I'm counting one, what is one	represent the number of males and females. Repeat with pictures of animals Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one.	Have a picture of learners in front of the class and ask the learners to use two different pictures/objects to represent the number of males and females. Repeat with pictures of animals Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one.	Using a one-to-one correspondence to solve simple problems (i.e. how many altogether, how many more or less) problems requiring interpretation of the concrete representation of pictures as in E.g. 1 above Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Using a one-to-one correspondence to solve simple problems (i.e. how many altogether, how many more or less) problems requiring interpretation of the concrete representation of pictures as in E.g. 1 above Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Using a one-to-one correspondence to solve simple problems (i.e. how many altogether, how many more or less) problems requiring interpretation of the concrete representation of pictures as in E.g. 1 above Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B1.5.4.1.1		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can describe the conditions of the weather.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners out to observe the weather and talk about whether they feel hot or cold. • Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy. • Show pictures or videos of different weather conditions and activities people do under different weather conditions 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners describe the conditions of the weather	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy. • Let learners sing songs on the weather, e.g. rain, rain go away. • Act a play on the lesson taught. <p>Assessment: let learners describe the conditions of the weather</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise or role play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B1 1.1.1.4	B1 2.1.1.4	
Content standard (code)	B1 1.1.1.	B1 2.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues. Learners can explore own experiences and talk about how performing artworks produced or performed in the local community reflect local topical issues 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs	Learners are to:	What have we learnt today?

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	<p>and recite familiar rhymes</p>	<p>☑ reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people</p> <p>☑ talk about the causes of the local topical issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community</p> <p>☑ share ideas on how the features of any local visual artwork reflect any topical issue experienced in the community</p> <p>☑ explore how topical issues can influence the making of visual artworks ☑ use knowledge gained to make decisions for improvising own visual artworks that express their views of topical issues experienced in the community</p> <p>Assessment: let learners talk about how the visual artworks produced or found in the local community reflect local topical issues.</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people</p> <p>☑ talk about the causes of these local issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community</p> <p>☑ share ideas on how the features of any local music, dance or drama reflect any topical issue experienced in the community</p> <p>☑ explore how topical issues can promote the making of performing artworks</p> <p>☑ use knowledge gained to improvise own performing artworks that express own views on topical issues experienced in the community</p> <p>Assessment: let learners explore own experiences and talk about how performing artworks produced or performed in the local community reflect local topical issues</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B1.5.4.1.1.		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can identify technology tools in communication.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells, mobile vans, and community information centres. Assessment: Let learners identify technology tools in communication	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw and colour drums, bells, gong gong to assemble people Assessment: Let learners draw and colour drums, bells and gong gong	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Group Dynamics	
Indicator (code)	B1.5.3.5.1		
Content standard (code)	B1.5.3.5.		
Performance Indicator	Learners can demonstrate non-verbal appreciation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners demonstrate non-verbal appreciate to their peers after performing physical activity by clapping	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying/Writing Simple Sentences with Correct Spacing	
Indicator (code)	B1.3.4.1.1		
Content standard (code)	B1.3.4.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should copy short meaningful sentences with correct spacing. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask a learner to give a simple sentence and write it on the board. Say the sentence aloud. Explore and write a short meaningful sentence on the board with the correct spacing. Let learners copy the short meaningful sentences with correct spacing. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners copy short meaningful sentences with correct spacing.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to give a simple sentence and write it on the board. • Say the sentence aloud. • Explore and write a short meaningful sentence on the board with the correct spacing. <ul style="list-style-type: none"> • Let learners copy the short meaningful sentences with correct spacing. <p>Assessment: let learners copy short meaningful sentences with correct spacing.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to give a simple sentence and write it on the board. • Say the sentence aloud. • Explore and write a short meaningful sentence on the board with the correct spacing. <ul style="list-style-type: none"> • Let learners copy the short meaningful sentences with correct spacing. <p>Assessment: let learners copy short meaningful sentences with correct spacing.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC ONE
WEEK 10

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Using Simple Prepositions E. Building The Love And Culture Of Reading			
Indicator (code)	B1.1.10.1.2	B1.2.7.2.6	B1.4.12.1.1	B1.5.10.1.2	B1.6.1.1.1
Content standard (code)	B1.1.10.1.	B1.2.7.2.	B1.4.12.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can generate and select ideas on a given topic for presentation e.g. My father, My friend, etc B. Learners can identify the structure of a story e.g. beginning, middle and the end C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend” . • Briefly discuss your presentation. • Let learners take turns to talk about their friends. • Encourage others to ask questions after each presentation. <p>Assessment: let learners generate and select ideas on a given topic for presentation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Narrate a suitable story. • Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending. <p>Assessment: let learners identify the structure of a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Model describing yourself in 2-3 simple sentences using simple descriptive words. • Write some descriptive words and discuss them with learners. • Through questions, have pairs of learners describe themselves to each other. e.g. What is your name? - My name is..... How old are you? - I am • Assist learners to write out their sentences. <p>Assessment: let learners use words and simple sentences to describe self</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. <p>Assessment: let learners fill in blank spaces in simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Interpretation, Presentation and Analysis	
Indicator (code)	B1.4.1.1.2		
Content standard (code)	B1.4.1.1.		
Performance Indicator	Learners can organise a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

NANA FIIFI ACQUAH

Monday	Sing songs like: I'm counting one, what is one	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour , pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour , pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B1.5.4.1.1		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can describe the conditions of the weather.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners out to observe the weather and talk about whether they feel hot or cold. • Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy. • Show pictures or videos of different weather conditions and activities people do under different weather conditions 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners describe the conditions of the weather	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy. • Let learners sing songs on the weather, e.g. rain, rain go away. • Act a play on the lesson taught. <p>Assessment: let learners describe the conditions of the weather</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise or role play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.2.4.	B1 2.2.2.4	
Content standard (code)	B1 1.2.2.	B1 2.2.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners can make firm decisions on the relevant visual arts making tools, materials and methods for creating own visual artworks that reflect local topical issues in the local community Learners can make firm decisions on the relevant performing arts instruments, resources and methods for making own artworks that will reflect topical issues in the local community 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs	Learners are to: ☐ recall from memory what current issues are of concern to people in the local community;	What have we learnt today?

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	and recite familiar rhymes	<ul style="list-style-type: none"> ☑ recall the selection of local artworks that reflect current topical issues of concern to the local community; ☑ make pencil/crayon outlines to define the artworks they plan to make to reflect the topical local issues; <p>Assessment: let learners make firm decisions on the relevant visual arts making tools, materials and methods for creating own visual artworks that reflect local topical issues in the local community</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ recall from memory what current issues are of concern to people in the local community ☑ recall the selection of local performing artworks that reflect these topical issues in the local community. ☑ define the artworks they plan to make that will reflect these local topical issues. <p>Assessment: let learners make firm decisions on the relevant performing arts instruments, resources and methods for making own artworks that will reflect topical issues in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B1.5.4.1.1.		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can identify technology tools in communication		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells, mobile vans, and community information centres. Assessment: Let learners identify technology tools in communication	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw and colour drums, bells, gong gong to assemble people Assessment: Let learners draw and colour drums, bells and gong gong	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

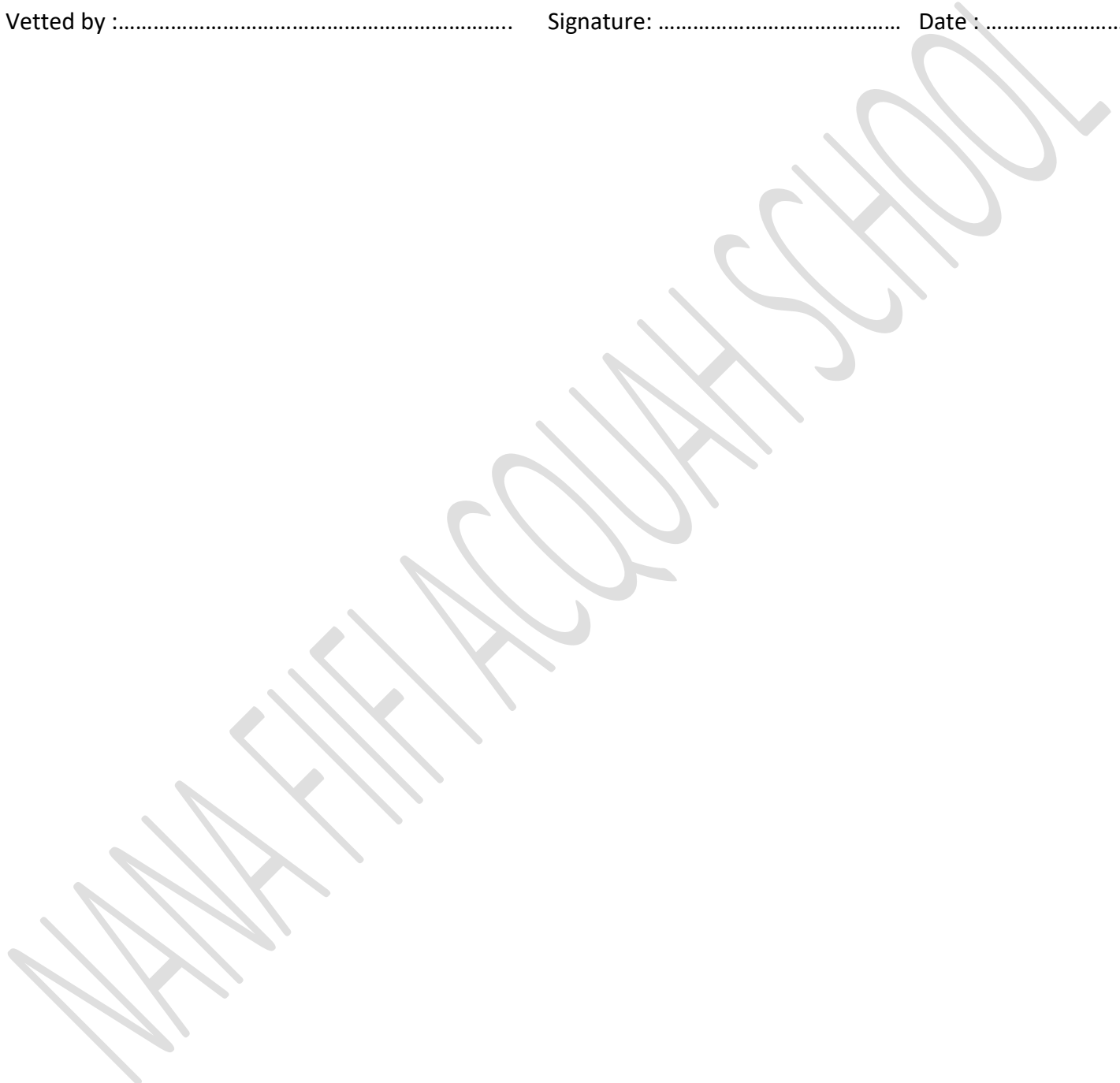
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Invite learners to visit the gallery station and talk about each group's presentation.	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Critical Thinking	
Indicator (code)		B1.5.4.5.1	
Content standard (code)		B1.5.4.5.	
Performance Indicator		Learners can demonstrate how to solve a problem with another person during physical activity	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson	What have we learnt today? Use answers to summarise the lesson.

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Postpositions)	
Indicator (code)	B1.5.5.1.2	B1.5.5.1.3	B1.5.7.1.1.
Content standard (code)	B1.5.5.1.	B1.5.5.1.	B1.5.7.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise postpositions in short sentences • The learner should use other forms of postpositions to form short sentences • The learner should write two letter words correctly. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Write the postpositions on a flashcard. • Lead learners to read them. • Lead learners to recognise postpositions such as in, on, into in short sentences. 	What have we learnt today?

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	familiar rhymes	Assessment: let learners identify postpositions in short sentences	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the postpositions on a flashcard. • Lead learners to read them. • Lead learners to recognise postpositions in short sentences. • Let learners form their own sentences with the postpositions. <p>Assessment: let learners use other forms of postpositions to form short sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write two letter words on flashcards and show it to learners. • Lead learners to mention the words. • Put learners in groups and do spelling game or competition among the groups. • Let learners write the two letter words correctly <p>Assessment: let learners write two letter words correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 11**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Using Simple Prepositions E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.10.1.3	B1.2.9.1.2.	B1.4.12.1.1	B1.5.10.1.2	B1.6.1.1.1
Content standard (code)	B1.1.10.1.	B1.2.9.1	B1.4.12.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can speak with confidence before different audiences, e.g. small group, class, etc B. Learners can recognise one hundred and twenty eight words including content words C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Have learners draw members of their nuclear family. • Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. • Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first? • Encourage shy learners to speak. <p>Assessment: let learners speak with confidence before different audiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners go over the sight words they have learnt during the period. • Let learners echo-read simple texts. • Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt. • Have learners make simple meaningful sentences with the sight words <p>Assessment: let learners make simple meaningful sentences with the sight words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Model describing yourself in 2-3 simple sentences using simple descriptive words. • Write some descriptive words and discuss them with learners. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • Through questions, have pairs of learners describe themselves to each other. <p>e.g. What is your name? - My name is..... How old are you? - I am</p> <ul style="list-style-type: none"> • Assist learners to write out their sentences. <p>Assessment: let learners use words and simple sentences to describe self</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. <p>Assessment: let learners can fill in blank spaces in simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Interpretation, Presentation and Analysis	
Indicator (code)	B1.4.1.1.2		
Content standard (code)	B1.4.1.1.		
Performance Indicator	Learners can organise a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour , pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour , pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B1.5.4.1.1		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can describe the conditions of the weather.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners out to observe the weather and talk about whether they feel hot or cold. • Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy. • Show pictures or videos of different weather conditions and activities people do under different weather conditions 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners describe the conditions of the weather	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy. • Let learners sing songs on the weather, e.g. rain, rain go away. • Act a play on the lesson taught. <p>Assessment: let learners describe the conditions of the weather</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise or role play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.5.3	B1 2.3.5.3	
Content standard (code)	B1 1.3.5.	B1 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect topical issues in the local community Learners can perform own artworks to share own creative experiences of performing artworks that reflect topical issues in the local community 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on topical issues in the local community.	What have we learnt today?

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	familiar rhymes	<p>Suggested Processes/Steps</p> <ul style="list-style-type: none"> ☑ decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition e.g. artworks that best tell the story of the exhibition or theme; <p>Assessment: let learners exhibit own artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a video or live performances of music, dance and drama on the culture of the local community; ☑ plan to perform own music, dance and drama to share with, educate and inform the target audience on things that are topical issues found in the local community. <p>Assessment: let learners perform own music, dance and drama to educate inform and entertain the public.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B1.5.4.1.1.		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can identify technology tools in communication		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells, mobile vans, and community information centres. Assessment: Let learners identify technology tools in communication	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw and colour drums, bells, gong gong to assemble people Assessment: Let learners draw and colour drums, bells and gong gong	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Critical Thinking	
Indicator (code)		B1.5.4.5.1	
Content standard (code)		B1.5.4.5.	
Performance Indicator		Learners can demonstrate how to solve a problem with another person during physical activity	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Spelling)	
Indicator (code)	B1.5.7.1.2	B1.5.7.1.3	
Content standard (code)	B1.5.7.1.	B1.5.7.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should write three letter words correctly The learner should fill in blank spaces with simple words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask learners to say some words they know. List the words on the board. Write the three-letter words at one side and say them aloud to learners. Write some of the three-letter words on flashcards and show it to learners. Lead learners to mention the words. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> • Let learners write the three-letter words correctly <p>Assessment: let learners write three letter words correctly</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some words on the board. • Lead learners to read the words. • Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s). <p>Assessment: let learners fill in blank spaces with simple words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some words on the board. • Lead learners to read the words. • Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s). <p>Assessment: let learners fill in blank spaces with simple words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC ONE
WEEK 12**

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Using Simple Prepositions E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.10.1.3	B1.2.9.1.2.	B1.4.12.1.1	B1.5.10.1.2	B1.6.1.1.1
Content standard (code)	B1.1.10.1.	B1.2.9.1..	B1.4.12.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can speak with confidence before different audiences, e.g. small group, class, etc B. Learners can recognise one hundred and twenty sight words including content words C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

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T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Have learners draw members of their nuclear family. • Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. • Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first? • Encourage shy learners to speak. <p>Assessment: let learners speak with confidence before different audiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners go over the sight words they have learnt during the period. • Let learners echo-read simple texts. • Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt. • Have learners make simple meaningful sentences with the sight words <p>Assessment: let learners make simple meaningful sentences with the sight words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Model describing yourself in 2-3 simple sentences using simple descriptive words. • Write some descriptive words and discuss them with learners. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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	familiar rhymes	<ul style="list-style-type: none"> • Through questions, have pairs of learners describe themselves to each other. <p>e.g. What is your name? - My name is..... How old are you? - I am</p> <ul style="list-style-type: none"> • Assist learners to write out their sentences. <p>Assessment: let learners use words and simple sentences to describe self</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. <p>Assessment: let learners fill in blank spaces in simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Interpretation, Presentation and Analysis	
Indicator (code)	B1.4.1.1.2		
Content standard (code)	B1.4.1.1.		
Performance Indicator	Learners can organise a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour , pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour , pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one,	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B1.5.4.1.1		
Content standard (code)	B1.5.4.1.		
Performance Indicator	Learners can describe the conditions of the weather.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners out to observe the weather and talk about whether they feel hot or cold. • Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy. • Show pictures or videos of different weather conditions and activities people do under different weather conditions 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners describe the conditions of the weather	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy. • Let learners sing songs on the weather, e.g. rain, rain go away. • Act a play on the lesson taught. <p>Assessment: let learners describe the conditions of the weather</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B1. 4.1.1.2		
Content standard (code)	B1. 4.1.1.		
Performance Indicator	Learners can explain the role of the community in the upbringing of its members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise or role play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc Assessment: let learners explain the role of the community in the upbringing of its members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.5.3	B1 2.3.5.3	
Content standard (code)	B1 1.3.5.	B1 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect topical issues in the local community Learners can perform own artworks to share own creative experiences of performing artworks that reflect topical issues in the local community 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: <input type="checkbox"/> display portfolio of own visual artworks to educate and inform the public on topical issues in the local community.	What have we learnt today?

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	familiar rhymes	<p>Suggested Processes/Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition e.g. artworks that best tell the story of the exhibition or theme; <p>Assessment: let learners exhibit own artworks</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> watch a video or live performances of music, dance and drama on the culture of the local community; <input type="checkbox"/> plan to perform own music, dance and drama to share with, educate and inform the target audience on things that are topical issues found in the local community. <p>Assessment: let learners perform own music, dance and drama to educate inform and entertain the public.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B1.5.4.1.1.		
Content standard (code)	B1.5.4.1.1.		
Performance Indicator	Learners can identify technology tools in communication		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells, mobile vans, and community information centres. Assessment: Let learners identify technology tools in communication	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw and colour drums, bells, gong gong to assemble people Assessment: Let learners draw and colour drums, bells and gong gong	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B1.6.1.1.1		
Content standard (code)	B1.6.1.1.		
Performance Indicator	Learners can identify the Presidents Ghana has had since 1960		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Invite learners to visit the gallery station and talk about each group's presentation. Assessment: let learners identify the Presidents Ghana has had since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Invite learners to visit the gallery station and talk about each group's presentation.	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Critical Thinking	
Indicator (code)	B1.5.4.5.1		
Content standard (code)	B1.5.4.5.		
Performance Indicator	Learners can demonstrate how to solve a problem with another person during physical activity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson : Read Aloud With Children	
Strand : Extensive Reading/ Children Library		Sub-strand : Read Aloud With Children	
Indicator (code)	B1.6.2.1.1		
Content standard (code)	B1.6.2.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should read simple sentences of about three to four words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners read simple sentences of about three to four words	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learner to read the sentences. • Call learners to read the sentences one by one. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learner to read the sentences. • Call learners to read the sentences one by one. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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