**TERM TWO**

**BASIC TWO WEEK THREE**

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WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC TWO

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

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| **Week Ending** | |  |  |  |  |
| **Class** | | Two | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B2.1.6.1.3. | B2.2.6.1.4. | B2.4.5.1.1. | B2.5.4.1.1 |
| B2.6.1.1.1 |  |  |  |
| **Performance Indicator** | | Learners can talk about things and places in their  homes  Learners can use dictionaries and glossaries to clarify meaning of words  Learners can write simple sentences to express feelings  Learners can use the simple present tense to express habitual actions  Learners can read a variety of age and level- appropriate books and texts from print and non-print | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting  on a manila card and a class library. | | | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Engage learners to sing  songs and recite familiar rhymes | A. ORAL LANGAUGE | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
| Ask learners to name  things and places in their homes and say what happens at those places.  • Show pictures of important places in their community, such as the chief's palace, the market, the police station, etc. and have learner’s think-pair- | |

share their feelings.

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|  |  | share ideas or views with  the person sitting next to them.  • Put learners into groups to talk about their pictures.  • Rotate the pictures until each group has had its turn to talk about all the pictures. |  |
|  |  | Assessment: let learners talk about things and places in their homes |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt  today? |
| Introduce learners to the  use of picture dictionaries and glossaries.  • Have learners use guide words to find meaning of words used | Ask learners to summarize the main points in the lesson |
| Assessment: let learners use dictionaries and glossaries to clarify meaning of words |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Put learners in groups to | today? |
| • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." | Ask learners to summarize the main points in the lesson |
| Assessment: let learners write simple sentences to express feelings |  |

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introduce the reading/

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| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.  • Create situations for  learners to use the structure. e.g.  i. simple truths – Lemons are sour.  ii. interest – I like playing football.  iii. feelings – I am happy. iv. opinions – He is a good teacher.  • Introduce drills for  learners to have practice.  • Put learners into small groups to discuss given topics, using the structures | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use the simple present tense to express habitual actions |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Use the Author’s chair to | today? |
| library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available. | Ask learners to summarize the main points in the lesson |

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|  |  | • For each reading  session, guide learners to select books  Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print |  |

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selected materials and

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B2 1.2.2.2 | |
| **Performance Indicator** | | Learners can make decisions to create own artworks  from imagination, based on visual artworks produced or found in other communities in Ghana | |
| **Strand** | | VISUAL ARTS | |
| **Sub strand** | | Planning, Making and Composing | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
|
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  experiment with carefully | What have we learnt  today? |
| tools to learn about their usefulness for designing and making visual artworks; | Ask learners to summarize the main points in the lesson |
| Assessment: let learners create own artworks from imagination, |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to:  explore and experiment | What have we learnt  today? |
| materials, resources and techniques to plan for making specific artworks that represent visual artworks made in other Ghanaian communities. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners create own artworks from imagination |  |

with available tools,

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B2.1.2.4.3 | |
| **Performance Indicator** | | Learners can Solve one-step and multi-step word  problems involving addition and subtraction within 100 using a variety of strategies based on place value, including algorithms | |
| **Strand** | | NUMBER | |
| **Sub strand** | | Counting, Representation, Cardinality & Ordinality | |
| **Teaching/ Learning Resources** | | Counters | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** Critical Thinking and  Problem Solving. | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Sing songs like: | Yaw has 32 books. Aisha  added 13 more books to Yaw’s books. How many books do they have altogether? | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Tuesday | Sing songs like: | Yaw has 32 books. Aisha  added 13 more books to Yaw’s books. How many books do they have altogether? | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Wednesday | Sing songs like: | Mr. Haruna gave 45 books  to Yaa’ She gave 11 of the books to her sister. How many books are left? | Review the lesson with  Learners |
| I’m counting one, what  is one |

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|  | 1 - One is one alone,  alone it shall be. |  | Assessment: have |
|  |  | learners to practice with  more examples |
| Thursday | Sing songs like: | Mr. Haruna gave 45 books  to Yaa’ She gave 11 of the books to her sister. How many books are left? | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Friday | Sing songs like: | Araba needs 8 Ghana cedis  to buy exercise books. She has only 5 Ghana cedis. How much money does she need in order to buy the books? | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B2.3.1.1.1 | |
| **Performance Indicator** | | Learners can know the functions of the human body  parts such as eyes, ears, mouth, nose, arms, legs and hands | |
| **Strand** | | SYSTEMS | |
| **Sub strand** | | THE HUMAN BODY SYSTEMS | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| Monday | Engage learners to sing  songs and recite familiar rhymes | Learners in a pair share  activity observe their friends critically and talk about the parts they see.  • Engage learners to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs).  • Learners talk about the song or biological uses of the human body in pairs and discuss the uses of the parts of the body.  • In groups, learners brainstorm and talk about what will happen if some | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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body parts being

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|  |  | parts of the body are  absent or not working well.  • Learners to present and explain their group ideas orally and/or by writing. |  |
|  |  | Assessment: let learners identify the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and  hands |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Write the main biological  functions of the human | What have we learnt  today? |
| discussed. | Ask learners to |
| Assessment: let learners draw and colour any two parts of the body. | points of the lesson |

summarize the important

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B2 2.1.1.2: | |
| **Performance Indicator** | | Learners can sing and recite simple texts from the three  main religions in Ghana. | |
| **Strand** | | Religious Practices and their Moral Implications | |
| **Sub strand** | | Religious Worship in the Three Major Religions in  Ghana | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Engage learners to sing  songs and recite familiar rhymes | Lead learners to mention  popular religious songs and recitations in the three main religions in Ghana.  • Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord’s Prayer (Christian) - Al-Fãtihah (Islam) - Traditional prayer (ATR)  Assessment: let learners sing and recite simple texts from the three main religions in Ghana | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B2.2.4.1.1 | |
| **Performance Indicator** | | Learners can discuss the history of Ghana’s major  historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Major Historical Locations | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Retell the history of these  major historical locations in Ghana | What have we learnt  today? |
| Assessment: let learners narrate the history of Ghana’s major historical locations. | Ask learners to  summarize the main points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Retell the history of these  major historical locations in Ghana | What have we learnt  today? |
| Assessment: let learners narrate the history of Ghana’s major historical locations. | Ask learners to  summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Two | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B2.1.3.1.1 | |
| **Performance Indicator** | | Learners can demonstrate balance on the ground and  on objects, using bases of support other than both feet. | |
| **Strand** | | Motor Skill And Movement Patterns | |
| **Sub strand** | | Locomotor, Manipulative and Rhythmic Skills | |
| **Teaching/ Learning Resources** | | cones | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Friday | Learners jog round a  demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries | Learners warm up by  doing knees boxing. Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and  support the trunk with your hands for learners to observe. Sit on a chair and lift your feet off the ground guide learners to identify the chair as the base of support. Learners identify others and practice them as individuals as well as give support to others | What have we learnt  today?  Use answers to summarise the lesson. |

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the importance of worship

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| **Week Ending** | |  |  |
| **Class** | | Two | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B2.3.1.1.1 | |
| **Performance Indicator** | | Learners can explain the importance of worship | |
| **Strand** | | OUR BELIEFS AND VALUES | |
| **Sub strand** | | Worship | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Take learners to a place of  worship such as the church, mosque or the | What have we learnt  today? |
| shrine to observe the mode of worship or show pictures videos of the various modes of worship | Ask learners to summarize the main points in the lesson |
| Assessment: let learners explain the importance of worship |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners role play  demonstrate/talk about | What have we learnt  today? |
| at home, school, church/mosque/shrine | Ask learners to summarize the main points in the lesson |
| Assessment: let learners explain the importance of worshi |  |

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| **Learning Indicator (s) (Ref. No.)** | | B2.1.8.1.1 Recount what a story is about and answer  simple questions on the story.  B2.1.8.1.2 Explain the meaning of some key words in the story.  B2.1.9.1.1 Recognise and use the question words,  “what”, “who”, “where”, “when.” | |
| **Performance Indicators** | | • The learner should recount what a  story is about and answer simple questions on the story.  • The learner should explain the meaning of some key words in the story.  • The learner should recognise and use the question words, “what”, “who”, “where”, “when.” | |
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| Week Ending | |  |  |
| **Reference** | | Ghanaian Language curriculum | |
| **Subject** | | **GHANAIAN LANGUAGE** | |
| **Teaching/ Learning Resources** | | Manila cards, markers, recorded audios visual | |
| **Core Competencies**: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER *10*  *MINS*  (Preparing The Brain  For Learning) | PHASE 2: MAIN *40MINS*  (New Learning Including  Assessment) | PHASE 3: REFLECTION  *10MINS*  (Learner And Teacher) |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Revise the lesson on  learners’ experiences at the market, school and palace.  • Tell an interesting story or show a movie of a short story.  • Lead learners to discuss  the story or movie.  • Let learners tell what the  story is about. | What have we learnt  today? |
|  | Assessment: |  |
|  | What is the story about?  Mention a character in the story. | Review the lesson with  learners |

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|  |  | Where did the story take  place? |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write some key words  of the story you told.  • Let learners discuss the meaning of some of the key words contextually. | What have we learnt  today? |
|  | Assessment: let learners explain the meaning of some key words in the story | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Write some questions  on a flashcard using the question words “what”, “who”, “where”, “when” and show them to learners.  • Lead learners to read  the questions.  • Let learners form their  own questions using the | What have we learnt  today? |
|  | question words under discussion.  • Assist learners to recognise when to use question words/tags  ‘what’ and ‘who,’” where”  and” when”.  • E.g. What is your age? Who is your mother? Where is your teacher? When will you come? | Review the lesson with learners |
|  | Assessment: let learners use the question words, “what”, “who”, “where”, “when” to form sentences. |  |