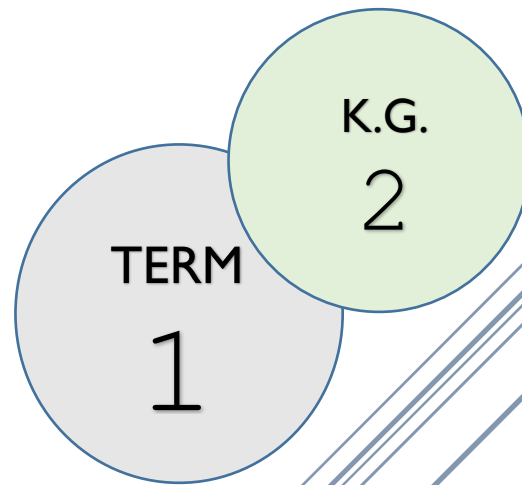


LESSON PLANS FOR KINDERGARTENS

NUMERACY



- Weekly forecast
- Detailed lesson plans



ONE VISION EXAMINATIONS CENTER (OVEC)

onevisionexams@gmail.com

0241487330 / 0248482827

Kumasi

KG2**NUMERCY TERM ONE**



WEEKS	STRAND	SUB-STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number & Numeration	Counting within 20	KG2.1 – Learners will demonstrate understanding of numbers through counting.	Count objects up to 20; recite numbers 1–20. Example: Count 10 pencils.	Stones, bottle tops, number chart
2	Number & Numeration	Number Recognition	KG2.1 – Learners will identify and name numbers 1–20.	Match numerals with quantities. Example: Show “7” and match with 7 bottle tops.	Flashcards, abacus, counters
3	Number & Numeration	Writing Numbers	KG2.1 – Learners will write numerals correctly.	Trace and write 1–10. Example: Write number “5” neatly.	Chalkboard, worksheets, pencils
4	Operations	Addition (within 10)	KG2.2 – Learners will demonstrate understanding of addition using real objects.	Add small sets of objects. Example: 3 apples + 2 apples = 5.	Real objects, counters, flashcards
5	Operations	Subtraction (within 10)	KG2.2 – Learners will demonstrate understanding of subtraction using real objects.	Take away objects. Example: 5 bananas – 2 bananas = 3.	Stones, bottle tops, chalkboard
6	Geometry	Shapes (2D)	KG2.3 – Learners will identify and describe 2D shapes.	Name and draw circle, square, triangle, rectangle.	Shape charts, cut-outs, flashcards
7	Geometry	Shapes (3D)	KG2.3 – Learners will identify and describe 3D shapes.	Identify sphere, cube, cylinder, cone. Example: Ball = sphere.	Real objects, shape models
8	Measurement	Length	KG2.4 – Learners will compare objects by length.	Identify tall/short, long/short. Example: Compare pencil vs. broom.	Real objects, strings, rulers
9	Measurement	Mass (Weight)	KG2.4 – Learners will compare objects by weight.	Identify heavy/light. Example: Stone is heavier than feather.	Balance scale, stones, fruits



10	Measurement	Capacity	KG2.4 – Learners will compare containers by capacity.	Identify full/empty, more/less. Example: Which cup holds more water?	Cups, bowls, water
11	Data Handling	Sorting & Grouping	KG2.5 – Learners will collect, sort, and group objects by attributes.	Sort objects by size, colour, or shape. Example: Separate red and blue beads.	Beads, bottle tops, counters
12	Revision	—	—	Review all topics taught in Term I.	—





WEEK 1

Week Ending:	DAY: Monday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Counting & Representation
Content Standard: KG2.1 – Learners will develop number sense by counting, representing, and comparing quantities.		
Indicator: Learners use number names, counting sequences and count to find out “how many” (0–10).		
Performance Indicator: Learners will be able to count objects up to 10 and say how many there are.		
Core Competencies: Critical Thinking; Problem-Solving; Numeracy		
Keywords: Count, How many, Number References: KG2 Curriculum, Teacher’s Guide		
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher shows 5 stones and asks: “ <i>What are these?</i> ” Learners respond. Teacher asks: “ <i>Can we count them?</i> ”	Real objects (stones)
PHASE 2: NEW LEARNING	Teacher demonstrates counting aloud: “1, 2, 3, 4, 5.” Learners repeat. Teacher writes numbers 1–5 on board. Learners count classroom items (e.g., 3 chairs, 4 books). Teacher extends to 10 objects (sticks, bottle tops). Learners practice counting in pairs.	Stones, sticks, bottle tops, number chart
PHASE 3: REFLECTION	Teacher asks: “ <i>How many fingers do we have in one hand?</i> ” Learners: “5.” Teacher: “ <i>How many in both hands?</i> ” Learners: “10.” Teacher praises.	Fingers, oral feedback
Illustration Example (Counting):		
 = 5 stars		
 = 10 stars		




WEEK 2

Week Ending:	DAY: Wednesday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Representation of Numbers
Content Standard: KG2.1 – Learners will develop number sense by counting, representing, and comparing quantities.		
Indicator: Learners identify numbers from 0–10 in different positions.		
Performance Indicator: Learners will be able to point, read, and say numbers from 0–10 correctly.		
Core Competencies: Numeracy; Communication; Critical Thinking		
Keywords: Numbers, Read, Write References: KG2 Curriculum, Number Chart		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher shows flashcards with numbers (0–10). Learners shout out the numbers they know.	Flashcards
PHASE 2: NEW LEARNING	Teacher writes numbers randomly on the board: 3, 7, 1, 9, 5 . Learners come and point as they say the number. Learners match number to groups of objects (e.g., 6 books → “6”). Learners trace numbers in the air and on slates.	Flashcards, chalkboard, objects
PHASE 3: REFLECTION	Teacher asks: “Which number comes before 5? Which comes after 5?” Learners answer. Teacher praises correct answers.	Oral feedback
Illustration Example (Matching Numbers & Objects):		
3 → 		
7 → 		




WEEK 3

Week Ending:	DAY: Friday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Ordinality & Comparison
Content Standard: KG2.1 – Learners will develop number sense by counting, representing, and comparing quantities.		
Indicator: Learners use comparative language to describe relationship between quantities up to 10.		
Performance Indicator: Learners will be able to say which group has more, less, or equal objects.		
Core Competencies: Critical Thinking; Problem-Solving; Numeracy		
Keywords: More, Less, Equal, Compare References: KG2 Curriculum, Math Charts		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher shows 2 bowls (one with 3 stones, one with 6 stones). Asks: “Which bowl has more?” Learners answer.	Stones, bowls
PHASE 2: NEW LEARNING	Teacher demonstrates comparison using real objects (3 pencils vs. 5 pencils → “5 is more than 3”). Learners practice comparing in pairs. Teacher introduces equal (e.g., 4 oranges = 4 oranges). Learners use counters to make equal groups.	Stones, pencils, counters
PHASE 3: REFLECTION	Teacher asks: “What is more – 8 or 5?” Learners: “8.” Teacher asks: “What is equal to 6?” Learners show with counters. Teacher praises.	Oral feedback
Illustration Example (Comparison):		
		




WEEK 4

Week Ending:		DAY: Monday	Subject: Numeracy
Duration: 50 mins	Strand: Number		
Class: KG2	Class Size:	Sub Strand: Counting & Representation	
Content Standard: KG2.1 – Learners will develop number sense by counting, representing, and comparing quantities.			
Indicator: Learners use number names, counting sequences and count to find out “how many” (0–20).			
Performance Indicator: Learners will be able to count objects up to 20 and say how many there are.			
Core Competencies: Numeracy; Critical Thinking; Problem-Solving			
Keywords: Count, Numbers, Up to 20 References: KG2 Curriculum, Teacher’s Guide			
Phase/Duration	Learners’ Activities	Resources	
PHASE 1: STARTER	Teacher asks learners to clap 10 times. Then extends: “Can we clap 20 times?” Learners clap and count aloud together.	Hands (clapping)	
PHASE 2: NEW LEARNING	Teacher uses bottle tops (20) to demonstrate counting. Learners arrange in groups of 5 and count together: “1, 2, 3 ... 20.” Teacher writes numbers 1–20 on the board. Learners trace them in the air. Learners count real classroom items (e.g., 14 pencils, 18 books).	Bottle tops, sticks, number chart	
PHASE 3: REFLECTION	Teacher asks: “ <i>How many eyes do 10 learners have?</i> ” Learners count (20). Teacher praises.	Oral feedback	
Illustration Example (Counting 1–20 in Groups of 5):			
			



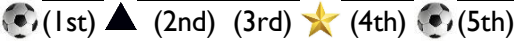
Week Ending:	DAY: Wednesday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Ordinality
Content Standard: KG2.1 – Learners will develop number sense by counting, representing, and comparing quantities.		
Indicator: Learners represent number positions (0–20) in different and equivalent ways.		
Performance Indicator: Learners will be able to use a number line to show “before, after, between” numbers up to 20.		
Core Competencies: Numeracy; Communication; Critical Thinking		
Keywords: Number line, Before, After, Between References: KG2 Curriculum, Number Line Chart		
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher writes random numbers on board (5, 8, 12). Asks: “What comes after 5? Before 12?” Learners respond.	Chalkboard
PHASE 2: NEW LEARNING	Teacher draws a number line from 0–20 on the board. Demonstrates “before, after, between” (e.g., 7 comes after 6, before 8). Learners come to point numbers on number line. Learners use counters to jump along floor number line. Groups play “missing number” game (teacher covers a number, learners guess).	Number line chart, counters
PHASE 3: REFLECTION	Teacher asks: “What number comes before 10? After 15? Between 13 and 15?” Learners respond.	Oral feedback
Illustration Example (Number Line 0–10):		
0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10		




Week Ending:	DAY: Friday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Measurement with Counting
Content Standard: KG2.1 – Learners will develop number sense by using non-standard units for measuring.		
Indicator: Learners use number names and non-standard units for measuring length & volume up to 20.		
Performance Indicator: Learners will be able to measure objects using steps, hand spans, bottle tops, or cups.		
Core Competencies: Problem-Solving; Numeracy; Creativity		
Keywords: Long, Short, Measure, Steps, Cups References: KG2 Curriculum, Teacher’s Guide		
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher stretches hand and asks: “How many hands long is this table?” Learners guess.	Table
PHASE 2: NEW LEARNING	Learners measure classroom table using hand spans (e.g., 6 hand spans). Learners measure classroom floor using steps (e.g., 12 steps). Teacher demonstrates measuring water using cups (e.g., bottle = 4 cups of water). Learners measure classroom items in groups.	Real classroom objects, cups
PHASE 3: REFLECTION	Teacher asks: “How many hand spans long is your desk?” Learners respond. Teacher praises.	Oral feedback
Illustration Example (Measuring Desk):		
		





















WEEK 5

Week Ending:	DAY: Monday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Ordinality
Content Standard: KG2.1 – Learners will develop number sense by ordering and comparing numbers.		
Indicator: Learners identify ordinal positions (1st–10th).		
Performance Indicator: Learners will be able to say positions of objects or people (1st to 10th).		
Core Competencies: Numeracy; Communication; Problem-Solving		
Keywords: First, Second, Third ... Tenth References: KG2 Curriculum, Number Chart		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher calls 5 learners to stand in a line. Asks: “Who is first? Who is last?” Learners respond.	Learners
PHASE 2: NEW LEARNING	Teacher introduces ordinal numbers 1st–10th on chart. Learners say positions: 1st, 2nd, 3rd... Learners practice with classroom queue (e.g., “Ama is 3rd, Kojo is 5th”). Teacher arranges 10 objects (bottle tops) in a row → learners say which is 1st, 5th, 10th.	Ordinal chart, objects
PHASE 3: REFLECTION	Teacher asks: “If you are standing 2nd in the line, who is in front of you? Who is behind you?” Learners answer. Teacher praises.	Oral feedback
Illustration Example (Ordinal Line of Shapes):		
		







Week Ending:	DAY: Wednesday	Subject: Numeracy
Duration: 50 mins	Strand: Number	
Class: KG2	Class Size:	Sub Strand: Comparison
Content Standard: KG2.1 – Learners will develop number sense by comparing numbers up to 20.		
Indicator: Learners use comparative language (more, less, equal) with numbers up to 20.		
Performance Indicator: Learners will be able to say which group has more, less, or equal objects (0–20).		
Core Competencies: Numeracy; Problem-Solving; Critical Thinking		
Keywords: More, Less, Equal References: KG2 Curriculum, Counters		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher places 7 stones in one bowl and 5 stones in another. Asks: "Which has more?" Learners answer.	Stones, bowls
PHASE 2: NEW LEARNING	Teacher writes 12 > 8 on the board. Explains meaning of "greater than." Learners practice comparing using objects: (10 pencils vs. 10 pens → equal; 15 bottle tops vs. 9 stones → more/less). Learners work in groups to create comparisons with counters.	Stones, pencils, counters
PHASE 3: REFLECTION	Teacher asks: "Which is less – 14 or 9?" Learners answer: "9." Teacher praises correct answers.	Oral feedback
Illustration Example (Comparison):		
		



Week Ending:	DAY: Friday	Subject: Numeracy
Duration: 50 mins	Strand: Algebra	
Class: KG2	Class Size:	Sub Strand: Patterns & Relations
Content Standard: KG2.2 – Learners will recognize, describe and create patterns.		
Indicator: Learners create simple repeating non-numerical patterns.		
Performance Indicator: Learners will be able to arrange shapes, colours, sounds or movements in simple patterns.		
Core Competencies: Creativity & Innovation; Numeracy; Communication		
Keywords: Pattern, Repeat, Shape, Colour References: KG2 Curriculum, Counters, Shape Cards		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher claps twice and stamps once (clap–clap–stamp). Learners copy.	Teacher's voice, body
PHASE 2: NEW LEARNING	Teacher shows pattern:    .Learners continue pattern. Teacher introduces other patterns:     ;       . Learners create their own patterns with bottle tops (red–blue–red–blue) and movements (jump–clap–jump–clap). Groups present their patterns.	Counters, shapes, classroom space
PHASE 3: REFLECTION	Teacher asks: “What comes after this pattern?    ...?” Learners: “.” Teacher praises creativity.	Oral feedback
Illustration Example (Patterns):		
		
		



WEEK 6

Week Ending:	DAY: Monday	Subject: Numeracy
Duration: 50 mins	Strand: Geometry & Measurement	
Class: KG2	Class Size:	Sub Strand: 3D Shapes
Content Standard: KG2.3 – Learners will recognize and name common 3D shapes.		
Indicator: Learners identify 3D shapes (cube, sphere, cylinder, cone).		
Performance Indicator: Learners will be able to name and point out 3D shapes in the classroom.		
Core Competencies: Numeracy; Critical Thinking; Communication		
Keywords: Cube, Sphere, Cylinder, Cone References: KG2 Curriculum, Shape Models		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher shows a ball and asks: "What shape is this?" Learners: "Round... Circle." Teacher explains: "This is a sphere."	Ball
PHASE 2: NEW LEARNING	Teacher introduces 4 3D shapes using real objects: Cube (dice, box), Sphere (ball), Cylinder (tin, bottle), Cone (ice cream cone). Learners repeat names and touch objects. Groups sort classroom objects by shapes.	Dice, ball, tin, cone
PHASE 3: REFLECTION	Teacher asks: "Which shape is like your water bottle? Which is like a dice?" Learners respond.	Real objects
Illustration (3D Shapes):		
 Cube  Sphere  Cylinder  Cone		







WEEK 7

Week Ending:	DAY: Wednesday	Subject: Numeracy
Duration: 50 mins	Strand: Geometry & Measurement	
Class: KG2	Class Size:	Sub Strand: Attributes of 3D Shapes
Content Standard: KG2.3 – Learners will recognize and describe attributes of 3D shapes.		
Indicator: Learners describe attributes of 3D shapes (faces, edges, corners).		
Performance Indicator: Learners will be able to say how many faces and corners a 3D shape has.		
Core Competencies: Numeracy; Critical Thinking; Observation		
Keywords: Faces, Edges, Corners References: KG2 Curriculum, 3D Models		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher shows a dice (cube). Asks: "What shape is this? How many flat sides can you see?"	Dice
PHASE 2: NEW LEARNING	Teacher explains attributes: Cube (6 faces, 8 corners), Sphere (0 corners, 1 curved face), Cylinder (2 flat faces, 1 curved face), Cone (1 flat face, 1 curved face, 1 corner). Learners count faces and corners by touching models. Groups compare shapes.	Dice, ball, tin, cone
PHASE 3: REFLECTION	Teacher asks: "Which shape has no corners? Which shape has 6 faces?" Learners respond.	Oral feedback
Illustration (Cube Example):		
Cube = 6 faces, 8 corners, 12 edges		



WEEK 8

Week Ending:	DAY: Friday	Subject: Numeracy
Duration: 50 mins	Strand: Geometry & Measurement	
Class: KG2	Class Size:	Sub Strand: Comparing Shapes
Content Standard: KG2.3 – Learners will recognize and describe shapes in their environment.		
Indicator: Learners compare real-life objects by shape, size, and similarity to 3D models.		
Performance Indicator: Learners will be able to group objects by shape and explain similarities.		
Core Competencies: Observation; Creativity; Numeracy		
Keywords: Compare, Same, Different References: KG2 Curriculum, Teacher’s Guide		
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher shows a tin and a bottle. Asks: “Do they look the same? Why?”	Tin, bottle
PHASE 2: NEW LEARNING	Teacher explains both are cylinders but sizes differ. Learners bring items from bags/desks (eraser, ball, box). Groups sort into cube, sphere, cylinder, cone. Learners compare big vs. small shapes (big ball vs. small ball).	Real classroom objects
PHASE 3: REFLECTION	Teacher asks: “Is an orange a cube or a sphere? What about an ice cream cone?” Learners answer. Teacher praises.	Oral feedback
Illustration Example (Comparisons):		
 (ball) &  (orange), both = sphere		
 (box) &  (dice), both = cube		



WEEK 9

Week Ending:	DAY: Monday	Subject: Numeracy
Duration: 50 mins	Strand: Data Handling	
Class: KG2	Class Size:	Sub Strand: Sorting
Content Standard: KG2.4 – Learners will collect, sort, and organize objects according to attributes.		
Indicator: Learners sort objects into groups by colour.		
Performance Indicator: Learners will be able to group classroom objects into colour categories.		
Core Competencies: Numeracy; Observation; Critical Thinking		
Keywords: Sort, Red, Blue, Green, Yellow References: KG2 Curriculum, Teacher’s Guide		
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher places red, blue, and green bottle tops together. Asks: “Can we put the same colours together?”	Bottle tops
PHASE 2: NEW LEARNING	Teacher demonstrates sorting by colour (all reds together, all blues together, all greens together). Learners work in groups to sort beads or blocks into bowls by colour. Groups present their sorted work.	Beads, blocks, bottle tops
PHASE 3: REFLECTION	Teacher asks: “If you have 3 red and 2 blue blocks, which colour group is more?” Learners respond.	Oral feedback
Illustration Example (Sorting by Colour):		




WEEK 10

Week Ending:	DAY: Wednesday	Subject: Numeracy
Duration: 50 mins	Strand: Data Handling	
Class: KG2	Class Size:	Sub Strand: Classifying
Content Standard: KG2.4 – Learners will collect, sort, and organize objects according to attributes.		
Indicator: Learners sort objects into groups by shape.		
Performance Indicator: Learners will be able to sort and group shapes (circles, squares, triangles, rectangles).		
Core Competencies: Numeracy; Creativity; Critical Thinking		
Keywords: Circle, Square, Triangle, Rectangle References: KG2 Curriculum, Shape Cards		
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher displays mixed shape cards and asks: "Can you find all the circles?"	Shape cards
PHASE 2: NEW LEARNING	Teacher demonstrates sorting by shape (all circles together, all squares together). Learners sort cut-out shapes into groups. Groups play a game where they pick shapes and run to the correct group.	Shape cards, cut-outs
PHASE 3: REFLECTION	Teacher asks: "Which group had the most shapes? Which had the least?" Learners respond.	Oral feedback
Illustration Example (Sorting by Shape):		
(Circles) (Squares) (Triangles)		



WEEK 11

Week Ending:	DAY: Friday	Subject: Numeracy
Duration: 50 mins	Strand: Data Handling	
Class: KG2	Class Size:	Sub Strand: Sorting
Content Standard: KG2.4 – Learners will collect, sort, and organize objects according to attributes.		
Indicator: Learners sort objects into groups by size (big, small, medium).		
Performance Indicator: Learners will be able to group classroom items as big, medium, or small.		
Core Competencies: Numeracy; Observation; Problem-Solving		
Keywords: Big, Small, Medium, Sort References: KG2 Curriculum, Teacher’s Guide		
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher shows a big ball and a small ball. Asks: “Which is bigger? Which is smaller?”	Balls
PHASE 2: NEW LEARNING	Teacher introduces size sorting (big, medium, small). Learners sort stones, pencils, or leaves into size groups. Learners play “size train” (line up from smallest to biggest).	Balls, pencils, leaves
PHASE 3: REFLECTION	Teacher asks: “Is your shoe big or small compared to mine?” Learners respond. Teacher praises.	Oral feedback
Illustration Example (Sorting by Size):		
 (Big) (Medium) (Small)		

