

**ONE VISION EXAMINATION CENTRE  
(OVEC)**

*(A Credible Private Examinations Consortium)*



**NURSERY 2**

**SCHEME OF LEARNING**

**2026/27 ACADEMIC YEAR**

**BASIC EDUCATION TERMINAL  
EXAMINATIONS**

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OVEC PRINT



NURSERY 2	LITERACY	TERM ONE
TOPIC/OBJECTIVES	PLANNED ACTIVITIES	
Phonics on letter 'Ss' Alphabet: to recite the English alphabet from Aa -Zz, paying particular attention to Aa, Bb, Cc, Dd.	<ul style="list-style-type: none"> <li>Children learn to sound the letter 'S s' perform action of letter and repeat words that begin with 'Ss'. Eg stick, snake, seal, sit etc</li> <li>Children will learn to sing alph abet songs and take alphabet walk around the school to identify and name objects that begin with the letter being treated.</li> </ul>	
Phonics on letter 'Aa' To recite and recognize the letters Ee, Ff, Gg Visual Discrimination/ Perception: to have children recognize similarities and differences in objects, pictures, shapes and letters	<ul style="list-style-type: none"> <li>Children will sound letter 'Aa ' and demonstrate the action of sound and give words of Aa such as apple ant, antelope.</li> <li>Children will recite letter names from Aa to Zz dwelling on Ee, Ff, Gg. Children bring red objects for show and tell.</li> </ul>	
Phonics on letter 'Bb' To say the alphabet from Aa -Zz paying attention to letters Hh, Ii, Jj, Kk Visual Memory: to help children develop visual memory skills by which they can remember objects and colours they perceive.	<ul style="list-style-type: none"> <li>Children sound the letter Bb, demonstrate the action and say Bb words such as bag, ball, balloon, etc.</li> <li>Children recite the alphabet in order and then match Hh, Ii Jj, Kk, etc. Children talk about interesting thing they saw in a book.</li> </ul>	
Phonics on letter 'Cc' Alphabet Aa-Zz recital and Ll, Mm, Nn, Oo, Pp recognition Perceptual Motor Skills: children learn the skill of eye-hand coordination to track words on a paper with their hands and eyes.	<ul style="list-style-type: none"> <li>Children sound letter Cc perform after teacher's action of sound and repeat Cc words such as cat, cow, cry.</li> <li>Children match the letters for the week to the chart.</li> <li>Demonstrate how to open books and turn pages, point to pictures on the left hand side. Have children follow a piece of tape from left-right.</li> </ul>	
Phonics on letter 'Dd' Small motor skills: teach children their left and right hands and help them to follow left and right orientation Children learn to identify the letter Qq, Rr, Ss	<ul style="list-style-type: none"> <li>Children sound letter Dd and look for Dd words like dog door duck, etc.</li> <li>Give Children a series of directions to follow eg: touch your head, eyes and mouth, etc collect a box of toys to classroom.</li> <li>Name two or three to see who can remember and pick those things mentioned. Look for Tt,Uu, Vv from charts or alphabet cards.</li> </ul>	

NURSERY 2	SHAPES AND COLOURS	TERM ONE
TOPICS	ACTIVITIES	
SHAPES	<ul style="list-style-type: none"> <li>Identification of shapes. Example triangle, square, rectangle, circle etc</li> <li>Drawing of shapes Colouring of shapes</li> </ul>	

NURSERY 2	SHAPES AND COLOURS	TERM TWO
TOPICS	ACTIVITIES	
NON-LIVING THINGS COLOURS	<ul style="list-style-type: none"> <li>Identification of non-living things. E.g Cars, chairs, tables, bowls, kitchen tools, cups, houses, etc</li> <li>Drawing of things listed above.</li> <li>Colouring of the things listed above</li> </ul>	

NURSERY 2	SHAPES AND COLOURS	TERM THREE
TOPICS	ACTIVITIES	
LIVING THINGS	<ul style="list-style-type: none"> <li>Identification of living things Eg. animals, trees, human beings, etc.</li> <li>Drawing some of the living things.</li> <li>Colouring of living things.</li> </ul>	

**NURSERY 2 ENVIRONMENTAL STUDIES TERM THREE**

TOPICS	OBJECTIVES	PLANNED ACTIVITIES
Food in packages	<ul style="list-style-type: none"> <li>Why food should be preserved</li> <li>How food is preserved: smoking, freezing, drying, salting etc.</li> <li>How preserved food is package for storage: cans, boxes, paper and rubber bags</li> </ul>	<ul style="list-style-type: none"> <li>A trip to a nearby supper market to see various foods in packages</li> <li>Children bring empty / full processed food from home for display in class. Bread sandwich</li> <li>Children smell and tasted some packaged foods.</li> </ul>
Thanksgiving	<ul style="list-style-type: none"> <li>History and importance of thanksgiving</li> <li>Who we should be thankful to: God, parents and guardians, friends teachers etc</li> <li>Symbols of thanksgiving: turkey and fruits, feast.</li> </ul>	<ul style="list-style-type: none"> <li>Children answer questions such as: what does God do for you?</li> <li>What does mummy and daddy do for you? Etc. teacher tells for all the things everyone does for you, you need to say thank you.</li> <li>Learn thanksgiving songs</li> <li>Thanksgiving feast/ fun fair</li> </ul>
Changes in growth	<ul style="list-style-type: none"> <li>Changes in growth of humans and animals from birth to adult age.</li> <li>How humans and other mammals are born through pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about what they see in their new born baby siblings. And teacher add more to what they say</li> <li>Watch pictures and talk about the various stages in growth.</li> <li>Talk about the changes they see in themselves: height, build, eating habits etc.</li> </ul>
Changes : animals, colour, weather	<ul style="list-style-type: none"> <li>How birds, snails and reptiles are hatch.</li> <li>How primary colours change to secondary colours: red + yellow = orange, blue + yellow= green etc.</li> <li>Changes in weather and the appropriate cloths to wear.</li> </ul>	<ul style="list-style-type: none"> <li>Mix primary colours to get secondary colours</li> <li>Watch pictures of the stages in growth for birds, reptiles etc and discuss</li> </ul>

**NURSERY 2 LITERACY TERM TWO**

TOPIC/OBJECTIVES	PLANNED ACTIVITIES
Phonics on letter 'Ee' Auditory Discrimination: to encourage chn to discriminate between various sounds and prepare them for hearing different letter sounds Alphabet Tt, Uu, Vv	<ul style="list-style-type: none"> <li>Children pick up pictures of objects with beginning sound of Ee like egg elephant, etc. Play games such as Simon says that get up.</li> <li>Children to practice using their right and left hand.</li> <li>Children try to recognize and pick Qq, Rr, Ss from among other letters.</li> </ul>
Phonics on letter 'Ff' Alphabet Ww, Xx, Yy, Zz recognition	<ul style="list-style-type: none"> <li>Children sound letter Ff and look for Ff words such as fish, frog, flower, family, etc.</li> <li>Let children look for Ww, Xx, Yy, Zz words from the alphabet charts in the clsss.</li> </ul>
Phonics on letter 'Gg' Upper to lower case letters matching A-a, B-b, C-c, D-d, E-e Alphabet random identification	<ul style="list-style-type: none"> <li>Children will sound letter Gg and perform action and bring out words of Gg eg goat, goose, gate, etc.</li> <li>Children will hunt for letters and respond to letter names, and match the letters to letters cards.</li> </ul>
Phonics on letter 'Hh' Alphabet random identification Upper to lower case letters matching F-f, G-g, H-h, I-I, J-j	<ul style="list-style-type: none"> <li>Children will sound letter Hh and perform action.</li> <li>Children will use puzzles to match upper and lower case letters.</li> </ul>

NURSERY 2	LITERACY	TERM THREE
TOPIC/OBJECTIVES	PLANNED ACTIVITIES	
Phonics on letter 'Ii' Play BINGO with the alphabet letters to enhance recognition Upper to lower case matching K-k, L-l, M-m, N-n, O-o,	<ul style="list-style-type: none"> <li>♦ Sounding 'Ii' and 'Ii' words eg, igloo, ink, inchworm, iguana etc</li> </ul>	
Phonics on letter 'Jj' Alphabet random identification Upper to lower case matching P-p, Q-q, R-r, S-s, T-t	<ul style="list-style-type: none"> <li>♦ Sounding 'Jj' and 'Jj' beginning words. eg jam, jump, jellyfish etc.</li> <li>♦ Teacher calls out a letter and children trace that letter in a plate of dry sand</li> <li>♦ With two different circles on the floor containing n upper and lower case letters each child pick upper and lower case of a letter and show to the class</li> </ul>	
Phonics on letter 'Kk' The alphabet stretch for identification and sound reinforcement Upper to lower case matching U-u, V-v, W-w	<ul style="list-style-type: none"> <li>♦ Sounding 'Kk' and 'Kk' beginning words.eg king, key, kite etc</li> <li>♦ Children say and act on letters: raise your arm saying 'A', touch shoulder and say 'a' and touch your toes and say 'apple'</li> <li>♦ Children pick both upper and lower case of a letter from among letters spread on the floor and put them together side by side</li> </ul>	
Phonics on letter 'Ll' Upper to lower case matching X-x, Y-y, Z-z	<ul style="list-style-type: none"> <li>♦ Sounding 'Ll' and 'Ll' beginning words. Eg leaf, lip, lamb etc.</li> <li>♦ Children match lower case flash cards to upper case cards pasted on the board</li> </ul>	

NURSERY 2	ENVIRONMENTAL STUDIES	TERM TWO
TOPICS	OBJECTIVES	PLANNED ACTIVITIES
Feelings	<ul style="list-style-type: none"> <li>♦ Types of feeling</li> <li>♦ How to express them: verbal and none verbal</li> <li>♦ Causes of negative and positive feelings</li> <li>♦ How to properly handle negative feelings</li> </ul>	<ul style="list-style-type: none"> <li>♦ Teacher calls out some emotions and children wear them on their faces: sad, happy, scared or excited etc.</li> <li>♦ They interpret various feelings as expressed by others or from pictures.</li> </ul>
Houses/Homes	<ul style="list-style-type: none"> <li>♦ Types of houses: wood, block, straw, brick, mud etc.</li> <li>♦ Parts of a house: roof, walls, doors, windows, chimney</li> <li>♦ Types of homes: single rooms, flats, two, three, four bed room apartments, etc</li> <li>♦ Materials used for building: bricks, blocks, cement, iron rods, water etc.</li> </ul>	<ul style="list-style-type: none"> <li>♦ A walk through the school to look at various rooms, identify the roof, fence wall, main gate, doors windows etc.</li> <li>♦ Children handle a wooden doll house and identify the various things that can be found in every room of the house: bed room; bed, wardrobe, dressing mirror and stool, etc</li> <li>♦ Tour around the neighborhood to look at the different types of houses and a visit to one of the houses to identify the various rooms: living room, dining room, kitchen, wash etc.</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>♦ How goods and people move from place to place: roads, water, air, space, rail</li> <li>♦ Machines used for going places :trains, automobiles, planes, boats, ship, rockets etc.</li> </ul>	<ul style="list-style-type: none"> <li>♦ A walk to the Block House in the neighborhood to watch moving vehicles from a safe place.</li> <li>♦ Children talk about what they saw in class</li> <li>♦ Talk about the type of cars their parents/ guardians use.</li> <li>♦ Watch video/pictures and identify the various vehicles they will find.</li> </ul>
Transportation: emergency Vehicles Transportation of old time. trucks	<ul style="list-style-type: none"> <li>♦ Emergency transportation: helicopters, ambulance, fire engines, Horse carts, wagons, bullock carts, camels, etc.</li> <li>♦ What trucks are used for: carry</li> </ul>	<ul style="list-style-type: none"> <li>♦ Field trip to the Kumasi airport</li> <li>♦ Look at pictures of emergency vehicles such as ambulance, police car, fire engine, tow truck and helicopter.</li> <li>♦ Children mimic the siren of some emergency vehicles</li> </ul>

NURSERY 2		ENVIRONMENTAL STUDIES	TERM ONE
TOPICS	OBJECTIVES	PLANNED ACTIVITIES	
All about me: name, age, gender, build, complexion	<ul style="list-style-type: none"> <li>Children to learn their names, age, appearance: build and complexion</li> </ul>	<ul style="list-style-type: none"> <li>Children will say their names one by one</li> <li>Then their age if they know or say after teacher if they don't</li> <li>By looking at pictures or a mirror they identify their sex</li> <li>Check weight and height of children</li> <li>Mini book</li> </ul>	
All about me: body parts and functions	<ul style="list-style-type: none"> <li>Children to learn their body parts that come in ones: head, nose, neck, and those that come in pairs: eyes, ears, arms, legs.</li> <li>The use of our body organs: eyes to see, ears to hear, nose to smell, tongue to taste and skin to touch.</li> </ul>	<ul style="list-style-type: none"> <li>Looking into mirror children will touch and mention their body parts such as head, nose, neck, eyes etc</li> <li>Teacher calls out the body organs at random and tell their use, children touch them and say their use after teacher.</li> <li>Identify parts of the body on a chart Perform some actions with their body organs: taste sugar and salt then tell their differences</li> <li>Smell perfume and then rotten food for reaction, listen to a tape and say what they heard. etc</li> <li>Watch a video on the body parts and their functions</li> </ul>	
My family	<ul style="list-style-type: none"> <li>Children learn members of their family in the nuclear and extended families</li> <li>The roles they play to support each other</li> </ul>	<ul style="list-style-type: none"> <li>Children will call out the members of their family: daddy, mummy, brother (s)/ sister(s)</li> <li>Identify their family members from family pictures</li> <li>Teacher mentions the members of the family at random and as children what they do for the family.</li> <li>Teacher adds the rest of the roles the children could not say.</li> </ul>	

NURSERY 2		NUMERACY	TERM ONE
TOPICS	OBJECTIVES	PLANNED ACTIVITIES	
Counting 0 - 5  One-to-one correspondence Shapes: circle and triangle.	<ul style="list-style-type: none"> <li>To give children a variety of concrete objects to handle and manipulate</li> <li>To have children pair objects and match them one-to-one</li> <li>To expose children to pictures, illustrations representing number concepts.</li> <li>To have children learn the basic shapes; circle and triangle.</li> </ul>	<ul style="list-style-type: none"> <li>Children will handle and manipulate a number of objects such as bean bags, toys coloured cubes etc.</li> <li>Children will look at pictures and illustrations representing number concepts, eg picture cards and charts Number colouring.</li> </ul>	
Counting 0 - 5  One-to-one correspondence. Square and Rectangle.	<ul style="list-style-type: none"> <li>To provide children with a variety of real experiences with more concrete objects.</li> <li>To give children much visual exposure to pictures or illustrations representing number concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Children will see, touch and handle more concrete objects such as Lego, puzzle pieces, 2-D and 3-D shapes</li> <li>Children will match up other objects to cards Number colouring.</li> </ul>	
Identification of numbers and symbols.  Shapes: oval and star.	<ul style="list-style-type: none"> <li>To introduce to children the symbols representing the concepts. eg /// 3, //// 4 etc</li> <li>To have children learn the number names of the symbols, eg 1=one, 2=two, 3=three, 4=four</li> </ul>	<ul style="list-style-type: none"> <li>Children will look at large number cards and trace over with their fingers and also learn the names. eg. &lt; = 1, &lt;&lt;=2, &lt;&lt;&lt; = 3 ( one, two, three) Number colouring.</li> </ul>	
Patterns.  Basic shapes.	<ul style="list-style-type: none"> <li>To help children acquire the skill of reproducing on arrangement of objects.</li> <li>To help children learn basic shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Clap out a pattern, then ask children to repeat it, eg. Clap-clap, clap-clap-clap.</li> <li>Children copy body movements' patterns, eg. Touch your head, toes, and then jump.</li> <li>Children will reproduce patterns with cubes, pencils and toys.</li> </ul>	

NURSERY 2	NUMERACY	TERM TWO
TOPICS	OBJECTIVES	PLANNED ACTIVITIES
Counting and identification of numbers.	<ul style="list-style-type: none"> <li>To begin counting with meaning and matching each spoken.</li> <li>Number with objects</li> </ul>	<ul style="list-style-type: none"> <li>Grouping of children according to their colour, gender or shoe colour</li> <li>Children. Sort paper lollipops into coloured cans</li> </ul>
Counting and identification.	<ul style="list-style-type: none"> <li>To recite the number names from 1 - 10</li> <li>To begin counting with meaning and matching each spoken number with objects.</li> </ul>	<ul style="list-style-type: none"> <li>Children count concrete objects together with symbols and pictures</li> <li>Children match numerals to objects on the floor</li> </ul>
Counting and identification.	<ul style="list-style-type: none"> <li>Counting from 0 - 10 using rhymes, songs, finger plays and stories for counting.</li> </ul>	<ul style="list-style-type: none"> <li>Children sing one little, two little, three little children I have ten fingers</li> <li>The number rhyme Fix numbers on a train</li> </ul>
Counting and identification.	<ul style="list-style-type: none"> <li>Counting from 0 - 10.</li> <li>Children count to a drum beat.</li> <li>Counting to match bean bags, toys and cubes</li> </ul>	<ul style="list-style-type: none"> <li>One child beats the drum while other Children do the counting.</li> <li>Children pick up numerals and count out beans bags of the numerals they pick,</li> </ul>

NURSERY 2	NUMERACY	TERM THREE
TOPICS	OBJECTIVES	PLANNED ACTIVITIES
Counting; playing number detective	<ul style="list-style-type: none"> <li>For children to know what numbers come before, after and between a given number.</li> </ul>	<ul style="list-style-type: none"> <li>With observation and identification, can point out missing numerals from a number line.</li> </ul>
Ordinal Numbers	<ul style="list-style-type: none"> <li>Children will learn to identify and say with meaning ordinal numbers such as first, second, third or last</li> </ul>	<ul style="list-style-type: none"> <li>Line up five/ six children, point and touch them in the row from the leader as: first, second, third or last</li> <li>Children arrange different objects in line to determine first, second, third and last</li> </ul>
Estimating	<ul style="list-style-type: none"> <li>Children will learn to get as close estimate as possible through guessing, observation and common sense</li> </ul>	<ul style="list-style-type: none"> <li>Make sets with cubes, pencils, crayons, toys etc and ask children to guess the quantities, then count to verify</li> <li>Number Colouring.</li> </ul>
Number meaning and recognition	<ul style="list-style-type: none"> <li>Children will learn to make sets of objects and put them in numbered paper plates, cans, jars and plastic cups</li> </ul>	<ul style="list-style-type: none"> <li>Children will clip the appropriate number of paper clips to index cards Write numbers on small paper plates.</li> <li>Children make sets with food such as peanuts and popcorn</li> </ul>