# THE GRANDMOTHER TERM TWO BASIC THREE WEEK 1 - 12

#### Termly Scheme of Learning (SOL) for B3 Term 2 MATHEMATICS

| WEEKS | STRAND | SUBSTRAND            | CONTENT                | INDICATORS               | RESOURCES  |
|-------|--------|----------------------|------------------------|--------------------------|--|
|       |        |                      | STANDARD               |                          |  |
| 1     | Number | Number<br>Operations | B3.1.2.3.              | B3.1.2.3.1               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 2     | Number | Number<br>Operations | B3.1.2.4.<br>B3.1.2.4. | B3.1.2.4.3<br>B3.1.2.4.4 |  |
| 3     | Number | Number<br>Operations | B3.1.2.5.              | B3.1.2.5.1               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 4     | Number | Number<br>Operations | B3.1.2.5.              | B3.1.2.5.2               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 5     | Number | Number<br>Operations | B3.1.2.6.1             | B3.1.2.6.1               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 6     | Number | Number<br>Operations | B3.1.2.6.              | B3.1.2.6.2               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 7     | Number | Number<br>Operations | B3.1.2.6.              | B3.1.2.6.3               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 8     | Number | Fractions            | B3.1.3.1.              | B3.1.3.1.1               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 9     | Number | Fractions            | B3.1.3.1.              | B3.1.3.1.2               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 10    | Number | Fractions            | B3.1.3.1.              | B3.1.3.1.3               | Counters, bundle and loose straws, Paper strips, Cut out cards       |
| 11    | Number | Money                | B3.1.4.1.              | B3.1.4.1.1               | Counters, bundle and<br>loose straws, Paper<br>strips, Cut out cards |

|    | Algebra | Algebraic   | B3.2.1.1. | B3.2.1.1.1 | Counters, bundle and  |
|----|---------|-------------|-----------|------------|-----------------------|
| 12 |         | Expressions |           |            | loose straws, Paper   |
| 12 |         |             |           |            | strips, Cut out cards |
|    |         |             |           |            |                       |

Termly Scheme of Learning (SOL) for B3 Term 2 HISTORY OF GHANA

| WEEKS | STRAND              | SUBSTRAND                        | CONTENT<br>STANDARD | INDICATORS | RESOURCES                                     |
|-------|---------------------|----------------------------------|---------------------|------------|---|
| 1     | My Country<br>Ghana | Inter-Group<br>Relations         | B3.2.2.1.           | B3.2.2.1.2 | A map of<br>Ghana,                            |
|       |                     |                                  |                     |            | Posters,<br>documentary                       |
| 2     | My Country<br>Ghana | Inter-Group<br>Relations         | B3.2.2.1.           | B3.2.2.1.2 | A map of<br>Ghana,<br>Posters,<br>documentary |
| 3     | My Country<br>Ghana | Inter-Group<br>Relations         | B3.2.2.1.           | B3.2.2.1.2 | A map of<br>Ghana,<br>Posters,<br>documentary |
| 4     | My Country<br>Ghana | Inter-Group<br>Relations         | B3.2.2.1.           | B3.2.2.1.2 | A map of<br>Ghana,<br>Posters,<br>documentary |
| 5     | My Country<br>Ghana | Inter-Group<br>Relations         | B3.2.2.1.           | B3.2.2.1.3 | A map of<br>Ghana,<br>Posters,<br>documentary |
| 6     | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1.           | B3.2.4.1.1 | A map of<br>Ghana,<br>Posters,<br>documentary |
| 7     | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1.           | B3.2.4.1.1 | A map of<br>Ghana,<br>Posters,<br>documentary |
| 8     | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1.           | B3.2.4.1.1 | A map of<br>Ghana,                            |

| 9  | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1. | B3.2.4.1.1 | Posters, documentary  A map of Ghana, Posters, documentary |
|----|---------------------|----------------------------------|-----------|------------|--|
| 10 | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1. | B3.2.4.1.1 | A map of<br>Ghana,<br>Posters,<br>documentary              |
| 11 | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1. | B3.2.4.1.1 | A map of<br>Ghana,<br>Posters,<br>documentary              |
| 12 | My Country<br>Ghana | Major<br>Historical<br>Locations | B3.2.4.1. | B3.2.4.1.1 | A map of<br>Ghana,<br>Posters,<br>documentary              |

| WEEKS | STRAND               | SUBSTRAND                         | CONTENT<br>STANDARD | INDICATORS  | RESOURCES  |
|-------|----------------------|-----------------------------------|---------------------|-------------|--|
| 1     | CYCLES               | Earth Science                     | B3.2.1.4.           | B3.2.1.4.1  | Plants and animals in the                                      |
| 2     | CYCLES               | Earth Science                     | B3.2.1.4.           | B3.2.1.4.2  | environment,<br>plastics, stones,<br>pictures videos<br>paper, |
| 3     | CYCLES               | Life Cycle of<br>Organism         | B3.2. 2.1.          | B3.2. 2.1.2 | Plants and animals in the                                      |
| 4     | SYSTEMS              | The Human<br>Body system          | B3.3.1.1.           | B3.3.1.1.1  | environment,<br>plastics, stones,<br>pictures videos           |
| 5     | SYSTEMS              | The Solar<br>System               | B3.3.2.1.           | B3.3.2.1.1  | paper  |
| 6     | SYSTEMS              | Ecosystem                         | B3.3.3.1.           | B3.3.3.1.1  | Plants and animals in the environment,                         |
| 7     | SYSTEMS              | Ecosystem                         | B3.3.3.1.           | B3.3.3.1.1  | plastics, stones,<br>pictures videos<br>paper                  |
| 8     | FORCES AND<br>ENERGY | Sources and<br>Forms of<br>Energy | B3.4.1.1.           | B3.4.1.1.1  | рареі  |
| 9     | FORCES AND<br>ENERGY | Sources and<br>Forms of<br>Energy | B3.4.1.2.           | B3.4.1.2.1  |  |
| 10    | FORCES AND<br>ENERGY | Sources and<br>Forms of<br>Energy | B3.4.1.2.           | B3.4.1.2.2  |  |
| 11    | FORCES AND<br>ENERGY | Sources and<br>Forms of<br>Energy | B3.4.1.2.           | B3.4.1.2.2  | Plants and animals in the environment,                         |
| 12    | FORCES AND<br>ENERGY | Sources and<br>Forms of<br>Energy | B3.4.1.2.           | B3.4.1.2.2  | plastics, stones,<br>pictures videos<br>paper                  |

| WEEKS | STRAND                    | SUBSTRAND                                | CONTENT<br>STANDARD | INDICATORS | RESOURCES                  |
|-------|---------------------------|--|---------------------|------------|----------------------------|
|       | Reading                   | Vocabulary                               | B3.2.6.1.           | B3.2.6.1.1 |                            |
|       | Writing                   | Writing As A Process                     | B3.4.8.1.           | B3.4.8.1.1 |                            |
|       | Using Writing             | Using Naming Words                       | B3.5.4.1.           | B3.5.4.1.1 |                            |
|       | Conventions               |  |                     |            |                            |
|       | Extensive                 | Building The Love And                    | B3.6.1.1.           | B3.6.1.1.1 |                            |
|       | Reading                   | Culture Of Reading                       |                     |            |                            |
| 2     | Oral Language             | Talking About Oneself, Etc               | B3.1.6.1.           | B3.1.6.1.3 | Word cards sentence cards, |
|       | Reading                   | Vocabulary                               | B3.2.6.1.           | B3.2.6.1.1 | class library              |
|       | Writing                   | Writing As A Process                     | B3.4.8.1.           | B3.4.8.1.1 |                            |
|       | Using Writing Conventions | Using Naming Words                       | B3.5.4.1.           | B3.5.4.1.1 |                            |
|       | Extensive<br>Reading      | Building The Love And Culture Of Reading | B3.6.1.1.           | B3.6.1.1.1 |                            |
| 3     | Oral Language             | Talking About Oneself, Etc               | B3.1.6.1.           | B3.1.6.1.4 | Word cards sentence cards, |
|       | Reading                   | Vocabulary                               | B3.2.6.1.           | B3.2.6.1.2 | class library              |
|       | Writing                   | Writing As A Process                     | B3.4.9.1.           | B3.4.9.1.1 |                            |
|       | Using Writing             | Using Action                             | B3.5.4.1.           | B3.5.4.1.2 |                            |
|       | Conventions               | Words/Verbs                              |                     |            |                            |
|       | Extensive                 | Building The Love And                    | B3.6.1.1.           | B3.6.1.1.1 |                            |
|       | Reading                   | Culture Of Reading                       |                     |            |                            |
| 4     | Oral Language             | Talking About Oneself, Etc               | B3.1.6.2.           | B3.1.6.2.1 | Word cards sentence cards, |
|       | Reading                   | Vocabulary                               | B3.2.6.1.           | B3.2.6.1.2 | class library              |
|       | Writing                   | Writing As A Process                     | B3.4.9.1.           | B3.4.9.1.1 |                            |
|       | Using Writing Conventions | Using Action Words/Verbs                 | B3.5.4.1.           | B3.5.4.1.2 |                            |
|       | Extensive<br>Reading      | Building The Love And Culture Of Reading | B3.6.1.1.           | B3.6.1.1.1 |                            |
| 5     | Oral Language             | guage Listening B3.: Comprehension       | B3.1.6.2.           | B3.1.6.2.1 | Word cards sentence cards, |
|       | Reading                   | Comprehension                            | B3.2.6.1.           | B3.2.6.1.3 | class library              |
|       | Writing                   | Writing As A Process                     | B3.4.9.2.           | B3.4.9.2.1 |                            |
|       | Using Writing             | Using Action                             | B3.5.4.1.           | B3.5.4.1.3 |                            |
|       | Conventions               | Words/Verbs                              |                     |            |                            |
|       | Extensive                 | Building The Love And                    | B3.6.1.1.           | B3.6.1.1.1 |                            |
|       | Reading                   | Culture Of Reading                       |                     |            |                            |
| 6     | Oral Language             | Listening<br>Comprehension               | B3.1.6.2.           | B3.1.6.2.2 | Word cards                 |

|    | Reading       | Comprehension         | B3.2.6.1. | B3.2.6.1.3  | sentence cards, |
|----|---------------|-----------------------|-----------|-------------|-----------------|
|    | Writing       | Writing As A Process  | B3.4.9.2. | B3.4.9.2.1  | class library   |
|    | Using Writing | Using Action          | B3.5.4.1. | B3.5.4.1.3  | ·               |
|    | Conventions   | Words/Verbs           |           |             |                 |
|    | Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1  |                 |
|    | Reading       | Culture Of Reading    |           |             |                 |
| 7  | Oral Language | Listening             | B3.1.6.2. | B3.1.6.2.3  | Word cards      |
|    |               | Comprehension         |           |             | sentence cards, |
|    | Reading       | Comprehension         | B3.2.6.1. | B3.2.6.1.4  | class library   |
|    | Writing       | Narrative Writing     | B3.4.9.3. | B3.4.9.3.1  |                 |
|    | Using Writing | Using Action          | B3.5.5.1. | B3.5.5.1.1. |                 |
|    | Conventions   | Words/Verbs           |           |             |                 |
|    | Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1  |                 |
|    | Reading       | Culture Of Reading    |           |             |                 |
| 8  | Oral Language | Listening             | B3.1.6.2. | B3.1.6.2.4. | Word cards      |
|    |               | Comprehension         |           |             | sentence cards, |
|    | Reading       | Comprehension         | B3.2.6.1. | B3.2.6.1.4  | class library   |
|    | Writing       | Narrative Writing     | B3.4.9.3. | B3.4.9.3.1  | ·               |
|    | Using Writing | Using Action          | B3.5.5.1. | B3.5.5.1.1  |                 |
|    | Conventions   | Words/Verbs           |           |             |                 |
|    | Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1  |                 |
|    | Reading       | Culture Of Reading    |           |             |                 |
| 9  | Oral Language | Listening             | B3.1.7.1. | B3.1.7.1.1. | Word cards      |
|    |               | Comprehension         |           |             | sentence cards, |
|    | Reading       | Comprehension         | B3.2.7.1. | B3.2.7.1.1  | class library   |
|    | Writing       | Creative/Free Writing | B3.4.9.3. | B3.4.9.3.2  |                 |
|    | Using Writing | Using Action          | B3.5.6.1. | B3.5.6.1.1. |                 |
|    | Conventions   | Words/Verbs           |           |             |                 |
|    | Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1  |                 |
|    | Reading       | Culture Of Reading    |           |             |                 |
| 10 | Oral Language | Listening             | B3.1.7.1. | B3.1.7.1.2  | Word cards      |
|    |               | Comprehension         |           |             | sentence cards, |
|    | Reading       | Comprehension         | B3.2.7.1. | B3.2.7.1.1. | class library   |
|    | Writing       | Creative/Free Writing | B3.4.9.3. | B3.4.9.3.2  |                 |
|    | Using Writing | Using Action          | B3.5.6.1  | B3.5.6.1.1. |                 |
|    | Conventions   | Words/Verbs           |           |             |                 |
|    | Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1  |                 |
|    | Reading       | Culture Of Reading    |           |             |                 |
| 11 | Oral Language | Asking and Answering  | B3.1.7.1. | B3.1.7.1.3  | Word cards      |
|    | Reading       | Comprehension         | B3.2.7.1. | B3.2.7.1.2. | sentence cards, |
|    | Writing       | Creative/Free Writing | B3.4.5.1. | B3.4.5.1.4  | class library   |
|    | Using Writing | Using Qualifying      | B3.5.6.1. | B3.5.6.1.1  |                 |
|    | Conventions   | Words: Adjectives     |           |             |                 |
|    | Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1  |                 |
|    | Reading       | Culture Of Reading    |           |             |                 |
| 12 | Oral Language | Asking And Answering  | B3.1.7.1. | B3.1.7.1.3  | Word cards      |
|    | Reading       | Comprehension         | B3.2.7.1. | B3.2.7.1.3  | sentence cards, |
|    | Writing       | Creative/Free Writing | B3.4.5.1. | B3.4.5.1.4  | class library   |

| Using Writing | Using Qualifying      | B3.5.6.1. | B3.5.6.1.1 |
|---------------|-----------------------|-----------|------------|
| Conventions   | Words: Adjectives     |           |            |
| Extensive     | Building The Love And | B3.6.1.1. | B3.6.1.1.1 |
| Reading       | Culture Of Reading    |           |            |

| WEEKS | STRAND  | SUBSTRAND           | CONTENT<br>STANDARD | INDICATORS  | RESOURCES   |
|-------|---|---------------------|---------------------|-------------|---|
| 1     | Motor Skills<br>and Movement<br>Pattern               | Manipulative skills | B3.1.2.1.           | B3.1.2.1.10 | Balls, Videos<br>and Picture,                       |
| 2     | Motor Skills<br>and Movement<br>Pattern               | Manipulative skills | B3.1.2.1.           | B3.1.2.1.11 | Drums,<br>Speakers                                  |
| 3     | Motor Skills<br>and Movement<br>Pattern               | Rhythmic skills     | B3.1.3.1.           | B3.1.3.1.1  | Balls, Videos<br>and Picture,                       |
| 4     | Motor Skills<br>and Movement<br>Pattern               | Rhythmic skills     | B3.1.3.1.           | B3.1.3.1.2  | Drums,<br>Speakers                                  |
| 5     | Movement<br>Concepts,<br>Principles and<br>Strategies | Space Awareness,    | B3.2.1.2.           | B3.2.1.2.1: | Balls, Videos<br>and Picture,                       |
| 6     | Movement Concepts, Principles and Strategies          | Dynamics            | B3.2.2.2.           | B3.2.2.1:   | Drums,<br>Speakers                                  |
| 7     | Movement Concepts, Principles and Strategies          | Dynamics            | B3.2.2.2.           | B3.2.2.2.2  | Balls, Videos<br>and Picture,                       |
| 8     | Movement<br>Concepts,<br>Principles and<br>Strategies | Relations           | B3.2.3.2.           | B3.2.3.2.1: | Drums,<br>Speakers                                  |
| 9     | Movement Concepts, Principles and Strategies          | Strategies          | B3.2.5.2.           | B3.2.5.2.1  | Balls, Videos<br>and Picture,<br>Drums,<br>Speakers |
| 10    | Movement Concepts, Principles and Strategies          | Strategies          | B3.2.5.2.           | B3.2.5.2.2  | Balls, Videos<br>and Picture,<br>Drums,<br>Speakers |
| 11    | PHYSICAL<br>FITNESS                                   | Aerobic capacity    | B3.3.1.3.           | B3.3.1.3. 1 | Balls, Videos<br>and Picture,<br>Drums,<br>Speakers |

| 12 | PHYSICAL | strength | B3.3.2.3. | B3.3.2.3.1: | Videos and |
|----|----------|----------|-----------|-------------|------------|
|    | FITNESS  |          |           |             | Picture,   |
|    |          |          |           |             | Drums      |

#### Termly Scheme of Learning (SOL) for B3 Term 2 CREATIVE ARTS

| WEEKS | STRAND                           | SUBSTRAND   | CONTENT<br>STANDARD    | INDICATORS               | RESOURCES   |
|-------|----------------------------------|---|------------------------|--------------------------|---|
| 1     | Visual arts                      | Thinking and exploring (Visual Arts)                                  | B3 1.1.1.              | B3 1.1.1.2               | photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community |
| 2     | Performing arts                  | Thinking and exploring (Performing Arts)                              | B3 2.1.1.              | B3 2.1.1.2               | -do-  |
| 3     | Visual arts                      | Planning, Making<br>and Composing<br>(Visual Arts)                    | B3 1.2.2.              | B3 1.2.2.2               | -do-  |
| 4     | Performing arts                  | Planning, Making<br>and Composing<br>(Performing Arts)                | B3.2.2.2.              | B3.2.2.2.2               | -do-  |
| 5     | Visual arts                      | Planning, Making and Composing  | B3 1.2.3.              | B3 1.2.3.2               | -do-  |
| 6     | Performing arts                  | Planning, Making and Composing  | B3 2.2.3.              | B3 2.2.3.3               | -do-  |
| 7     | Visual arts                      | Displaying and Sharing  | B3 1.3.5.              | B3 1.3.5.2               | -do-  |
| 8     | Performing arts                  | Displaying and Sharing  | B3 2.3.5.              | B3 2.3.5.2               | -do-  |
| 9     | Visual and<br>Performing<br>Arts | Appreciating and Appraising (Visual Arts)                             | B3 1.4.6.<br>B3 2.4.6. | B3 1.4.6.1<br>B3 2.4.6.1 | -do-  |
| 10    | Visual and<br>Performing<br>Arts | Appreciating and Appraising (Performing Arts)                         | B3 1.4.7.<br>B3 2.4.7. | B3 1.4.7.1<br>B3 2.4.7.1 | -do-  |
| 11    | Performing<br>Arts               | Display and Sharing School-Based Project (Visual and Performing Arts) | B3 2.3.4.              | B3 2.3.4.1               | -do-  |

| 12 | Visual and | Appreciating and | B3.1.4.7. | B3.1.4.7.2 | -do- |
|----|------------|------------------|-----------|------------|------|
|    | Performing | Appraising       | B3.2.4.7. | B3.2.4.7.1 |      |
|    | Arts       | (Visual and      |           |            |      |
|    |            | Performing Arts) |           |            |      |

Termly Scheme of Learning (SOL) for B3 Term 2 RELIGIOUS AND MORAL EDUCATION

| WEEKS | STRAND  | SUBSTRAND   | CONTENT   | INDICATORS | RESOURCES   |
|-------|---|---|-----------|------------|---|
|       |   |   | STANDARD  |            |   |
| 1     | Religious<br>practices and<br>their moral<br>implications | Religious Worship, Prayer and other Religious Practices | B3.2.1.1. | B3.2.1.1.1 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 2     | Religious<br>practices and<br>their moral<br>implications | Religious Worship, Prayer and other Religious Practices | B3 2.1.1. | B3 2.1.1.1 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 3     | Religious<br>practices and<br>their moral<br>implications | Religious Worship, Prayer and other Religious Practices | B3 2.1.1. | B3 2.1.1.2 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 4     | Religious<br>practices and<br>their moral<br>implications | Festivals in the<br>Three Major<br>Religions            | B3 2.1.1. | B3 2.1.1.2 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 5     | Religious<br>practices and<br>their moral<br>implications | Festivals in the<br>Three Major<br>Religions            | B3.2.2.1. | B3.2.2.1.1 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 6     | Religious<br>practices and<br>their moral<br>implications | Festivals in the<br>Three Major<br>Religions            | B3.2.2.1. | B3.2.2.1.1 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 7     | Religious<br>practices and<br>their moral<br>implications | Festivals in the<br>Three Major<br>Religions            | B3 2.2.1. | B3 2.2.1.2 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 8     | Religious<br>practices and<br>their moral<br>implications | Festivals in the<br>Three Major<br>Religions            | B3 2.2.1. | B3 2.2.1.2 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 9     | Religious Leaders   | The Youthful Life of the Leaders of                     | B3.3.1.1. | B3.3.1.1.1 | wall charts,<br>wall words,                                   |

|    |                   | the three Major<br>Religions   |           |            | posters,<br>video clip,<br>etc                                |
|----|-------------------|--|-----------|------------|---|
| 10 | Religious Leaders | The Youthful Life<br>of the Leaders of<br>the three Major<br>Religions | B3.3.1.1. | B3.3.1.1.1 | wall charts,<br>wall words,<br>posters,<br>video clip,<br>etc |
| 11 | Religious Leaders | The Youthful Life<br>of the Leaders of<br>the three Major<br>Religions | B3.3.1.1. | B3.3.1.1.1 | wall charts, wall words, posters, video clip, etc             |
| 12 | Religious Leaders | The Youthful Life<br>of the Leaders of<br>the three Major<br>Religions | B3.3.1.1. | B3.3.1.1.1 | wall charts, wall words, posters, video clip, etc             |

#### Termly Scheme of Learning (SOL) for B3 Term OUR WORLD AND OUR PEOPLE

| WEEKS | STRAND      | SUBSTRAND      | CONTENT<br>STANDARD | INDICATORS   | RESOURCES         |
|-------|-------------|----------------|---------------------|--------------|-------------------|
| 1     | All Around  | Map Making     | B3.2.1.3.           | B3.2.3.1.1.  | Pictures, Charts, |
|       | Us          | and Land Marks |                     |              | Video Clip        |
| 2     | All Around  | Map Making and | B3.2.3.1.           | B3.2.3.1. 2. | Pictures, Charts, |
|       | Us          | Land Marks     |                     |              | Video Clip        |
| 3     | All Around  | Map Making and | B3.2.3.2.           | B3.2.3.2.1   | Pictures, Charts, |
|       | Us          | Land Marks     |                     |              | Video Clip        |
| 4     | All Around  | Population and | B3.2.4.1.           | B3.2.4.1. 1. | Pictures, Charts, |
|       | Us          | Settlement     |                     |              | Video Clip        |
| 5     | Our Beliefs | Worship        | B3.3.1.1.           | B3.3.1.1.1.  | Pictures, Charts, |
|       | And Values  |                |                     |              | Video Clip        |
| 6     | Our Beliefs | Worship        | B3.3.1.1.           | B3.3.1.1.1   | Pictures, Charts, |
|       | And Values  |                |                     |              | Video Clip        |
| 7     | Our Beliefs | Festivals      | B3.3.2.1.           | B3.3.2.1.1   | Pictures, Charts, |
|       | And Values  |                |                     |              | Video Clip        |
| 8     | Our Beliefs | Basic Human    | B3.3.3.1.           | B3.3.3.1.1.  | Pictures, Charts, |
|       | And Values  | Rights         |                     |              | Video Clip        |
| 9     | Our Beliefs | Being a Leader | B3.3.4.1.           | B3.3.4.1.1.  | Pictures, Charts, |
|       | And Values  |                |                     |              | Video Clip        |
| 10    | Our Beliefs | Being a Leader | B3 3.4.1.           | B3 3.4.1.1   | Pictures, Charts, |
|       | And Values  |                | B3.3.4.1.           | B3.3.4.1. 2. | Video Clip        |
| 11    | Our Beliefs | Being a Leader | B3 3.4.1.           | B3.3.4.1. 2. | Pictures, Charts, |
|       | And Values  |                |                     |              | Video Clip        |
| 12    | Our Beliefs | Being a Leader | B3 3.4.1.           | B3.3.4.1. 2. | Pictures, Charts, |
|       | And Values  |                |                     |              | Video Clip        |

#### Scheme of Learning for B3 Term 2 (Ghanaian Language)

| Week | STRAND           | SUB-STRAND             | CONTENT<br>STANDARD      | INDICATORS             | RESOURCES      |
|------|------------------|------------------------|--------------------------|------------------------|----------------|
| 1    | Oval             | Dramatisation and Role |                          | B3.1.5.1.              | Davis          |
| 1    | Oral<br>Language |                        | B3.1.5.1.2<br>B3.1.6.1.1 | B3.1.5.1.<br>B3.1.6.1. | Drums,<br>drum |
|      | Language         | Play/                  | b3.1.0.1.1               | D3.1.0.1.              | sticks,        |
|      |                  | Conversation           | 50.4.6.4.0               | 50.4.6.4               | recorded       |
| 2.   | Oral             | Conversation/          | B3.1.6.1.3               | B3.1.6.1               | audios,        |
|      | Language         | Talking about Oneself, | B3.1.7.1.1               | B3.1.7.1.              | Manila         |
|      |                  | Family, People and     | B3.1.7.1.2               | B3.1.7.1.              | cards,         |
|      |                  | Places                 |                          |                        | recorded       |
|      |                  |                        |                          |                        | audio          |
|      |                  |                        |                          |                        | visuals        |
| 3.   | Oral             | Listening              | B3.1.8.1.1               | B3.1.8.1.              | Pictures of    |
|      | Language         | Comprehension/         | B3.1.8.1.1               | B3.1.8.1.              | animals,       |
|      |                  | Asking and Answering   | B3.1.9.1.1.              | B3.1.9.1               | Manila         |
|      |                  | Questions              |                          |                        | cards,         |
|      |                  |                        |                          |                        | markers,       |
|      |                  |                        |                          |                        | recorded       |
|      |                  |                        |                          |                        | audiovisual    |
| 4.   | Reading          | Phonics: Letter and    | B3.2.4.2.1               | B3.2.4.2.              | Manila         |
|      |                  | Sound Knowledge        | B3.2.4.2.2               | B3.2.4.2.              | cards,         |
|      |                  | ocana micage           | 30121 11212              | 551211121              | markers,       |
|      |                  |                        |                          |                        | recorded       |
|      |                  |                        |                          |                        | audio-         |
|      |                  |                        |                          |                        | visual         |
| 5.   | Reading          | Phonics: Letter and    | B3.2.4.2.3               | B3.2.4.2.              | Manila         |
| ]    |                  | Sound Knowledge        | B3.2.4.2.4               | B3.2.4.2.              | cards,         |
|      |                  | Journa Kilowicase      | 53.2.4.2.4               | D3.2.4.2.              | markers,       |
|      |                  |                        |                          |                        | recorded       |
|      |                  |                        |                          |                        | audio-         |
|      |                  |                        |                          |                        | visual         |
| 6.   | Reading          | Phonics: Letter and    | B3.2.4.2.5               | B3.2.4.2.              | Manila         |
| 0.   | ineauiiig        | Sound Knowledge /      | B3.2.4.2.5<br>B3.2.5.1.1 | B3.2.4.2.<br>B3.2.5.1. | Cards,         |
|      |                  | <u> </u>               | 03.2.3.1.1               | טט.ב.ט.ד.              | Class reader   |
|      |                  | Vocabulary (Sight and  |                          |                        |                |
|      |                  | Content Vocabulary)    |                          |                        |                |

| 7.  | Writing                                      | Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom | B3.3.3.1.                           | B3.3.3.1.1                             | Manila<br>Cards,<br>Markers   |
|-----|--|---|-------------------------------------|--|---|
| 8.  | Writing                                      | Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom | B3.3.3.2.                           | B3.3.3.2.1                             | Word cards,<br>Manila card<br>Markers<br>Word cards<br>Manila card<br>Markers |
| 9.  | Writing<br>Convention<br>s/ Usage            | Integrating Grammar in<br>Written Language (Use<br>of Action Words)   | B3.5.3.1.<br>B3.5.3.1.              | B3.5.3.1.2<br>B3.5.3.1.3               | Word cards,<br>Manila card<br>Markers<br>Word<br>Cards,<br>Manila card,       |
| 10. | Writing<br>Convention<br>s/ Usage            | Integrating Grammar in<br>Written Language (Use<br>of Qualifying Words)                                     | B3.5.4.1.<br>B3.5.4.1.<br>B3.5.4.1. | B3.5.4.1.1<br>B3.5.4.1.2<br>B3.5.4.1.3 | Word cards, Manila card Markers Word Cards, Manila card,                      |
| 11. | Writing<br>Convention<br>s/ Usage            | Integrating Grammar in<br>Written Language (Use<br>of Postpositions)  | B3.5.5.1.<br>B3.5.5.1.              | B3.5.5.1.1<br>B3.5.5.1.2               | Reading<br>materials  |
| 12. | Extensive<br>Reading/<br>Children<br>Library | Building the Love and<br>Culture of Reading   | B3.6.2.1.                           | B3.6.2.1.1                             | Manila<br>Cards,<br>Markers   |

## TERM TWO BASIC THREE WEEK ONE

### WEEKLY SCHEME OF LEARNING- WEEK ONE BASIC THREE

Name of School.....

| Week Endir              | ng   |   |   |  |
|-------------------------|--|---|---|--|
| Class                   |  | Three   |   |  |
| Subject                 |  | ENGLISH LANGUAGE  |   |  |
| Reference               |  | English Language curricului   | m Page  |  |
| Learning Inc            | dicator(s)   | B3.2.6.1.1 B3.4.8.1.1 B3  | 3.5.4.1.1. B3.6.1.1.1   |  |
| Performance Teaching/ L | earning Resources  | words, understand meaningful completed.  B. Learners can paragraphs on on leading questions.  C. Learners can ident form of action work communication.  D. Learners can read.   | x sentences develop two coherent e idea or concept using diffy the present continuous rds in spoken and written a variety of age and level- and summarise them s, letter cards, and and a class library. d Collaboration Personal |  |
|                         | T  | T   | T   |  |
| DAYS                    | PHASE 1: STARTER 10                                      | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION   |  |
|                         | MINS   | (New Learning Including   | 10MINS  |  |
|                         | (Preparing The Brain For Learning)                       | Assessment)   | (Learner And Teacher)   |  |
| Tuesday                 | Engage learners to sing songs and recite familiar rhymes | B.READING Provide learners with texts containing level- appropriate sight words. • Put them into groups to identify, read and use sight words in meaningful sentences  Assessment:: Let learners read and use sight words | What have we learnt today?  Ask learners to summarize the main points in the lesson   |  |

| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING Have learners brainstorm to choose a topic, e. g. My Home • Write the topic on the board. • Ask questions for learners to generate ideas on the topic • Discuss the questions with learners for them to answer appropriately  e.g. My home i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there?  Assessment: Let learners answer the questions: i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there? | 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 | D.WRITING CONVENTIONS AND GRAMMAR USAGE Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.  Assessment: let learners underline the continuous  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|        |  | form of the action words in five different sentences  |   |
|--------|--|---|---|
| Friday | Engage learners to sing songs and recite familiar rhymes | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.  • Have a variety of age/level-appropriate books for learners to make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select books for readings  Assessment: let learners read a variety of age and level-appropriate books and summarise them | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Mook Ending   |   |  |  |  |
|---|---|--|--|--|
| Week Ending   |   |  |  |  |
| Class   | Three   |  |  |  |
| Subject   | MATHEMATICS                                     |  |  |  |
| Reference   | Mathematics curriculum Page                     |  |  |  |
| Learning Indicator(s)   | B3.1.2.3.                                       |  |  |  |
| Performance Indicator   | Learners can Use strategies to mentally add and |  |  |  |
|   | subtract whole numbers within 100               |  |  |  |
| Strand  | NUMBER  |  |  |  |
| Sub strand  | Number Operations                               |  |  |  |
| 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.

| DAYS    | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION   |
|---------|---|---|---|
|         | MINS  | (New Learning Including   | 10MINS  |
|         | (Preparing The Brain  | Assessment)   | (Learner And Teacher)   |
|         | For Learning)   |   |   |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Look for doubles, and then changing the subtraction question into an addition and solving it (e.g. for 24 - 12, think 12 + 12 = 24 so 24 - 12 is 12) E.g. 2 Make doubles when the two numbers that are close together or close to doubles by: - Decomposing the second number to make doubles (e.g. when subtracting 48 - 25, think 48 - 24 - 1) or - Compensating to make doubles: adding something to the second number to make a double, then adjusting the answer by adding the same amount to the answer (e.g. for 48 - 23 think 48 - 24 = 24. Then add 1 to 24 to get 25, | Review the lesson with Learners  Assessment: have learners to practice with more examples |

|           |   | which i E.g. 3 is the answer)  |   |
|-----------|---|--|---|
| Wednesday | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair   | Adding on by friendly jumps strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" (for example, when adding 326 + 232, start with326, add 100 two times to get 526 (326 + 100 + 100), then add on 10 three times to get 556 (526 + 10 + 10 + 10) and then add on 2 to get 558. The answer is 558.  E.g. 3. Making 10s or 100s when adding a number that is close to a multiple of 10 or 100 by moving a quantity from one number to another, for example when adding 296 + 568, move 4 from 568 to 296 to make 300 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Thursday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Compensation strategy  - adding more than is required to create an easier number to add – usually a multiple of 10 or 100 - and then subtracting that same amount from the answer (for example, when adding 126 + 39, add 1 to 39 to create the expression 126 + 40, which gives 166, then subtract from the answer the 1 that was   | Review the lesson with Learners  Assessment: have learners to practice with more examples |

|        |   | added; 166 -1 = 165, so the answer is 165)  E.g. 5. Decomposing or splitting the second number into partial subtractions that are easier to subtract (e.g. when subtracting 127 - 38, decompose 38 and subtract in friendlier jumps - 127 - 20- 10- 8 or see examples in text boxes)  E.g. 6. Starting at the second number and counting up in friendly jumps (e.g., when subtracting 127 - 18, start at 18 and count up by 100 to get 118, then count up 9 to get 127so the answer is 109)  856-325 856-300=556 556-20=536 536-5=531 |   |
|--------|---|---|---|
| Friday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Compensation strategy - Subtracting more than is required (to turn the 2nd number into a friendlier number), then adding the extra amount to the answer (for example, when subtracting 547 - 296, subtract 547 - 300 = 247, then add 4 to the answer to get 251) Constant difference – Adding (or subtracting the same amount from each number to make one  | Review the lesson with Learners  Assessment: have learners to practice with more examples |

|  | number "friendlier",     |  |
|--|--------------------------|--|
|  | knowing that it does not |  |
|  | change the answer (e.g., |  |
|  | instead of 158 – 47, do  |  |
|  | 161 - 50 which is 111    |  |

| Maal. Fadi  |  | T   |                          |
|-------------|--|---|--------------------------|
| Week Endi   | ng<br>———————————————————————————————————— |   |                          |
| Class       |  | Three   |                          |
| Subject     |  | SCIENCE   |                          |
| Reference   |  | Science curriculum Page                             |                          |
| Learning In |  | B3.2.1.4.1  |                          |
| Performan   | ce Indicator                               | Learners can Identify things that make water impure |                          |
| Strand      |  | CYCLES  |                          |
| Sub strand  |  | EARTH SCIENCE                                       |                          |
| Teaching/ I | Learning Resources                         | Pictures  |                          |
| Core Comp   | etencies: Creativity and Ini               | novation Communication an                           | d Collaboration Personal |
| Developme   | ent and Leadership Critical                | Thinking and Problem Solvir                         | ng.                      |
|             |  |   |                          |
| DAYS        | PHASE 1: STARTER 10                        | PHASE 2: MAIN 40MINS                                | PHASE 3: REFLECTION      |
|             | MINS                                       | (New Learning Including                             | 10MINS                   |
|             | (Preparing The Brain                       | Assessment)   | (Learner And Teacher)    |
|             | For Learning)                              |   |                          |
| Thursday    | Engage learners to sing                    | Provide learners with cut-                          | What have we learnt      |
|             | songs and recite familiar                  | out pictures showing how                            | today?                   |
|             | rhymes                                     | water is polluted. This                             |                          |
|             |  | should include leakages,                            | Ask learners to          |
|             |  | flooding during rainy                               | summarize the importan   |
|             |  | season which carries                                | points of the lesson     |
|             |  | waste deposits into water                           |                          |
|             |  | bodies, Industrial waste                            |                          |
|             |  | dumped into water,                                  |                          |
|             |  | mining, littering,                                  |                          |
|             |  | pesticides application,                             |                          |
|             |  | fertilizer application,                             |                          |
|             |  | house hold chemicals,                               |                          |
|             |  | improper disposal of                                |                          |
|             |  | animal wastes.                                      |                          |
|             |  | • In groups, learners                               |                          |
|             |  | observe the pictures and                            |                          |
|             |  | communicate their ideas                             |                          |
|             |  | on what makes water                                 |                          |
|             |  | impure  |                          |
|             |  | '   |                          |

| Take learners on a trip to   |
|------------------------------|
| observe littered parts of    |
| the community to identify    |
| things that make water       |
| impure.                      |
| Ask learners what will       |
| happen if they drink         |
| impure water                 |
|                              |
| Assessment:                  |
| Let learners identify things |
| that make water impure       |

| Week Endi   | ng                           |  |                          |
|-------------|------------------------------|--|--------------------------|
| Class       |                              | Three  |                          |
| Subject     |                              | OUR WORLD OUR PEOPLE                               |                          |
| Reference   |                              | Our World Our People curriculum Page               |                          |
| Learning In | dicator(s)                   | B3.2.3.1. 1.                                       |                          |
| Performan   | ce Indicator                 | Learners can Sketch the shape of the classroom and |                          |
|             |                              | indicate the position of the teacher's desk        |                          |
| Strand      |                              | ALL AROUND US                                      |                          |
| Sub strand  |                              | Map Making and Land Mar                            | ks                       |
| Teaching/   | Learning Resources           | Pictures   |                          |
| Core Comp   | etencies: Creativity and Ini | novation Communication an                          | d Collaboration Personal |
| Developme   | ent and Leadership Critical  | Thinking and Problem Solvir                        | ng.                      |
|             |                              |  |                          |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                               | PHASE 3: REFLECTION      |
|             | MINS                         | (New Learning Including                            | 10MINS                   |
|             | (Preparing The Brain         | Assessment)  | (Learner And Teacher)    |
|             | For Learning)                |  |                          |
| Tuesday     | Engage learners to sing      | Learners sketch the shape                          | What have we learnt      |
|             | songs and recite familiar    | of the classroom. Through                          | today?                   |
|             | rhymes                       | questions and answers,                             |                          |
|             |                              | guide learners to indicate                         | Ask learners to          |
|             |                              | where they sit in the                              | summarize the main       |
|             |                              | classroom, on their                                | points in the lesson     |
|             |                              | sketches with a small                              |                          |
|             |                              | round shape.                                       |                          |
|             |                              | Learners show on their                             |                          |
|             |                              | sketches the location of                           |                          |
|             |                              | the following:                                     |                          |
|             |                              | i) Chalk/White board                               |                          |
|             |                              | (Bb/Wb)  |                          |
|             |                              | ii) Cupboard                                       |                          |
|             |                              | iii) Teacher's table (Tt)                          |                          |
|             |                              |  |                          |
|             |                              | Assessment:  |                          |
|             |                              | Let learners sketch the                            |                          |
|             |                              | shape of the classroom                             |                          |
|             |                              | and indicate the position                          |                          |
|             | i .                          | •  |                          |

| Thursday | Engage learners to sing   |                            | What have we learnt  |
|----------|---------------------------|----------------------------|----------------------|
|          | songs and recite familiar | Learners label their       | today?               |
|          | rhymes                    | objects with abbreviations |                      |
|          |                           | as in the list of objects  | Ask learners to      |
|          |                           |                            | summarize the main   |
|          |                           | Rh/W Tt                    | points in the lesson |
|          |                           | Learners describe the      |                      |
|          |                           | shape of the cupboard.     |                      |
|          |                           | Assessment:                |                      |
|          |                           | Let learners sketch the    |                      |
|          |                           | shape of the classroom,    |                      |
|          |                           | indicate the position of   |                      |
|          |                           | the following:             |                      |
|          |                           | i) Chalk/White board       |                      |
|          |                           | (Bb/Wb)                    |                      |
|          |                           | ii) Cupboard               |                      |
|          |                           | iii) Teacher's table (Tt)  |                      |
|          |                           | and label their objects    |                      |
|          |                           | with abbreviations         |                      |

| Week Endi             | ng   |  |   |
|-----------------------|--|--|---|
| Class                 |  | Three  |   |
| Subject               |  | HISTORY  |   |
| Reference             |  |  |   |
|                       |  | History curriculum Page  |   |
| Learning In           |  | B3.2.2.1.2   |   |
| Performance Indicator |  | Learners can Name some of the items exchanged  |   |
|                       |  | among the various groups   |   |
| Strand                |  | My Country Ghana   |   |
| Sub strand            |  | Inter-Group Relations  |   |
|                       | Learning Resources                                       | Pictures   |   |
| •                     | -  | novation Communication an<br>Thinking and Problem Solvin   |   |
| DAYS                  | PHASE 1: STARTER 10                                      | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION   |
|                       | MINS   | (New Learning Including  | 10MINS  |
|                       | (Preparing The Brain For Learning)                       | Assessment)  | (Learner And Teacher)   |
| Tuesday               | Engage learners to sing songs and recite familiar rhymes | What items were exchanged among the various ethnic groups? Why were these items exchanged? How and why did cowrie shells (cedie) become the most common.  Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, shea butter, pottery and cloth and iron utensils | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|                       |  | Assessment: : Let learners Name some of the items exchanged among the various groups   |   |

| Thursday | Engage learners to sing   | Identify trade items that  | What have we learnt  |
|----------|---------------------------|----------------------------|----------------------|
|          | songs and recite familiar | were exchanged among       | today?               |
|          | rhymes                    | ethnic groups: salt. fish, |                      |
|          |                           | gold, kola, shea butter,   | Ask learners to      |
|          |                           | pottery and cloth and iron | summarize the main   |
|          |                           | utensils                   | points in the lesson |
|          |                           |                            |                      |
|          |                           | Assessment: : Let learners |                      |
|          |                           | name some of the items     |                      |
|          |                           | exchanged among the        |                      |
|          |                           | various groups             |                      |
|          |                           |                            |                      |

| Week End              | ding   |   |   |
|-----------------------|--|---|---|
| Class                 |  | Three   |   |
| Subject               |  | PHYSICAL EDUCATION  |   |
| Reference             | 9  | PE curriculum Page  |   |
| Learning              | Indicator(s)   | B3.1.2.1.10   |   |
| Performance Indicator |  | Learners can Hand-dribble a ball continuously while   |   |
|                       |  | moving around obstacles.  |   |
| Strand                |  | MOTOR SKILL AND MOVEM   | ENT PATTERNS                              |
| Sub stran             | d  | MANIPULATIVE SKILLS   |   |
| Teaching              | Learning Resources   | cones   |   |
| Core Com              | petencies: Creativity and Inr  | novation Communication and  | d Collaboration Personal                  |
| Developn              | nent and Leadership Critical   | Thinking and Problem Solvin   | g.  |
|                       | <u> </u>   | <del>-</del>  | -   |
| DAYS                  | PHASE 1: STARTER 10  | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION                       |
|                       | MINS   | (New Learning Including   | 10MINS                                    |
|                       | (Preparing The Brain   | A a a a a a m a m + \   |   |
|                       | (Frepairing The Brain  | Assessment)   | (Learner And Teacher)                     |
|                       | For Learning)  | Assessment)   | (Learner And Teacher)                     |
| Friday                | 1, ,   | After warm ups learners   | (Learner And Teacher) What have we learnt |
| Friday                | For Learning)  | ,   |   |
| Friday                | For Learning)  Learners jog round a  | After warm ups learners   | What have we learnt                       |
| Friday                | For Learning)  Learners jog round a  demarcated area in files  | After warm ups learners move from stationary  | What have we learnt                       |
| Friday                | For Learning)  Learners jog round a  demarcated area in files  while singing and   | After warm ups learners move from stationary position with balls, bounce  | What have we learnt today?                |
| Friday                | For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the                                     | After warm ups learners move from stationary position with balls, bounce and continue bouncing  | What have we learnt today? Use answers to |
| Friday                | For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal                    | After warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through  | What have we learnt today? Use answers to |
| Friday                | For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to | After warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point   | What have we learnt today? Use answers to |
| Friday                | For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to | After warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point to another. Supervise and   | What have we learnt today? Use answers to |
| Friday                | For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to | After warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point to another. Supervise and give corrective feedback.                           | What have we learnt today? Use answers to |
| Friday                | For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to | After warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool down | What have we learnt today? Use answers to |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | RELIGIOUS AND MORAL EDUCATION                        |  |
| Reference                    | RME curriculum Page                                  |  |
| Learning Indicator(s)        | B3.2.1.1.1:  |  |
| Performance Indicator        | Learners can Name the sacred scriptures of the three |  |
|                              | major religions.                                     |  |
| 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.

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION   |
|--------|---------------------------|------------------------------|-----------------------|
|        | MINS                      | (New Learning Including      | 10MINS                |
|        | (Preparing The Brain      | Assessment)                  | (Learner And Teacher) |
|        | For Learning)             |                              |                       |
| Friday | Engage learners to sing   | Guide learners to mention    | What have we learnt   |
|        | songs and recite familiar | the sacred scriptures: The   | today?                |
|        | rhymes                    | Holy Bible (Christianity),   |                       |
|        |                           | The Holy Qur'an, Hadith      | Ask learners to       |
| İ      |                           | (Islam), Sacred Myths,       | summarize the main    |
|        |                           | parables and taboos          | points in the lesson  |
|        |                           | (Traditional Religion), etc. |                       |
|        |                           | • Let learners in groups,    |                       |
|        |                           | talk about the Holy          |                       |
|        |                           | Scriptures and which         |                       |
|        |                           | religion each belongs to.    |                       |
|        |                           | Guide learners to recite     |                       |
|        |                           | simple texts from the        |                       |
|        |                           | scriptures: Al-Fãtihah       |                       |
|        |                           | (Islam), Psalm 23            |                       |
|        |                           | (Christianity) and Sacred    |                       |
|        |                           | Myths, folktales, parables,  |                       |
|        |                           | etc. (Traditional Religion). |                       |
|        |                           |                              |                       |
|        |                           | Assessment : Let learners    |                       |
|        |                           | Name the sacred              |                       |
|        |                           | scriptures of the three      |                       |
|        |                           | major religions.             |                       |

| Week Ending           | g                            |   |                          |
|-----------------------|------------------------------|---|--------------------------|
| Class                 | <u> </u>                     | Three   |                          |
| Subject               |                              | CREATIVE ARTS   |                          |
| Reference             |                              | Creative Arts curriculum                              |                          |
| Learning Ind          | licator(s)                   | B3 1.1.1.2  |                          |
| Performance           |                              | Generate ideas from visu                              | ial artworks produced or |
| r criormance maleator |                              | found in other African con                            | ·                        |
|                       |                              | visual artworks that reflect people in those areas in |                          |
|                       |                              | Africa  |                          |
| Strand                |                              | VISUAL ARTS   |                          |
| Sub strand            |                              | Thinking and Exploring Idea                           | IS                       |
| Teaching/ Le          | earning Resources            | Pictures  |                          |
| Core Compe            | tencies: Creativity and Inn  | ovation Communication and                             | d Collaboration Personal |
| Developmer            | nt and Leadership Critical 1 | Thinking and Problem Solvin                           | g.                       |
|                       |                              |   |                          |
| DAYS                  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                                  | PHASE 3: REFLECTION      |
|                       | MINS                         | (New Learning Including                               | 10MINS                   |
|                       | (Preparing The Brain         | Assessment)   | (Learner And Teacher)    |
|                       | For Learning)                |   |                          |
| Wednesday             | Engage learners to sing      | Learners are to:                                      | What have we learnt      |
|                       | songs and recite familiar    |   | today?                   |
|                       | rhymes                       | produced or found in                                  |                          |
|                       |                              | other countries in Africa                             | Ask learners to          |
|                       |                              | (e.g. masks, sculptures,                              | summarize the main       |
|                       |                              | pottery, fabric, beads,                               | points in the lesson     |
|                       |                              | paintings);   |                          |
|                       |                              | ② examine the materials                               |                          |
|                       |                              | and tools for the                                     |                          |
|                       |                              | production of the                                     |                          |
|                       |                              | artworks under study and                              |                          |
|                       |                              | how they are acquired;                                |                          |
|                       |                              | Loarnors are to:                                      |                          |
|                       |                              | Learners are to:                                      |                          |
|                       |                              | identify own ideas and                                |                          |
|                       |                              | concepts based on artistic decisions to make own 2-   |                          |
|                       |                              |   |                          |
|                       |                              | Dimensional artworks                                  |                          |
|                       |                              | (e.g. drawing, collage,                               |                          |

montage, painting,
printmaking, lettering,
pattern-making, collage,
montage, letter collé);
identify 3-Dimensional
artworks(modelling,
casting, carving, sewing,
stitching, weaving,
knotting, construction,
assemblage, quilling)

Assessment:: Let learners
generate ideas from visual
artworks found in other
African communities

| Learning Indicator (s) (Ref. No.) |                           | B3.1.5.1.2 State opinion and feelings on events and |                           |
|-----------------------------------|---------------------------|---|---------------------------|
| (5) (1101111)                     |                           | characters in stories.                              |                           |
|                                   |                           | B3.1.6.1.1 Discuss and demonstrate non-verbal forms |                           |
|                                   |                           | of greeting   |                           |
| Performand                        | ce Indicators             | The learner   | should state opinion and  |
|                                   |                           | feelings on events a                                | nd characters in stories. |
|                                   |                           | The learner should discuss and                      |                           |
|                                   |                           | demonstrate non-verbal forms of greeting            |                           |
| Week Endir                        | ng                        |   |                           |
| Reference                         |                           | Ghanaian Language curric                            | ulum                      |
| Subject                           |                           | GHANAIAN LANGUAGE                                   |                           |
| Teaching/ L                       | earning Resources         | Manila cards, markers, reco                         | orded audios visual       |
| Core Comp                         | etencies: Communication a | nd collaboration Personal de                        | evelopment and leadership |
|                                   |                           |   |                           |
| DAYS                              | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                | PHASE 3: REFLECTION       |
|                                   | MINS                      | (New Learning Including                             | 10MINS                    |
|                                   | (Preparing The Brain      | Assessment)   | (Learner And Teacher)     |
|                                   | For Learning)             |   |                           |
|                                   | Engage leaners to sing    |   | What have we learnt       |
|                                   | songs and recite          | popular song they know.                             | today?                    |
|                                   | familiar rhymes           | • Tell or read an                                   |                           |
|                                   |                           | interesting story to                                | Douisus the leasen with   |
|                                   |                           | learners.   | Review the lesson with    |
|                                   |                           | Help the learners to                                | learners                  |
|                                   |                           | state their opinions and                            |                           |
|                                   |                           | feelings on events and                              |                           |
|                                   |                           | characters in the story                             |                           |
|                                   |                           |   |                           |
|                                   |                           | Accordent lat lagrage                               |                           |
|                                   |                           | Assessment: let learners                            |                           |
|                                   |                           | state opinion and feelings                          |                           |
|                                   |                           | on events and characters                            |                           |
|                                   |                           | in stories.   |                           |
|                                   |                           |   |                           |
|                                   | Engage leaners to sing    | Revise greetings with                               | What have we learnt       |
|                                   | songs and recite          | learners.   | today?                    |
|                                   | familiar rhymes           |   |                           |
|                                   |                           |   |                           |

| Demonstrate some n                             | on- Review the lesson with |
|--|----------------------------|
| verbal forms of greetin                        |                            |
| for learners to see.                           | igs icarriers              |
| • Let learners recognis                        |                            |
|  |                            |
| the various non-verbal                         |                            |
| forms of greetings. E.g.                       |                            |
| Handshake, gestures fo                         |                            |
| greeting and nodding of                        | of                         |
| the head.                                      |                            |
| Allow learners to                              |                            |
| demonstrate the vario                          | us                         |
| non-verbal forms of                            |                            |
| greetings in groups and                        | d in                       |
| pairs  |                            |
|  |                            |
|  |                            |
| Assessment: let learne                         | rs                         |
| demonstrate non-verb                           | pal                        |
| forms of greeting                              |                            |
|  |                            |
| Engage leaners to sing • Revise greetings witl | h What have we learnt      |
| songs and recite learners.                     | today?                     |
| familiar rhymes • Demonstrate some n           | non-                       |
| verbal forms of greetin                        |                            |
| for learners to see.                           | Review the lesson with     |
| • Let learners recognis                        | e learners                 |
| the various non-verbal                         |                            |
| forms of greetings. E.g.                       |                            |
| Handshake, gestures fo                         |                            |
| greeting and nodding of                        |                            |
| the head.                                      |                            |
| • Allow learners to                            |                            |
|  |                            |
| demonstrate the various                        | us                         |
| non-verbal forms of                            |                            |
| greetings in groups and                        | d in                       |
| pairs  |                            |
|  |                            |
| Assessment: let learne                         |                            |
| demonstrate non-verb                           | pal                        |
| forms of greeting                              |                            |
|  |                            |

## TERM TWO BASIC THREE WEEK TWO

## WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC THREE

Name of School.....

| Week Endi                | ng                            |  |                                       |
|--------------------------|-------------------------------|--|---------------------------------------|
| Class Three              |                               |  |                                       |
| Subject ENGLISH LANGUAGE |                               |  |                                       |
| Reference                |                               | English Language curriculur                      | n Page                                |
| Learning Indicator(s)    |                               | B3.1.6.1.3 B3.2.6.1.1                            |                                       |
|                          |                               | B3.6.1.1.1                                       | 2011101212                            |
| Performance Indicator    |                               |  | about important places in             |
|                          |                               | their communities                                | , , , , , , , , , , , , , , , , , , , |
|                          |                               | B. Learners can rea                              | d level-appropriate sight             |
|                          |                               |  | and use them in meaningful            |
|                          |                               | complex sentences                                | Ü                                     |
|                          |                               |  | p two coherent paragraphs             |
|                          |                               |  | ept using leading questions           |
|                          |                               | D. Learners can ident                            | ify the present continuous            |
|                          |                               | form of action wo                                | rds in spoken and written             |
|                          |                               | communication                                    |                                       |
|                          |                               | E. Learners can read a variety of age and level- |                                       |
|                          |                               | appropriate books a                              | and summarise them                    |
| Teaching/ I              | Learning Resources            | Word cards, sentence card                        | s, letter cards, handwriting          |
|                          |                               | on a manila card and a clas                      | s library.                            |
| Core Comp                | etencies: Creativity and Inn  | ovation Communication an                         | d Collaboration Personal              |
| Developme                | ent and Leadership Critical 1 | Thinking and Problem Solvin                      | g.                                    |
|                          |                               |  |                                       |
| DAYS                     | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS                             | PHASE 3: REFLECTION                   |
|                          | MINS                          | (New Learning Including                          | 10MINS                                |
|                          | (Preparing The Brain          | Assessment)                                      | (Learner And Teacher)                 |
|                          | For Learning)                 |  |                                       |
| Monday                   | Engage learners to sing       | A. ORAL LANGAUGE                                 | What have we learnt                   |
|                          | songs and recite familiar     | Show pictures of                                 | today?                                |
|                          | rhymes                        | important places in their                        |                                       |
|                          |                               | communities such as the                          | Ask learners to                       |
|                          |                               | market, the fire service                         | summarize the main                    |
|                          |                               | station etc.                                     | points in the lesson                  |
|                          |                               | • Let learner's think-pair-                      |                                       |
|                          |                               | share their views and                            |                                       |

|           |  | opinions about the pictures.  • Put learners into groups according to the number of pictures.  • Have each group talk about the activities that go on in these places and their importance to the community and the nation.  Assessment: let learners |   |
|-----------|--|---|---|
|           |  | talk about important places in their communities  |   |
| Tuesday   | Engage learners to sing songs and recite familiar rhymes | B.READING Provide learners with texts containing level- appropriate sight words. • Put them into groups to identify, read and use sight words in meaningful sentences   | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|           |  | Assessment: let learners use read level-appropriate sight words to form sentences   |   |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING  Have learners brainstorm to choose a topic, e. g. My Home  • Write the topic on the board.  • Ask questions for learners to generate ideas on the topic   | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|          |  | • Discuss the questions with learners for them to answer appropriately  e.g. My home i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there?  Assessment: let learners develop two coherent paragraphs on one idea using leading questions                |   |
|----------|--|--|---|
| Thursday | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE  Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball. | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|          |  | Assessment: let learners identify the present continuous form of action words in sentences   |   |
| Friday   | Engage learners to sing songs and recite familiar rhymes | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from.  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| <ul> <li>Introduce narratives,<br/>expository, procedural<br/>texts to learners.</li> <li>Guide learners to select<br/>books for readings</li> </ul> |  |
|--|--|
| Assessment: let learners read a variety of age and level-appropriate books and summarise them  |  |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | MATHEMATICS  |  |
| Reference                    | Mathematics curriculum Page  |  |
| Learning Indicator(s)        | B3.1.2.4.3 B3.1.2.4.4  |  |
| Performance Indicator        | Learners can develop and explain estimation strategies to estimate the solution for a given word problem involving addition or subtraction sums up to 1000.  Learners can show an understanding of the property of commutativity |  |
| Strand                       | NUMBER   |  |
| Sub strand                   | Number Operations  |  |
| 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.

| DAYS    | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION   |
|---------|---|---|---|
|         | MINS  | (New Learning Including   | 10MINS  |
|         | (Preparing The Brain  | Assessment)   | (Learner And Teacher)   |
|         | For Learning)   |   |   |
| Monday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.) | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.) | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.) | Review the lesson with Learners  Assessment: have learners to practice with more examples          |
|-----------|---|---|--|
| Thursday  | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.  | Give addition problems<br>and have learners<br>interchange the position of<br>the addends and solve. for<br>example 236 + 453 = and<br>453 + 236 =  | Review the lesson with Learners  Assessment: have learners to practice with more examples          |
| Friday    | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair                       | Give addition problems<br>and have learners<br>interchange the position of<br>the addends and solve. for<br>example 236 + 453 = and<br>453 + 236 =  | Review the lesson with<br>Learners  Assessment: have<br>learners to practice with<br>more examples |

| Week Ending                  |   |
|------------------------------|---|
| Class                        | Three                                       |
| Subject                      | SCIENCE                                     |
| Reference                    | Science curriculum Page                     |
| Learning Indicator(s)        | B3.2.1.4.2                                  |
| Performance Indicator        | Learners can describe the properties of air |
|                              |   |
| Strand                       | Cycles                                      |
| Sub strand                   | Earth Science                               |
| Teaching/ Learning Resources | Pictures                                    |

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION     |
|--------|---------------------------|-----------------------------|-------------------------|
|        | MINS                      | (New Learning Including     | 10MINS                  |
|        | (Preparing The Brain      | Assessment)                 | (Learner And Teacher)   |
|        | For Learning)             |                             |                         |
| Monday | Engage learners to sing   | Learners answer the         | What have we learnt     |
|        | songs and recite familiar | following questions:        | today?                  |
|        | rhymes                    | What is air?                |                         |
|        |                           | Where does air come         | Ask learners to         |
|        |                           | from?                       | summarize the important |
|        |                           | Can you see and touch air?  | points of the lesson    |
|        |                           | What shows that there is    |                         |
|        |                           | air present in this         |                         |
|        |                           | classroom?                  |                         |
|        |                           | Perform a simple            |                         |
|        |                           | demonstration on the        |                         |
|        |                           | properties of air, e.g. air |                         |
|        |                           | has mass, occupies space,   |                         |
|        |                           | made up of more than one    |                         |
|        |                           | gas, pulls and pushes       |                         |
|        |                           | objects.                    |                         |
|        |                           | Assessment: let learners    |                         |
|        |                           | describe the properties of  |                         |
|        |                           | air                         |                         |
|        |                           |                             |                         |

| Thursday | Engage learners to sing   | Learners demonstrate in    | What have we learnt     |
|----------|---------------------------|----------------------------|-------------------------|
|          | songs and recite familiar | their how to make more     | today?                  |
|          | rhymes                    | air enter their classrooms |                         |
|          |                           | in groups.                 | Ask learners to         |
|          |                           | • Let each group present   | summarize the important |
|          |                           | their findings.            | points of the lesson    |
|          |                           | Assessment: let learners   |                         |
|          |                           | demonstrate in their own   |                         |
|          |                           | way how to make more air   |                         |
|          |                           | enter their classrooms     |                         |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | OUR WORLD OUR PEOPLE                               |  |
| Reference                    | Our World Our People curriculum Page               |  |
| Learning Indicator(s)        | B3.2.3.1. 2.                                       |  |
| Performance Indicator        | Learners can mention reasons why records should be |  |
|                              | taken regularly, as a responsible citizen          |  |
| Strand                       | ALL AROUND US                                      |  |
| Sub strand                   | Map Making and Land Marks                          |  |
| Teaching/ Learning Resources | Pictures   |  |

| DAYS     | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS       | PHASE 3: REFLECTION   |
|----------|---------------------------|----------------------------|-----------------------|
|          | MINS                      | (New Learning Including    | 10MINS                |
|          | (Preparing The Brain      | Assessment)                | (Learner And Teacher) |
|          | For Learning)             |                            |                       |
| Tuesday  | Engage learners to sing   | Through think-pair-share,  | What have we learnt   |
|          | songs and recite familiar | learners talk about the    | today?                |
|          | rhymes                    | need to take records       |                       |
|          |                           | regularly, e.g. for future | Ask learners to       |
|          |                           | use, for accuracy          | summarize the main    |
|          |                           |                            | points in the lesson  |
|          |                           | Assessment: let learners   |                       |
|          |                           | mention reasons why        |                       |
|          |                           | records should be taken    |                       |
|          |                           | regularly                  |                       |
| Thursday | Engage learners to sing   |                            | What have we learnt   |
|          | songs and recite familiar | Through think-pair-share,  | today?                |
|          | rhymes                    | learners talk about the    |                       |
|          |                           | need to take records       | Ask learners to       |
|          |                           | regularly, e.g. for future | summarize the main    |
|          |                           | use, for accuracy          | points in the lesson  |
|          |                           |                            |                       |
|          |                           | Assessment: let learners   |                       |
|          |                           | mention reasons why        |                       |
|          |                           | records should be taken    |                       |
|          |                           | regularly                  |                       |

| Week Endi   | <br>ng                       |  |  |
|-------------|------------------------------|--|--|
| Class       | <u> </u>                     | Three  |  |
|             |                              | HISTORY  |  |
| Reference   | •                            |  |  |
| Learning In | <br>ndicator(s)              | B3.2.2.1.2   |  |
|             | ce Indicator                 |  | of the items exchange                        |
|             |                              | Learners can name some of the items exchanged among the various groups |  |
| Strand      |                              | My Country Ghana   |  |
| Sub strand  |                              | Inter-Group Relations  |  |
| Teaching/   | Learning Resources           | Pictures   |  |
| Core Comp   | etencies: Creativity and Ini | novation Communication an  | d Collaboration Personal                     |
| -           | •                            | Thinking and Problem Solvir  |  |
| <u> </u>    | <u> </u>                     |  | <u>.                                    </u> |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION                          |
|             | MINS                         | (New Learning Including  | 10MINS                                       |
|             | (Preparing The Brain         | Assessment)  | (Learner And Teacher)                        |
|             | For Learning)                |  |  |
| Tuesday     | Engage learners to sing      | Match items with the   | What have we learnt                          |
|             | songs and recite familiar    | areas/sources where the  | today?                                       |
|             | rhymes                       | items were obtained. e.g.  |  |
|             |                              | shea butter - savannah   | Ask learners to                              |
|             |                              | belt   | summarize the main                           |
|             |                              |  | points in the lesson                         |
|             |                              | Assessment: let learners   |  |
|             |                              | match items with the   |  |
|             |                              | areas where the items  |  |
|             |                              | were obtained  |  |
| Thursday    | Engage learners to sing      | Match items with the   | What have we learnt                          |
|             | songs and recite familiar    | areas/sources where the  | today?                                       |
|             | rhymes                       | items were obtained. e.g.  |  |
|             |                              | shea butter - savannah   | Ask learners to                              |
|             |                              | belt   | summarize the main                           |
|             |                              | Assessment: let learners   | points in the lesson                         |
|             |                              | match items with the   |  |
|             |                              | areas where the items  |  |
|             |                              | a. cas which chieffellis   |  |

were obtained

| Week End  | ding                         |                              |                           |
|-----------|------------------------------|------------------------------|---------------------------|
| Class     |                              | Three                        |                           |
| Subject   | PHYSICAL EDUCATION           |                              |                           |
| Reference | 2                            | PE curriculum Page           |                           |
| Learning  | Indicator(s)                 | B3.1.2.1.11                  |                           |
| Performa  | nce Indicator                | Learners can foot-dribble    | a ball continuously while |
|           |                              | travelling and changing dire | ection.                   |
| Strand    |                              | Motor Skill And Movement     | Patterns                  |
| Sub stran | d                            | Manipulative Skills          |                           |
| Teaching, | Learning Resources           | cones                        |                           |
| Core Com  | petencies: Creativity and In | novation Communication and   | d Collaboration Personal  |
| Developn  | nent and Leadership Critical | Thinking and Problem Solvin  | g.                        |
|           |                              |                              |                           |
| DAYS      | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION       |
|           | MINS                         | (New Learning Including      | 10MINS                    |
|           | (Preparing The Brain         | Assessment)                  | (Learner And Teacher)     |
|           | For Learning)                |                              |                           |
| Friday    | Learners jog round a         | Arrange cones or skittles.   | What have we learnt       |
|           | demarcated area in files     | Learners dribble a ball in a | today?                    |
|           | while singing and            | forward direction using      |                           |
|           | clapping to warm-up the      | the inside of the foot.      | Use answers to            |
|           | body for maximal             | Learners practice. Observe   | summarise the lesson.     |
|           | performance and to           | and give them corrective     |                           |
|           | prevent injuries             | feedback. Organise a         |                           |
|           |                              | football game. End lesson    |                           |
|           |                              | with cool down activities    |                           |

| Week End  | ding                          |  |                          |
|-----------|-------------------------------|--|--------------------------|
| Class     |                               | Three  |                          |
| Subject   |                               | RELIGIOUS AND MORAL EDUCATION                        |                          |
| Reference | e                             | RME curriculum Page                                  |                          |
| Learning  | Indicator(s)                  | B3.2.1.1.1:  |                          |
| Performa  | nce Indicator                 | Learners can name the sacred scriptures of the three |                          |
|           |                               | major religions.                                     |                          |
| Strand    |                               | Religious Practices and thei                         | r Moral Implications     |
| Sub stran | d                             | Religious Worship in the Th                          | ree Major Religions in   |
|           |                               | Ghana  |                          |
| Teaching  | / Learning Resources          | Pictures   |                          |
| Core Com  | petencies: Creativity and Ini | novation Communication an                            | d Collaboration Personal |
| Developn  | nent and Leadership Critical  | Thinking and Problem Solvin                          | ng.                      |
|           |                               |  |                          |
| DAYS      | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS                                 | PHASE 3: REFLECTION      |
|           | MINS                          | (New Learning Including                              | 10MINS                   |
|           | (Preparing The Brain          | Assessment)  | (Learner And Teacher)    |
|           | For Learning)                 |  |                          |
| Friday    | Engage learners to sing       | Guide learners to recite                             | What have we learnt      |
|           | songs and recite familiar     | simple texts from the                                | today?                   |
|           | rhymes                        | scriptures: Al-Fãtihah                               |                          |
|           |                               | (Islam), Psalm 23                                    | Ask learners to          |
|           |                               | (Christianity) and Sacred                            | summarize the main       |
|           |                               | Myths, folktales, parables,                          | points in the lesson     |
|           |                               | etc. (Traditional Religion).                         |                          |
|           |                               | Let learners write simple                            |                          |
|           |                               | texts from the sacred                                |                          |
|           |                               | scriptures.  |                          |
|           |                               |  |                          |
|           |                               | Assessment: let learners                             |                          |
|           |                               | write simple texts from                              |                          |
|           |                               | the sacred scriptures.                               |                          |

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | CREATIVE ARTS                                       |  |
| Reference                    | Creative Arts curriculum                            |  |
| Learning Indicator(s)        | B3 2.1.1.2  |  |
| Performance Indicator        | Generate ideas from performing artworks produced or |  |
|                              | performed in other African communities for creating |  |
|                              | own artworks that reflect people in those areas in  |  |
|                              | Africa  |  |
| Strand                       | PERFORMING ARTS                                     |  |
| Sub strand                   | Thinking and Exploring Ideas                        |  |
| Teaching/ Learning Resources | Pictures  |  |

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION   |
|--------|---------------------------|-----------------------------|-----------------------|
|        | MINS                      | (New Learning Including     | 10MINS                |
|        | (Preparing The Brain      | Assessment)                 | (Learner And Teacher) |
|        | For Learning)             |                             |                       |
| Monday | Engage learners to sing   | Learners are to:            | What have we learnt   |
|        | songs and recite familiar | study the music, dance      | today?                |
|        | rhymes                    | and drama produced or       |                       |
|        |                           | performed in other          | Ask learners to       |
|        |                           | countries in Africa and the | summarize the main    |
|        |                           | rest of the world (Dances:  | points in the lesson  |
|        |                           | Indlamu of South Africa,    |                       |
|        |                           | Moribayasa of Guinea,       |                       |
|        |                           | Eskista of Ethiopia,        |                       |
|        |                           | Atilogwu of Nigeria,        |                       |
|        |                           | Aduma of Kenya; Music:      |                       |
|        |                           | Afrobeat of Nigeria,        |                       |
|        |                           | Highlife of Ghana, Bongo    |                       |
|        |                           | Flava of Tanzania, Hip-     |                       |
|        |                           | hop, Kpop, Jingle, Breaks,  |                       |
|        |                           | Azonto)                     |                       |
|        |                           | examine the resources,      |                       |
|        |                           | elements, instruments       |                       |
|        |                           | available for composing     |                       |
|        |                           | and performing the arts     |                       |
|        |                           | under study and how they    |                       |
|        |                           | are acquired;               |                       |
|        |                           |                             |                       |

|           |                           | Assessment: let learners   |                      |
|-----------|---------------------------|----------------------------|----------------------|
|           |                           | mention the resources,     |                      |
|           |                           | elements, instruments      |                      |
|           |                           | used for composing and     |                      |
|           |                           | performing the arts        |                      |
| Wednesday | Engage learners to sing   | Learners are to:           | What have we learnt  |
|           | songs and recite familiar | develop own ideas and      | today?               |
|           | rhymes                    | concepts to compose and    |                      |
|           |                           | perform own music,         | Ask learners to      |
|           |                           | dance and drama            | summarize the main   |
|           |                           |                            | points in the lesson |
|           |                           |                            |                      |
|           |                           | Assessment: let learners   |                      |
|           |                           | mention ideas for creating |                      |
|           |                           | own artworks.              |                      |

#### WEEKLY LESSON PLAN FOR B3 GHANAIAN LANGUAGE

| Learning I                        | ndicator (s) (Ref. No.)    | B3.1.6.1.3 Say why we have   | non-verbal greetings.      |
|-----------------------------------|----------------------------|--|----------------------------|
| Learning marcator (5) (Nerr 1151) |                            | B3.1.6.1.3 Say why we have non-verbal greetings. B3.1.7.1.1 Describe one's self using personal |                            |
|                                   |                            | pronouns.  | en donig personal          |
|                                   |                            | B3.1.7.1.2 Describe the family using the appropriate   |                            |
|                                   |                            | pronouns   |                            |
| Performa                          | nce Indicators             | The learner should say why we have   |                            |
|                                   |                            | non-verbal greeting  | • •                        |
|                                   |                            | The learner should describe one's self   |                            |
|                                   |                            | using personal pron  | ouns.                      |
|                                   |                            | • The learner s  | should describe the family |
|                                   |                            | using the appropria  | te pronouns                |
| Week End                          |                            |  |                            |
| Reference                         |                            | Ghanaian Language curric   | ulum                       |
| Subject                           |                            | GHANAIAN LANGUAGE  |                            |
| Teaching/                         | Learning Resources         | Manila cards, markers, reco  | orded audios visual        |
| Core Com                          | petencies: Communication a | nd collaboration Personal de   | evelopment and leadership  |
|                                   |                            |  |                            |
| DAYS                              | PHASE 1: STARTER 10        | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION        |
|                                   | MINS                       | (New Learning Including  | 10MINS                     |
|                                   | (Preparing The Brain       | Assessment)  | (Learner And Teacher)      |
|                                   | For Learning)              |  |                            |
|                                   | Engage leaners to sing     | Discuss with learners why  | What have we learnt        |
|                                   | songs and recite           | we use non-verbal forms  | today?                     |
|                                   | familiar rhymes            | to greet.  |                            |
|                                   |                            | Assessment: let learners   | Review the lesson with     |
|                                   |                            | explain why we have non-   | learners                   |
|                                   |                            | verbal greetings.  |                            |
|                                   |                            | Terson greenings   |                            |
|                                   | Engage leaners to sing     | Let learners say the   | What have we learnt        |
|                                   | songs and recite           | letters of the alphabet.   | today?                     |
|                                   | familiar rhymes            | Write some words on  |                            |
|                                   |                            | the board and lead   |                            |
|                                   |                            | learners to say the words.   | Review the lesson with     |
|                                   |                            | Let learners form  | learners                   |
|                                   |                            | sentences with the words.  |                            |
|                                   |                            | Introduce pronoun to   |                            |
|                                   |                            | learners.  |                            |
|                                   |                            | Let learners describe  |                            |
|                                   |                            | themselves using personal  |                            |
|                                   |                            | pronouns. E.g. I, me, mine.  |                            |

|   | Assessment: let learners describe one's self using personal pronouns.   |   |
|---|---|---|
| Engage leaners to sing songs and recite familiar rhymes | <ul> <li>Use pronouns to talk about a family.</li> <li>Let learners describe their families using the appropriate pronouns</li> </ul> | What have we learnt today?  Review the lesson with learners |
|   | Assessment: let learners describe the family using the appropriate pronouns   |   |

# TERM TWO BASIC THREE WEEK THREE

### WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC THREE

Name of School.....

| Week Endi   | ng                            |                              |                               |  |
|-------------|-------------------------------|------------------------------|-------------------------------|--|
| Class       |                               | Three                        |                               |  |
| Subject     |                               | ENGLISH LANGUAGE             |                               |  |
| Reference   |                               | English Language curriculu   | m Page                        |  |
| Learning In | dicator(s)                    | B3.1.6.1.4 B3.2.6.1.2. B     | 3.4.9.1.1 B3.5.4.1.2          |  |
| _           |                               | B3.6.1.1.1                   |                               |  |
| Performan   | ce Indicator                  | A. Learners can Use a        | a wider variety of words to   |  |
|             |                               | talk about differe<br>values | ent customs and cultural      |  |
|             |                               | B. Learners can Use kr       | nowledge of prefixes and      |  |
|             |                               | suffixes to interpret        | unfamiliar words              |  |
|             |                               | C. Learners can Selec        | t a topic on familiar themes  |  |
|             |                               | (e.g. Myself), brain         | storm and organise before     |  |
|             |                               | writing                      |                               |  |
|             |                               | D. Learners can Use t        | he present continuous form    |  |
|             |                               | of verbs to describe         | e actions taking place at the |  |
|             |                               | time of speaking             |                               |  |
|             |                               | E. Learners can Read         | a variety of age and level-   |  |
|             |                               | appropriate books a          | and summarise them            |  |
| Teaching/ I | Learning Resources            | Word cards, sentence card    | s, letter cards, handwriting  |  |
|             |                               | on a manila card and a clas  | s library.                    |  |
| Core Comp   | etencies: Creativity and Inn  | ovation Communication an     | d Collaboration Personal      |  |
| Developme   | ent and Leadership Critical 1 | Thinking and Problem Solvin  | ıg.                           |  |
| DAYS        | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION           |  |
| DAIS        | MINS                          | (New Learning Including      | 10MINS                        |  |
|             | (Preparing The Brain          | Assessment)                  | (Learner And Teacher)         |  |
|             | For Learning)                 | 7.00000                      | (20011101711101700011017)     |  |
| Monday      | Engage learners to sing       | A. ORAL LANGAUGE             | What have we learnt           |  |
| •           | songs and recite familiar     | Using conversational         | today?                        |  |
|             | rhymes                        | posters on different         |                               |  |
|             |                               | customs and cultural         | Ask learners to               |  |
|             |                               | practices,                   | summarize the main            |  |
|             |                               |                              | points in the lesson          |  |

|           |                                  |   | 1                    |
|-----------|----------------------------------|---|----------------------|
|           |                                  | let learner's think-pair-   |                      |
|           |                                  | share, looking at the   |                      |
|           |                                  | various illustrations on the                                      |                      |
|           |                                  | poster.   |                      |
|           |                                  | <ul> <li>Have them use</li> </ul>                                 |                      |
|           |                                  | expressions learnt and  |                      |
|           |                                  | other new ones to talk  |                      |
|           |                                  | about the customs and   |                      |
|           |                                  | cultural practices.   |                      |
|           |                                  | • Let learners, in groups,  |                      |
|           |                                  | role-play the customs and   |                      |
|           |                                  | cultural practices on the   |                      |
|           |                                  | poster.   |                      |
|           |                                  |   |                      |
|           |                                  | Assessment: let learners  |                      |
|           |                                  | use a wider variety of  |                      |
|           |                                  | words to talk about   |                      |
|           |                                  | different customs and   |                      |
|           |                                  | cultural values   |                      |
| Tuesday   | Engage learners to sing          | B.READING   | What have we learnt  |
|           | songs and recite familiar        | Guide learners to Use   | today?               |
|           | rhymes                           | knowledge of prefixes and   | ,                    |
|           | ,                                | suffixes to interpret   | Ask learners to      |
|           |                                  | unfamiliar words  | summarize the main   |
|           |                                  |   | points in the lesson |
|           |                                  | Assessment: let learners  |                      |
|           |                                  | use knowledge of prefixes   |                      |
|           |                                  | and suffixes to interpret   |                      |
|           |                                  | unfamiliar words  | and a land           |
| Wednesday | Engage learners to sing          | C. WRITING  | What have we learnt  |
|           | songs and recite familiar rhymes | Take learners through the writing process: Pre-                   | today?               |
|           | Tilyines                         | writing process. Fre-   | Ask learners to      |
|           |                                  | <ul> <li>Consider composition</li> </ul>                          | summarize the main   |
|           |                                  | writing as a process. That  | points in the lesson |
|           |                                  | is, it should be done in  | •                    |
|           |                                  | stages.   |                      |
|           |                                  | <ul> <li>Take learners through</li> </ul>                         |                      |
|           |                                  | stages such as  |                      |
|           |                                  | preparation, writing,   |                      |
|           |                                  | editing and publishing.   |                      |
|           |                                  | <ul> <li>Assist learners to<br/>prepare for writing by</li> </ul> |                      |
|           |                                  | discussing the topic to   |                      |
|           |                                  | ·   |                      |
|           |                                  | write on, e.g. My School.   |                      |

|          |  | <ul> <li>In groups, let learners discuss their ideas.</li> <li>Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.</li> <li>Assessment: let learners organise points for writing on the topic "myself"</li> </ul>   |   |
|----------|--|--|---|
| Thursday | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is singing. They are jumping. • Present action pictures for learners to write simple sentences about the actions taking place  Assessment: let learners look at action pictures and write simple sentences about the actions taking place | 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 | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners.  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|  | Guide learners to select  |  |
|--|---|--|
|  | books for readings  |  |
|  |   |  |
|  | Assessment: let learners read a variety of age and level-appropriate books and summarise them |  |

| DAYS                         | PHASE 1: STARTER 10         | PHASE 2: MAIN 40MINS                              | PHASE 3: REFLECTION       |
|------------------------------|-----------------------------|---|---------------------------|
| Problem Sol                  | ving.                       |   |                           |
| Developme                    | nt and Leadership Critical  | Thinking and Problem Solvi                        | ng. Critical Thinking and |
| Core Compe                   | etencies: Creativity and In | novation Communication ar                         | nd Collaboration Personal |
| Teaching/ Learning Resources |                             | Counters  |                           |
| Sub strand Number Operations |                             |   |                           |
| Strand                       |                             | NUMBER  |                           |
|                              |                             | using equal groupings                             |                           |
| Performance Indicator        |                             | Learners can Represent and explain multiplication |                           |
| Learning Inc                 | dicator(s)                  | B3.1.2.5.1  |                           |
| Reference                    |                             | Mathematics curriculum                            | Page                      |
| Subject                      |                             | MATHEMATICS                                       |                           |
| Class                        |                             | Three   |                           |
| Week Endin                   | g                           |   |                           |

| DAYS    | PHASE 1: STARTER 10 MINS  | PHASE 2: MAIN 40MINS (New Learning Including  | PHASE 3: REFLECTION  10MINS   |
|---------|---|---|---|
|         | (Preparing The Brain For Learning)  | Assessment)   | (Learner And Teacher)   |
| Monday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:                     = 4 × 3                = 3 × 4       = 6 × 2 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair   | Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:  | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair   | Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:  | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|-----------|---|---|---|
| Thursday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:  | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday    | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair   | Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:                        = 3 × 4                   = 6 × 2 | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Week Ending                  |   |
|------------------------------|---|
| Class                        | Three   |
| Subject                      | SCIENCE   |
| Reference                    | Science curriculum Page                           |
| Learning Indicator(s)        | B3.2. 2.1.2                                       |
| Performance Indicator        | Learners can observe the germination of maize and |
|                              | bean seeds  |
| Strand                       | CYCLES  |
| Sub strand                   | LIFE CYCLES OF ORGANISMS                          |
| Teaching/ Learning Resources | Pictures  |

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                    | PHASE 3: REFLECTION     |
|--------|---------------------------|---|-------------------------|
|        | MINS                      | (New Learning Including                 | 10MINS                  |
|        | (Preparing The Brain      | Assessment)                             | (Learner And Teacher)   |
|        | For Learning)             |   |                         |
| Monday | Engage learners to sing   | Begin this activity by                  | What have we learnt     |
| İ      | songs and recite familiar | asking learners to predict              | today?                  |
|        | rhymes                    | whether it is possible for              |                         |
| İ      |                           | bean and maize seeds to                 | Ask learners to         |
|        |                           | germinate/sprout in water               | summarize the important |
|        |                           | without soil.                           | points of the lesson    |
|        |                           | <ul> <li>Place learners into</li> </ul> |                         |
|        |                           | groups and give each                    |                         |
|        |                           | group two transparent                   |                         |
|        |                           | glasses or plastic                      |                         |
|        |                           | containers (labeled A and               |                         |
|        |                           | B), cotton wool, water and              |                         |
|        |                           | viable maize and bean                   |                         |
|        |                           | seeds.                                  |                         |
|        |                           | Learners pack container                 |                         |
|        |                           | A with the cotton wool                  |                         |
|        |                           | and push one of each of                 |                         |
|        |                           | the different seeds                     |                         |
|        |                           | through the side of the                 |                         |
|        |                           | container but not to touch              |                         |
|        |                           | the bottom.                             |                         |
|        |                           | Guide learners to pour a                |                         |
|        |                           | little water to soak the                |                         |

|          |  | cotton wool. The setup is left to stand for one week while keeping the cotton wool always wet.  Assessment: let learners describe the germination of maize and bean seeds  |  |
|----------|--|--|--|
| Thursday | Engage learners to sing songs and recite familiar rhymes | Guide learners to prepare container B using the same method but with a dry cotton wool.  • Learners observe the set-up critically and record whatever they see.  • Challenge learners with the question: What made the seeds germinate in set-up A?  Assessment: let learners explain what made the seeds germinate in set-up A. | What have we learnt today?  Ask learners to summarize the important points of the lesson |

| Week Endin   | ıg                           |   |                        |
|--------------|------------------------------|---|------------------------|
| Class        |                              | Three   |                        |
| Subject      |                              | OUR WORLD OUR PEOPLE                              |                        |
| Reference    |                              | Our World Our People curriculum Page              |                        |
| Learning Inc | dicator(s)                   | B3.2.3.2.1  |                        |
| Performanc   | e Indicator                  | Learners can make a sketch of the school compound |                        |
|              |                              | and show locations of some landmarks              |                        |
| Strand       |                              | ALL AROUND US                                     |                        |
| Sub strand   |                              | Map Making and Land Mark                          | (S                     |
| Teaching/ L  | earning Resources            | Pictures  |                        |
| Core Compe   | etencies: Creativity and Inn | ovation Communication and                         | Collaboration Personal |
| Developme    | nt and Leadership Critical T | hinking and Problem Solving                       |                        |
|              |                              |   |                        |
| DAYS         | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                              | PHASE 3: REFLECTION    |
|              | MINS                         | (New Learning Including                           | 10MINS                 |
|              | (Preparing The Brain         | Assessment)                                       | (Learner And Teacher)  |
|              | For Learning)                |   |                        |
| Tuesday      | Engage learners to sing      | Learners to explore the                           | What have we learnt    |
|              | songs and recite familiar    | school compound through                           | today?                 |
|              | rhymes                       | a study tour and do the                           |                        |
|              |                              | following:  | Ask learners to        |
|              |                              | i. Identify the position of                       | summarize the main     |
|              |                              | buildings in relation to one                      | points in the lesson   |
|              |                              | another.  |                        |
|              |                              | ii. Draw the outline of the                       |                        |
|              |                              | classroom on the manila                           |                        |
|              |                              | cards   |                        |
|              |                              |   |                        |
|              |                              | Assessment: let learners                          |                        |
|              |                              | make a sketch of the                              |                        |
|              |                              | school compound                                   |                        |
| Thursday     | Engage learners to sing      | Learners to Draw the                              | What have we learnt    |
|              | songs and recite familiar    | outline of the classroom                          | today?                 |
|              | rhymes                       | on the chalk/white board.                         | A al Janes             |
|              |                              | Call learners to come up                          | Ask learners to        |
|              |                              | to mark out their sitting                         | summarize the main     |
|              |                              | positions on the outline                          | points in the lesson   |
|              |                              | Assessment: let learners                          |                        |
|              |                              | Assessificiti. let leatifiets                     |                        |

|  | make a sketch of the school compound and show locations of some landmarks |  |
|--|---|--|
|  |   |  |

| Week Endi   | ng                           |                             |                          |
|-------------|------------------------------|-----------------------------|--------------------------|
| Class       |                              | Three                       |                          |
| Subject     |                              | HISTORY                     |                          |
| Reference   |                              | History curriculum Page     |                          |
| Learning In | ndicator(s)                  | B3.2.2.1.2                  |                          |
| Performan   | ce Indicator                 | Learners can name some      | of the items exchanged   |
|             |                              | among the various groups    |                          |
| Strand      |                              | My Country Ghana            |                          |
| Sub strand  |                              | Inter-Group Relations       |                          |
| Teaching/   | Learning Resources           | Pictures                    |                          |
| Core Comp   | etencies: Creativity and Ini | novation Communication an   | d Collaboration Personal |
| Developme   | ent and Leadership Critical  | Thinking and Problem Solvir | ng.                      |
|             |                              |                             |                          |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION      |
|             | MINS                         | (New Learning Including     | 10MINS                   |
|             | (Preparing The Brain         | Assessment)                 | (Learner And Teacher)    |
|             | For Learning)                |                             |                          |
| Tuesday     | Engage learners to sing      | Explain the medium of       | What have we learnt      |
|             | songs and recite familiar    | exchange                    | today?                   |
|             | rhymes                       |                             |                          |
|             |                              | Assessment: let learners    | Ask learners to          |
|             |                              | name some of the items      | summarize the main       |
|             |                              | exchanged among the         | points in the lesson     |
|             |                              | various groups              |                          |
|             |                              |                             |                          |
| Thursday    | Engage learners to sing      | Explain the medium of       | What have we learnt      |
|             | songs and recite familiar    | exchange                    | today?                   |
|             | rhymes                       |                             |                          |
|             |                              |                             | Ask learners to          |
|             |                              | Assessment: let learners    | summarize the main       |
|             |                              | name some of the items      | points in the lesson     |
|             |                              | exchanged among the         |                          |
|             |                              | various groups              |                          |

| Week Ending                  |   |
|------------------------------|---|
| Class                        | Three   |
| Subject                      | PHYSICAL EDUCATION                            |
| Reference                    | PE curriculum Page                            |
| Learning Indicator(s)        | B3.1.3.1.1                                    |
| Performance Indicator        | Learners can Clap, sing and dance to a rhythm |
| Strand                       | MOTOR SKILL AND MOVEMENT PATTERNS             |
| Sub strand                   | RHYTHMIC SKILLS                               |
| Teaching/ Learning Resources | Cones   |
|                              |   |

| DAYS   | PHASE 1: STARTER 10      | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION   |
|--------|--------------------------|-----------------------------|-----------------------|
|        | MINS                     | (New Learning Including     | 10MINS                |
|        | (Preparing The Brain     | Assessment)                 | (Learner And Teacher) |
|        | For Learning)            |                             |                       |
| Friday | Learners jog round a     | Learners clap, sing and     | What have we learnt   |
|        | demarcated area in files | dance to a rhythm.          | today?                |
|        | while singing and        | Emphasise on                |                       |
|        | clapping to warm-up the  | coordination in clapping to | Use answers to        |
|        | body for maximal         | the beat and coordination   | summarise the lesson. |
|        | performance and to       | dancing. Give learners      |                       |
|        | prevent injuries         | corrective feedback to      |                       |
|        |                          | improve their               |                       |
|        |                          | coordination. Allow them    |                       |
|        |                          | to progress at their own    |                       |
|        |                          | pace with fun and           |                       |
|        |                          | enjoyment                   |                       |
|        |                          |                             |                       |

| Week En               | ding                           |   |                           |
|-----------------------|--------------------------------|---|---------------------------|
| _                     |                                | Three   |                           |
| Subject               |                                | RELIGIOUS AND MORAL ED                              | UCATION                   |
| Reference             |                                | RME curriculum Page                                 |                           |
| Learning Indicator(s) |                                | B3 2.1.1.2:   |                           |
| Performa              | nce Indicator                  | Learners can give reasons                           | s for studying the sacred |
|                       |                                | scriptures of the three major religions among their |                           |
|                       |                                | followers   |                           |
| Strand                |                                | Religious Practices and their Moral Implications    |                           |
| Sub stran             | ıd                             | Religious Worship in the Three Major Religions in   |                           |
|                       |                                | Ghana   |                           |
| Teaching              | / Learning Resources           | Pictures  |                           |
| Core Con              | npetencies: Creativity and Ini | novation Communication an                           | d Collaboration Personal  |
| Develop               | nent and Leadership Critical   | Thinking and Problem Solvin                         | g.                        |
|                       |                                |   |                           |
| DAYS                  | PHASE 1: STARTER 10            | PHASE 2: MAIN 40MINS                                | PHASE 3: REFLECTION       |
|                       | MINS                           | (New Learning Including                             | 10MINS                    |
|                       | (Preparing The Brain           | Assessment)   | (Learner And Teacher)     |
|                       | For Learning)                  |   |                           |
| Friday                | Engage learners to sing        | Let learners talk about the                         | What have we learnt       |
|                       | songs and recite familiar      | religion they belong to.                            | today?                    |
|                       | rhymes                         | • Let learners mention the                          |                           |
|                       |                                | scriptures their religion                           | Ask learners to           |
|                       |                                | uses.   | summarize the main        |
|                       |                                | Discuss the importance                              | points in the lesson      |
|                       |                                | of studying the sacred                              |                           |
|                       |                                | scriptures:   |                           |
|                       |                                | - they lead us to God,                              |                           |
|                       |                                | - they help us to know the                          |                           |
|                       |                                | Truthfulness about God                              |                           |
|                       |                                | and the world,                                      |                           |
|                       |                                | - they help us to lead good                         |                           |
|                       |                                | moral lives,  |                           |
|                       |                                | - they give us messages                             |                           |
|                       |                                | from God, etc.                                      |                           |
| İ                     |                                | Assessment: let learners                            |                           |
|                       |                                | give reasons for studying                           |                           |
|                       |                                | the sacred scriptures of                            |                           |
|                       |                                | the sacred scriptures of                            |                           |

|  | the three major religions |  |
|--|---------------------------|--|
|  | among their followers     |  |
|  |                           |  |

|             |                              | T   |                          |
|-------------|------------------------------|---|--------------------------|
| Week Endi   | ng                           |   |                          |
| Class       |                              | Three   |                          |
| Subject     |                              | CREATIVE ARTS   |                          |
| Reference   |                              | Creative Arts curriculum  |                          |
| Learning In | dicator(s)                   | B3 1.2.2.2  |                          |
| Performan   | ce Indicator                 | Learners can plan to cr   | eate own artworks that   |
|             |                              | represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating artworks that reflect the natural and manmade environments in |                          |
|             |                              |   |                          |
|             |                              |   |                          |
|             |                              |   |                          |
|             |                              | those areas in Africa   |                          |
| Strand      |                              | VISUAL ARTS   |                          |
| Sub strand  |                              | Planning, Making and Com  | posing                   |
| Teaching/   | Learning Resources           | Pictures  |                          |
| Core Comp   | etencies: Creativity and Inn | ovation Communication and   | d Collaboration Personal |
| -           |                              | Thinking and Problem Solvin   |                          |
|             |                              |   |                          |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION      |
|             | MINS                         | (New Learning Including   | 10MINS                   |
|             | (Preparing The Brain         | Assessment)   | (Learner And Teacher)    |
|             | For Learning)                |   |                          |
| Monday      | Engage learners to sing      | Learners are to:  | What have we learnt      |
|             | songs and recite familiar    | ② experiment with   | today?                   |
|             | rhymes                       | available tools, materials,   |                          |
|             |                              | resources and techniques  | Ask learners to          |
|             |                              | based on an assigned task   | summarize the main       |
|             |                              | to determine their nature   | points in the lesson     |
|             |                              | and suitability for   |                          |
|             |                              | designing and making  |                          |
|             |                              | visual artworks;  |                          |
|             |                              | cut and organise various  |                          |
|             |                              | coloured objects from   |                          |
|             |                              | natural and manmade   |                          |
|             |                              | sources (e.g. shells, sand,   |                          |
|             |                              | seeds, bamboo twigs,  |                          |
|             |                              | fibres, fabric, paper,  |                          |
|             |                              | beads, yarns) to create   |                          |
|             |                              | pictorial images having   |                          |
|             |                              | backgrounds, image  |                          |
|             |                              | grounds and foregrounds:  |                          |

|           |                           | ② enhance the surface       |                      |
|-----------|---------------------------|-----------------------------|----------------------|
|           |                           | appearance of objects by    |                      |
|           |                           | using a combination of      |                      |
|           |                           | skills such as scribbling,  |                      |
|           |                           | shading, painting,          |                      |
|           |                           | marbling, spraying,         |                      |
|           |                           | blowing, glazing,           |                      |
|           |                           | embossing, etc.;            |                      |
|           |                           |                             |                      |
|           |                           | Assessment: let learners    |                      |
|           |                           | write a plan on how to      |                      |
|           |                           | create own artworks that    |                      |
|           |                           | represent visual artworks   |                      |
|           |                           |                             |                      |
| Wednesday | Engage learners to sing   | Learners are to:            | What have we learnt  |
|           | songs and recite familiar | discuss the visual artworks | today?               |
|           | rhymes                    | created that reflect        |                      |
|           |                           | natural and manmade         | Ask learners to      |
|           |                           | environments in other       | summarize the main   |
|           |                           | African cultures.           | points in the lesson |
|           |                           |                             |                      |
|           |                           | Assessment: let learners    |                      |
|           |                           | describe the visual         |                      |
|           |                           | artworks created that       |                      |
|           |                           | reflect natural and         |                      |
|           |                           | manmade environments        |                      |
|           |                           | in other African cultures.  |                      |
|           |                           |                             |                      |
|           |                           |                             |                      |

| Learning Indicator (s) (Ref. No.) |                           | B3.1.8.1.1 Recount what the story is about and       |                            |
|-----------------------------------|---------------------------|--|----------------------------|
|                                   |                           | answer simple  |                            |
|                                   |                           | B3.1.8.1.2 Explain the meaning of key words and give |                            |
|                                   |                           | simple summary of a short                            | text.                      |
|                                   |                           | B3.1.9.1.1. Answer question                          | ns on, 'who", "what",      |
|                                   |                           | "where" and" when"                                   |                            |
| Performano                        | ce Indicators             | The learner  | should recount what the    |
|                                   |                           | story is about and a                                 | nswer simple               |
|                                   |                           | • The learner  | should explain the meaning |
|                                   |                           | of key words and given                               | ve simple summary of a     |
|                                   |                           | short text.  |                            |
|                                   |                           |  | should answer questions    |
| Mook Endin                        | 20                        | on, 'who", "what", '                                 | 'where" and" when"         |
| Week Endir                        | ıg                        | Chanaian Languaga accertio                           | ulum                       |
|                                   |                           | Ghanaian Language curric                             | ulum                       |
| Subject                           |                           | GHANAIAN LANGUAGE                                    |                            |
| Teaching/ L                       | earning Resources         | Manila cards, markers, reco                          | orded audios visual        |
| Core Comp                         | etencies: Communication a | nd collaboration Personal de                         | evelopment and leadership  |
|                                   |                           |  |                            |
| DAYS                              | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                 | PHASE 3: REFLECTION        |
|                                   | MINS                      | (New Learning Including                              | 10MINS                     |
|                                   | (Preparing The Brain      | Assessment)  | (Learner And Teacher)      |
|                                   | For Learning)             |  |                            |
|                                   | Engage leaners to sing    | <ul> <li>Lead learners to sing a</li> </ul>          | What have we learnt        |
|                                   | songs and recite          | song.  | today?                     |
|                                   | familiar rhymes           | <ul><li>Tell/show an interesting</li></ul>           |                            |
|                                   |                           | story.   |                            |
|                                   |                           | <ul> <li>Discuss the story with</li> </ul>           | Review the lesson with     |
|                                   |                           | learners.  | learners                   |
|                                   |                           | <ul> <li>Lead learners to discuss</li> </ul>         |                            |
|                                   |                           | what the story is about.                             |                            |
|                                   |                           |  |                            |
|                                   |                           |  |                            |
|                                   |                           | Assessment   |                            |
|                                   |                           | Ask questions based on                               |                            |
|                                   |                           | the story for learners to                            |                            |
|                                   |                           | answer   |                            |
|                                   |                           |  |                            |

| Engage leaners t | to sing | • Lead learners to sing a                  | What have we learnt    |
|------------------|---------|--|------------------------|
| songs and recite |         | song.                                      | today?                 |
| familiar rhymes  |         | • Read a story.                            |                        |
| ,                |         | • Let learners read the                    |                        |
|                  |         | story as a group and in                    | Review the lesson with |
|                  |         | turns.                                     | learners               |
|                  |         | Write the key words in                     |                        |
|                  |         | · · · · · · · · · · · · · · · · · · ·      |                        |
|                  |         | the story on the board.                    |                        |
|                  |         | Use keywords from the                      |                        |
|                  |         | story in different contexts.               |                        |
|                  |         | • Let learners also use the                |                        |
|                  |         | key words to form                          |                        |
|                  |         | sentences.                                 |                        |
|                  |         | <ul> <li>Allow learners to give</li> </ul> |                        |
|                  |         | contextual meaning of                      |                        |
|                  |         | some key words.                            |                        |
|                  |         | <ul> <li>Give a summary of the</li> </ul>  |                        |
|                  |         | text read.                                 |                        |
|                  |         | <ul> <li>Let learners read the</li> </ul>  |                        |
|                  |         | text again.                                |                        |
|                  |         | <ul> <li>Group learners and</li> </ul>     |                        |
|                  |         | encourage them to write a                  |                        |
|                  |         | simple summary of the                      |                        |
|                  |         | short text.                                |                        |
|                  |         |  |                        |
|                  |         | Assessment: let learners                   |                        |
|                  |         | write a simple summary of                  |                        |
|                  |         | the short text.                            |                        |
| Engage leaners t | to sing | • Let learners say the                     | What have we learnt    |
| songs and recite |         | letters of the alphabet.                   | today?                 |
| familiar rhymes  |         | • Write the question                       |                        |
|                  |         | words on flashcards.                       |                        |
|                  |         | <ul> <li>Lead learners to read</li> </ul>  | Review the lesson with |
|                  |         | the question words.                        | learners               |
|                  |         | Use the question words                     |                        |
|                  |         | to form questions and                      |                        |
|                  |         | lead learners to read.                     |                        |
|                  |         | <ul> <li>Use the flashcards to</li> </ul>  |                        |
|                  |         | assist learners to                         |                        |
|                  |         | recognise when to use                      |                        |
|                  |         | question words. "what",                    |                        |
|                  |         | "who"," where"," when".                    |                        |
|                  |         | wild, wilele, wileli.                      |                        |

|  | • Let learners form their own questions using the question words discussed.    |  |
|--|--|--|
|  | Assessment: let learners answer questions on, 'who", "what", "where" and" when |  |

## TERM TWO BASIC THREE WEEK FOUR

## WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC THREE

Name of School.....

| Week Endin                   | g  |   |                             |
|------------------------------|--|---|-----------------------------|
| Class                        |  | Three   |                             |
| Subject                      |  | ENGLISH LANGUAGE                              |                             |
| Reference                    |  | English Language curriculur                   | n Page                      |
| Learning Inc                 | dicator(s)   | B3.1.6.2.1. B3.2.6.1.2. B                     | 3.4.9.1.1 B3.5.4.1.2        |
|                              |  | B3.6.1.1.1                                    |                             |
| Performanc                   | e Indicator  | A. Learners can de                            | monstrate turn-taking in    |
|                              |  | conversation in diffe                         | erent topics                |
|                              |  | B. Learners can use knowledge of prefixes and |                             |
|                              |  | suffixes to interpret                         |                             |
|                              |  |   | a topic on familiar themes  |
|                              |  |   | storm and organise before   |
|                              |  | writing                                       | a massant assatiants forms  |
|                              |  |   | e present continuous form   |
|                              |  | time of speaking                              | actions taking place at the |
|                              |  |   | a variety of age and level- |
|                              |  |   | a variety of age and level- |
| Teaching/ L                  | earning Resources  | Word cards, sentence cards                    |                             |
| Teaching/ Learning Resources |  | on a manila card and a class                  |                             |
| Core Compe                   | etencies: Creativity and Inn   | ovation Communication and                     | •                           |
| -                            | •  | Thinking and Problem Solvin                   |                             |
| Betelopine                   | Transcale In the Interest of t |   | ь.                          |
| DAYS                         | PHASE 1: STARTER 10  | PHASE 2: MAIN 40MINS                          | PHASE 3: REFLECTION         |
|                              | MINS   | (New Learning Including                       | 10MINS                      |
|                              | (Preparing The Brain   | Assessment)                                   | (Learner And Teacher)       |
|                              | For Learning)  |   |                             |
| Monday                       | Engage learners to sing  | A. ORAL LANGAUGE                              | What have we learnt         |
|                              | songs and recite familiar  | Let learners identify some                    | today?                      |
|                              | rhymes   | familiar/interesting topics                   |                             |
|                              |  | based on their                                | Ask learners to             |
|                              |  | environment for                               | summarize the main          |
|                              |  | discussion.eg. Sanitation,                    | points in the lesson        |
|                              |  | Bush fires,                                   |                             |

|          |  | ideas appropriate to the topic.              |   |
|----------|--|--|---|
|          |  | Assessment: let learners                     |   |
|          |  | select a topic on familiar                   |   |
|          |  | themes (e.g. Myself) and                     |   |
|          |  | write ideas for the topic                    |   |
| Thursday | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE      | What have we learnt today?              |
|          |  | Through examples, assist                     | Ask learners to                         |
|          |  | learners to use the continuous forms of      | summarize the main points in the lesson |
|          |  | action words in sentences.                   | points in the lesson                    |
|          |  | e.g. Aba is singing. They                    |   |
|          |  | are jumping.                                 |   |
|          |  | <ul> <li>Present action pictures</li> </ul>  |   |
|          |  | for learners to write                        |   |
|          |  | simple sentences about                       |   |
|          |  | the actions taking place                     |   |
|          |  | Assessment: let learners                     |   |
|          |  | use the present                              |   |
|          |  | continuous form of verbs                     |   |
|          |  | to describe actions taking                   |   |
|          |  | place at the time of speaking                |   |
| Friday   | Engage learners to sing                                  | E.EXTENSIVE READING                          | What have we learnt                     |
| ,        | songs and recite familiar                                | Using the Author's chair,                    | today?                                  |
|          | rhymes   | introduce the                                | ,                                       |
|          |  | reading/library time.                        | Ask learners to                         |
|          |  | Have a variety of                            | summarize the main                      |
|          |  | age/level-appropriate                        | points in the lesson                    |
|          |  | books for learners to                        |   |
|          |  | make a choice from.                          |   |
|          |  | <ul> <li>Introduce narratives,</li> </ul>    |   |
|          |  | expository, procedural                       |   |
|          |  | texts to learners.                           |   |
|          |  | <ul> <li>Guide learners to select</li> </ul> |   |
|          |  | books for readings                           |   |
|          |  | Assessment: let learners                     |   |
|          |  | read a variety of age and                    |   |

|  | level-appropriate books |  |
|--|-------------------------|--|
|  | and summarise them      |  |
|  |                         |  |

| Week Endin   | g  |   |  |
|--------------|--|---|--|
| Class        |  | Three   |  |
| Subject      |  | MATHEMATICS   |  |
| Reference    |  | Mathematics curriculum Page   |  |
| Learning Inc | licator(s)   | B3.1.2.5.2  |  |
| Performanc   | e Indicator  | Learners can Represent  | and explain multiplication                               |
|              |  | using rectangular arrays  |  |
| Strand       |  | NUMBER  |  |
| Sub strand   |  | Number Operations   |  |
| Teaching/ Le | earning Resources  | Counters  |  |
| -            | nt and Leadership Critical T   | ovation Communication and hinking 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       | I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire | To find 2×3=? Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections.  Learners model different multiplication sentences. Learners mention the number of dots (intersections) for other learners to model fence. Note: Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the | Assessment: have learners to practice with more examples |

|           |   | number of intersections as<br>the product   |   |
|-----------|---|---|---|
| Tuesday   | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair   | Develop and build the multiplication chart (up to 9 x 9) and have learners practice reading the chart   | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.   | Learners should also be encouraged to model multiplication on the number line  3 × 4 = 12   | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Thursday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Draw a 6 by 6-multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter).  3-in-a-line products  1 2 3 4 5 6 8 10 12 3 6 9 12 15 18 4 8 12 16 20 25 30 6 12 18 24 30 36 Game Board | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday    | Sing songs like:  I'm counting one, what is one   | Learners find doubles of given numbers and skip count in 3, 4, and 5.   | Review the lesson with Learners Assessment: have learners to practice with more examples  |

| Week End              | ek Ending                     |                             |                           |
|-----------------------|-------------------------------|-----------------------------|---------------------------|
| Class                 |                               | Three                       |                           |
| Subject               |                               | SCIENCE                     |                           |
| Reference             |                               | Science curriculum Page     |                           |
| Learning Ir           | ndicator(s)                   | B3.3.1.1.1                  |                           |
| Performance Indicator |                               | Learners can explain that   | the external parts of the |
|                       |                               | human body work interd      | ependently to perform a   |
|                       |                               | function                    |                           |
| Strand                |                               | SYSTEMS                     |                           |
| Sub strand            |                               | THE HUMAN BODY SYSTEM       | S                         |
| Teaching/             | Learning Resources            | Pictures                    |                           |
| Core Comp             | petencies: Creativity and Inc | novation Communication an   | d Collaboration Personal  |
| Developm              | ent and Leadership Critical   | Thinking and Problem Solvin | g.                        |
|                       |                               |                             |                           |
| DAYS                  | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION       |
|                       | MINS                          | (New Learning Including     | 10MINS                    |
|                       | (Preparing The Brain          | Assessment)                 | (Learner And Teacher)     |
|                       | For Learning)                 |                             |                           |
| Monday                | Engage learners to sing       | Engage pupils in songs on   | What have we learnt       |
|                       | songs and recite familiar     | the various parts of the    | today?                    |
|                       | rhymes                        | body, e.g. head, shoulders, |                           |
|                       |                               | knees and toes, show me     | Ask learners to           |
|                       |                               | your head, my head, my      | summarize the important   |
|                       |                               | shoulders my knees, my      | points of the lesson      |
|                       |                               | toes.                       |                           |
|                       |                               | • Learners brainstorm on    |                           |
|                       |                               | how the various parts of    |                           |
|                       |                               | the human body support      |                           |
|                       |                               | each other to perform       |                           |
|                       |                               | various functions, e.g.     |                           |
|                       |                               | assuming a dog is barking   |                           |
|                       |                               | towards you, how do the     |                           |
|                       |                               | eyes, ears, feet help you   |                           |
|                       |                               | to recognise danger and     |                           |
|                       |                               | escape?                     |                           |
|                       |                               | Learners engage in          |                           |
|                       |                               | playing football and        |                           |
|                       |                               |                             |                           |

explain how the various

|          |                           | parts of the body          |                         |
|----------|---------------------------|----------------------------|-------------------------|
|          |                           | contribute to undertake    |                         |
|          |                           | the activity successfully. |                         |
|          |                           |                            |                         |
|          |                           | Assessment: let learners   |                         |
|          |                           | explain how the external   |                         |
|          |                           | parts of the human body    |                         |
|          |                           | work interdependently to   |                         |
|          |                           | perform a function         |                         |
| Thursday | Engage learners to sing   | Learners engage in various | What have we learnt     |
|          | songs and recite familiar | activities (skipping) and  | today?                  |
|          | rhymes                    | explain how the various    |                         |
|          |                           | parts of the body          | Ask learners to         |
|          |                           | contribute to undertake    | summarize the important |
|          |                           | the activity successfully  | points of the lesson    |
|          |                           | Assessment: let learners   |                         |
|          |                           | explain how the external   |                         |
|          |                           | parts of the human body    |                         |
|          |                           | work interdependently to   |                         |
|          |                           | perform a function         |                         |
|          |                           |                            |                         |
|          | I                         |                            |                         |

| Week Endi   | ng                          |                                      |                           |
|-------------|-----------------------------|--------------------------------------|---------------------------|
| Class       | "6                          | Three                                |                           |
| Subject     | OUR WORLD OUR PEOPLE        |                                      |                           |
| Reference   |                             | Our World Our People curriculum Page |                           |
| Learning In | dicator(s)                  | B3.2.4.1. 1.                         |                           |
|             | ce Indicator                | Learners can recognise the           | need to be proud of their |
|             |                             | communities                          | •                         |
| Strand      |                             | ALL AROUND US                        |                           |
| Sub strand  |                             | Population and Settlement            |                           |
| Teaching/ I | Learning Resources          | Pictures                             |                           |
| Core Comp   | etencies: Creativity and In | novation Communication and           | Collaboration Personal    |
| Developme   | ent and Leadership Critical | Thinking and Problem Solving         | g.                        |
|             |                             |                                      |                           |
| DAYS        | PHASE 1: STARTER 10         | PHASE 2: MAIN 40MINS                 | PHASE 3: REFLECTION       |
|             | MINS                        | (New Learning Including              | 10MINS                    |
|             | (Preparing The Brain        | Assessment)                          | (Learner And Teacher)     |
|             | For Learning)               |                                      |                           |
| Tuesday     | Engage learners to sing     | Learners talk about the              | What have we learnt       |
|             | songs and recite familiar   | need to be proud of their            | today?                    |
|             | rhymes                      | communities e.g. that is             |                           |
|             |                             | where they live, peace               | Ask learners to           |
|             |                             |                                      | summarize the main        |
|             |                             |                                      | points in the lesson      |
|             |                             | Assessment: let learners             |                           |
|             |                             | identify the need to be              |                           |
|             |                             | proud of their communities           |                           |
| Thursday    | Engage learners to sing     | Through role                         | What have we learnt       |
|             | songs and recite familiar   | play/dramatisation/fieldtrip         | today?                    |
|             | rhymes                      | guide learners to talk about         |                           |
|             |                             | how they will protect their          | Ask learners to           |
|             |                             | environment and the                  | summarize the main        |
|             |                             | facilities in their                  | points in the lesson      |
|             |                             | community. e.g. do not               |                           |
|             |                             | litter the environment, do           |                           |
|             |                             | not engage in open                   |                           |
|             |                             | defecation, report people            |                           |
|             |                             | who destroy public utilities,        |                           |

|  | switch off light in public place if not in use, shut open tap if not in use, etc.                                |
|--|--|
|  | Assessment: let learners dramatize how they will protect their environment and the facilities in their community |

| Week Endi   | ng                           |                                     |                          |
|-------------|------------------------------|-------------------------------------|--------------------------|
| Class       |                              | Three                               |                          |
| Subject     |                              | HISTORY                             |                          |
| Reference   |                              | History curriculum Page             |                          |
| Learning Ir | ndicator(s)                  | B3.2.2.1.2                          |                          |
| Performan   | ce Indicator                 | Learners can trace the orig         | in of the name 'cedi'    |
| Strand      |                              | My Country Ghana                    |                          |
| Sub strand  |                              | Inter-Group Relations               |                          |
| Teaching/   | Learning Resources           | Pictures                            |                          |
| Core Comp   | etencies: Creativity and Ini | novation Communication ar           | nd Collaboration Persona |
| Developme   | ent and Leadership Critical  | Thinking and Problem Solvi          | ng.                      |
|             |                              |                                     |                          |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                | PHASE 3: REFLECTION      |
|             | MINS                         | (New Learning Including             | 10MINS                   |
|             | (Preparing The Brain         | Assessment)                         | (Learner And Teacher)    |
|             | For Learning)                |                                     |                          |
| Tuesday     | Engage learners to sing      | Trace the origin of the             | What have we learnt      |
|             | songs and recite familiar    | name 'cedi'.                        | today?                   |
|             | rhymes                       |                                     |                          |
|             |                              | Assessment: let learners            | Ask learners to          |
|             |                              | trace the origin of the             | summarize the main       |
|             |                              | name 'cedi'                         | points in the lesson     |
|             |                              |                                     |                          |
| Thursday    | Engage learners to sing      | Trace the origin of the             | What have we learnt      |
| ,           | songs and recite familiar    | name 'cedi'.                        | today?                   |
|             | rhymes                       |                                     |                          |
|             | ,                            | Assessment: let learners            | Ask learners to          |
|             |                              | trace the origin of the name 'cedi' | summarize the main       |
|             |                              |                                     | points in the lesson     |

| Week Ending                  |   |
|------------------------------|---|
| Class                        | Three   |
| Subject                      | PHYSICAL EDUCATION                                    |
| Reference                    | PE curriculum Page                                    |
| Learning Indicator(s)        | B3.1.3.1.2  |
| Performance Indicator        | Learners can roll forward from standing position many |
|                              | time to a distance in a round form.                   |
| Strand                       | MOTOR SKILL AND MOVEMENT PATTERNS                     |
| Sub strand                   | RHYTHMIC SKILLS                                       |
| Teaching/ Learning Resources | cones   |
| l                            |   |

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

| DAYS   | PHASE 1: STARTER 10      | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION   |
|--------|--------------------------|------------------------------|-----------------------|
|        | MINS                     | (New Learning Including      | 10MINS                |
|        | (Preparing The Brain     | Assessment)                  | (Learner And Teacher) |
|        | For Learning)            |                              |                       |
| Friday | Learners jog round a     | Squat in front of a spread   | What have we learnt   |
|        | demarcated area in files | mat/safe floor. Place        | today?                |
|        | while singing and        | hands on the mat/floor       |                       |
|        | clapping to warm-up the  | and tuck in the chin to      | Use answers to        |
|        | body for maximal         | touch the chest. From this   | summarise the lesson. |
|        | performance and to       | position, push with the      |                       |
|        | prevent injuries         | hands and roll forward in a  |                       |
|        |                          | round form and back to       |                       |
|        |                          | the standing. Allow          |                       |
|        |                          | learner to progress at       |                       |
|        |                          | their own pace and always    |                       |
|        |                          | give support.                |                       |
|        |                          | Learners practice the skill, |                       |
|        |                          | observe and give them        |                       |
|        |                          | corrective feedback.         |                       |
|        |                          | Ensure that learners         |                       |
| 1      |                          | progress at their own        |                       |
|        |                          | pace.                        |                       |
|        |                          |                              |                       |

| Week Endir  | ng                           |                              |                            |
|-------------|------------------------------|------------------------------|----------------------------|
| Class       |                              | Three                        |                            |
| Subject     |                              | RELIGIOUS AND MORAL ED       | UCATION                    |
| Reference   |                              | RME curriculum Page          |                            |
| Learning In | dicator(s)                   | B3 2.1.1.2:                  |                            |
| Performano  | ce Indicator                 | Learners can give reason     | s for studying the sacred  |
|             |                              | scriptures of the three m    | ajor religions among their |
|             |                              | followers                    |                            |
| Strand      |                              | Religious Practices and thei | r Moral Implications       |
| Sub strand  |                              | Religious Worship in the Th  | ree Major Religions in     |
|             |                              | Ghana                        |                            |
| Teaching/ L | earning Resources            | Pictures                     |                            |
| Core Comp   | etencies: Creativity and Inr | novation Communication an    | d Collaboration Personal   |
| Developme   | nt and Leadership Critical   | Thinking and Problem Solvir  | ng.                        |
|             |                              |                              |                            |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION        |
|             | MINS                         | (New Learning Including      | 10MINS                     |
|             | (Preparing The Brain         | Assessment)                  | (Learner And Teacher)      |
|             | For Learning)                |                              |                            |
| Friday      | Engage learners to sing      | Let learners recite texts    | What have we learnt        |
|             | songs and recite familiar    | from the scriptures.         | today?                     |
|             | rhymes                       | Guide learners to talk       |                            |
|             |                              | about the moral lessons      | Ask learners to            |
|             |                              | from the scriptures.         | summarize the main         |
|             |                              |                              | points in the lesson       |
|             |                              | Assessment: let learners     |                            |
|             |                              | give reasons for studying    |                            |
|             |                              | the sacred scriptures of     |                            |
|             |                              | the three major religions    |                            |
|             |                              | among their followers        |                            |
|             |                              |                              | 1                          |

| Week Endir   | <br>ng                    |  |                          |
|--------------|---------------------------|--|--------------------------|
| Class        | -6                        | Three  |                          |
| Subject      |                           | CREATIVE ARTS  |                          |
| Reference    |                           | Creative Arts curriculum   |                          |
| Learning Inc | dicator(s)                | B3 2.2.2.2   |                          |
| Performance  |                           | Learners can plan to cr  | eate own artworks that   |
| remonitant   | c malcator                | ·  |                          |
|              |                           | represent performing arts in other communities in Africa, by experimenting with available instruments, |                          |
|              |                           | resources and techniques   |                          |
|              |                           | artworks that reflect the  |                          |
|              |                           | environments in those area   |                          |
| Strand       |                           | PERFORMING ARTS  |                          |
| Sub strand   |                           | Planning, Making and Comp  | oosing                   |
|              | earning Resources         | Pictures   | J                        |
|              |                           | ovation Communication and  | d Collaboration Personal |
|              | •                         | Thinking and Problem Solvin  |                          |
| •            | <u> </u>                  |  | <u> </u>                 |
| DAYS         | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION      |
|              | MINS                      | (New Learning Including  | 10MINS                   |
|              | (Preparing The Brain      | Assessment)  | (Learner And Teacher)    |
|              | For Learning)             |  |                          |
| Monday       | Engage learners to sing   | ☐ experiment with  | What have we learnt      |
|              | songs and recite familiar | available  | today?                   |
|              | rhymes                    | instruments/elements,  |                          |
|              |                           | resources and techniques   | Ask learners to          |
|              |                           | to determine their nature,   | summarize the main       |
|              |                           | suitability and safety in  | points in the lesson     |
|              |                           | order to compose and   |                          |
|              |                           | perform music, dance or  |                          |
|              |                           | drama that reflect other   |                          |
|              |                           | cultures in Africa; ☐ talk   |                          |
|              |                           | about the history and  |                          |
|              |                           | culture (e.g. their beliefs,   |                          |
|              |                           | customs, religion,   |                          |
|              |                           | festivals) of the people   |                          |
|              |                           | from other parts of the  |                          |
|              |                           | Africa;  |                          |
|              |                           |  |                          |
|              |                           | Assessment: let learners   |                          |
|              |                           | develop a plan to create   |                          |
|              |                           | own artworks that  |                          |

|               |                           | represent performing arts  |                          |
|---------------|---------------------------|----------------------------|--------------------------|
|               |                           | in other communities       |                          |
| Manda and a c | Faces lessons to since    | 1                          | NA/leat leave voe leavet |
| Wednesday     | Engage learners to sing   | Learners are to            | What have we learnt      |
|               | songs and recite familiar | Try out some music, dance  | today?                   |
|               | rhymes                    | and drama compositions     |                          |
|               |                           | performed by people from   | Ask learners to          |
|               |                           | other parts of Africa      | summarize the main       |
|               |                           | (Dances: Indlamu of South  | points in the lesson     |
|               |                           | Africa, Moribayasa of      |                          |
|               |                           | Guinea, Eskista of         |                          |
|               |                           | Ethiopia, Atilogwu of      |                          |
|               |                           | Nigeria, Aduma of Kenya;   |                          |
|               |                           | Music: Afrobeat of         |                          |
|               |                           | Nigeria, Highlife of Ghana |                          |
|               |                           | and Azonto                 |                          |
|               |                           |                            |                          |
|               |                           | Assessment: let learners   |                          |
|               |                           | develop a plan to create   |                          |
|               |                           | own artworks that          |                          |
|               |                           | represent performing arts  |                          |
|               |                           | in other communities       |                          |

| Learning In            | dicator (s) (Ref. No.)    | B3.2.4.2.1 Listen and say words with identical sounds |                             |
|------------------------|---------------------------|---|-----------------------------|
|                        |                           | from poems  |                             |
|                        |                           | B3.2.4.2.2 Read poems and recognise rhyming words     |                             |
| Performance Indicators |                           | The learner should listen and say                     |                             |
|                        |                           | words with identical sounds from poems                |                             |
|                        |                           | • The learner s                                       | should read poems and       |
| =                      |                           | recognise rhyming v                                   | vords                       |
| Week Endir             | ng                        |   |                             |
| Reference              |                           | Ghanaian Language curric                              | ulum                        |
| Subject                |                           | GHANAIAN LANGUAGE                                     |                             |
|                        | earning Resources         | Manila cards, markers, reco                           |                             |
| Core Comp              | etencies: Communication a | nd collaboration Personal de                          | velopment and leadership    |
|                        | T                         |   |                             |
| DAYS                   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                  | PHASE 3: REFLECTION         |
|                        | MINS                      | (New Learning Including                               | 10MINS                      |
|                        | (Preparing The Brain      | Assessment)   | (Learner And Teacher)       |
|                        | For Learning)             |   |                             |
|                        | Engage leaners to sing    | • Let learners explore a                              | What have we learnt         |
|                        | songs and recite          | rhyme they know.                                      | today?                      |
|                        | familiar rhymes           | • Read poems to learners.                             |                             |
|                        |                           | Ask learners to listen                                | Davias sthatlanda a sustitu |
|                        |                           | attentively and pick words                            | Review the lesson with      |
|                        |                           | with identical sounds.                                | learners                    |
|                        |                           | • Let learners say the                                |                             |
|                        |                           | words with identical                                  |                             |
|                        |                           | sounds from the poem.                                 |                             |
|                        |                           | • Let learners use the                                |                             |
|                        |                           | words to form their own                               |                             |
|                        |                           | sentences.  |                             |
|                        |                           |   |                             |
|                        |                           | Assessment: let learners                              |                             |
|                        |                           | say words with identical                              |                             |
|                        |                           | sounds from poems                                     |                             |
|                        |                           | Sounds from poems                                     |                             |
|                        | Engage leaners to sing    | • Let learners explore a                              | What have we learnt         |
|                        | songs and recite          | rhyme they know.                                      | today?                      |
|                        | familiar rhymes           | <ul> <li>Read or play a poem to</li> </ul>            |                             |
|                        |                           | learners.   |                             |
|                        |                           | <ul> <li>Lead learners through</li> </ul>             | Review the lesson with      |
|                        |                           | discussions to recognise                              | learners                    |

|                        | the rhyming words in the                    |                        |
|------------------------|---|------------------------|
|                        | poem.                                       |                        |
|                        | <ul> <li>Ask learners to explore</li> </ul> |                        |
|                        | the poem and recognise                      |                        |
|                        | rhyming words from the                      |                        |
|                        | poem.                                       |                        |
|                        |   |                        |
|                        |   |                        |
|                        | Assessment: let learners                    |                        |
|                        | read poems and recognise                    |                        |
|                        | rhyming words                               |                        |
| Engage leaners to sing | • Let learners explore a                    | What have we learnt    |
| songs and recite       | rhyme they know.                            | today?                 |
| familiar rhymes        | <ul> <li>Read or play a poem to</li> </ul>  |                        |
|                        | learners.                                   |                        |
|                        | <ul> <li>Lead learners through</li> </ul>   | Review the lesson with |
|                        | discussions to recognise                    | learners               |
|                        | the rhyming words in the                    |                        |
|                        | poem.                                       |                        |
|                        | <ul> <li>Ask learners to explore</li> </ul> |                        |
|                        | the poem and recognise                      |                        |
|                        | rhyming words from the                      |                        |
|                        | poem.                                       |                        |
|                        | pociii.                                     |                        |
|                        | Assessment: let learners                    |                        |
|                        |   |                        |
|                        | read poems and recognise                    |                        |
|                        | rhyming words                               |                        |

## TERM TWO BASIC THREE WEEK FIVE

## WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC THREE

| Name of School |  |
|----------------|--|
|----------------|--|

| Week Endin   | g  |  |                             |  |
|--------------|--|--|-----------------------------|--|
| Class        | <u>-</u>   | Three  |                             |  |
| Subject      |  | ENGLISH LANGUAGE   |                             |  |
| Reference    |  | English Language curriculur  | n Page                      |  |
| Learning Inc | licator(s)   | B3.1.6.2.1. B3.2.6.1.3 B3  |                             |  |
|              | .,   | B3.6.1.1.1   |                             |  |
| Performance  | e Indicator  | A. Learners can demonstrate turn-taking in conversation in different topics  B. Learners can understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words (prepositions, articles)  C. Learners can write ideas on a topic in simple sentences  D. Learners can use simple past and the past continuous forms of verbs to express past actions  E. Learners can read a variety of age and level- |                             |  |
| Teaching/ L  | earning Resources  | Word cards, sentence cards   | and summarise them          |  |
| readiming/ E | curring resources  | on a manila card and a class   | •                           |  |
| _            |  | ovation Communication and  | d Collaboration Personal    |  |
| Developme    | nt and Leadership Critical 1                             | Thinking and Problem Solvin  | g.                          |  |
| DAVC         | DUACE 4. CTARTER 40                                      | DUACE 2. BARINI ACAMAIC  | DUACE 2. DEELECTION         |  |
| DAYS         | PHASE 1: STARTER 10 MINS                                 | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION  10MINS |  |
|              | (Preparing The Brain                                     | (New Learning Including Assessment)  | (Learner And Teacher)       |  |
|              | For Learning)  | Assessment   | (Learner And Teacher)       |  |
| Monday       | Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGAUGE Let learners identify some familiar/interesting topics based on their environment for   | What have we learnt today?  |  |

|         |  | discussion.eg, Flooding, Pollution.  • Let learners give scenarios from the identified topics.  • Let learners demonstrate taking turns in conversations.  • Guide appropriate language use in conversation  | Ask learners to summarize the main points in the lesson                             |
|---------|--|--|---|
|         |  | Assessment: let learners demonstrate turn-taking in conversation in different topics   |   |
| Tuesday | Engage learners to sing songs and recite familiar rhymes | B.READING Revise learners RPK by asking them to use some sight words learnt in earlier lessons. • Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words. • You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words. | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|         |  | Assessment: let learners use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function   |   |

|           |  | words ( prepositions, articles) to form sentences   |   |
|-----------|--|---|---|
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING Have learners write their first draft in groups. • Let learners write their ideas as they appear, without taking particular note of corrections or editing. • Let learners add on new ideas that occur to them as they write   | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|           |  | Assessment: let learners write ideas on a topic in simple sentences   |   |
| Thursday  | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE Revise the use of the present simple and present continuous tenses. Introduce the new form, one at a time, using examples and situations. Provide examples for practice through drills and creation of situations.  Assessment: let learners use simple past and the past continuous forms of verbs to express past | 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 | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.   | What have we learnt today?  |

| Have a variety of                         | Ask learners to      |
|---|----------------------|
| age/level-appropriate                     | summarize the main   |
| books for learners to                     | points in the lesson |
| make a choice from.                       |                      |
| <ul> <li>Introduce narratives,</li> </ul> |                      |
| expository, procedural                    |                      |
| texts to learners.                        |                      |
| Guide learners to select                  |                      |
| books for readings                        |                      |
|   |                      |
|   |                      |
| Assessment: let learners                  |                      |
| read a variety of age and                 |                      |
| level-appropriate books                   |                      |
| and summarise them                        |                      |
|   |                      |

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | MATHEMATICS   |  |
| Reference                    | Mathematics curriculum Page   |  |
| Learning Indicator(s)        | B3.1.2.6.1  |  |
| Performance Indicator        | Learners can Use concrete and pictorial representations to explain division as equal sharing or partitioning equally into given groups and finding how many are in each group |  |
| Strand                       | NUMBER  |  |
| Sub strand                   | Number Operations   |  |
| 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.

| DAYS    | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION   |  |  |
|---------|---|---|---|--|--|
|         | MINS  | (New Learning Including   | 10MINS  |  |  |
|         | (Preparing The Brain  | Assessment)   | (Learner And Teacher)   |  |  |
|         | For Learning)   |   |   |  |  |
| Monday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with Learners  Assessment: have learners to practice with more examples |  |  |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with Learners  Assessment: have learners to practice with more examples |  |  |

| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|-----------|---|---|---|
| Thursday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair                       | Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday    | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair                       | Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Week Endi   | ng                           |   |                          |
|-------------|------------------------------|---|--------------------------|
| Class       |                              | Three   |                          |
| Subject     |                              | SCIENCE   |                          |
| Reference   |                              | Science curriculum Page   |                          |
| Learning In | dicator(s)                   | B3.3.2.1.1  |                          |
| Performan   | ce Indicator                 | Learners can know the sun,  | earth and moon as parts  |
|             |                              | the solar system  |                          |
| Strand      |                              | SYSTEMS   |                          |
| Sub strand  |                              | THE SOLAR SYSTEM  |                          |
| Teaching/ I | Learning Resources           | Pictures  |                          |
| Core Comp   | etencies: Creativity and Inr | novation Communication and  | d Collaboration Personal |
| Developme   | ent and Leadership Critical  | Thinking and Problem Solvin   | g.                       |
|             |                              |   |                          |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION      |
|             | MINS                         | (New Learning Including   | 10MINS                   |
|             | (Preparing The Brain         | Assessment)   | (Learner And Teacher)    |
|             | For Learning)                |   |                          |
| Monday      | Engage learners to sing      | Show learners pictures,   | What have we learnt      |
|             | songs and recite familiar    | charts or drawings of parts   | today?                   |
|             | rhymes                       | of the solar system   |                          |
|             |                              | containing the sun, earth   | Ask learners to          |
|             |                              | and moon.   | summarize the importar   |
|             |                              | Engage learners in a  | points of the lesson     |
|             |                              | recital of the poem "I see  |                          |
|             |                              | the moon, and the moon  |                          |
|             |                              | cooc mo"  |                          |
|             |                              | sees me".   |                          |
|             |                              | Assist learners to  |                          |
|             |                              | <ul> <li>Assist learners to<br/>identify the sun, moon</li> </ul>   |                          |
|             |                              | • Assist learners to identify the sun, moon and earth in the pictures.  |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to</li> </ul>   |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to mention the uses of the</li> </ul>   |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to mention the uses of the sun and moon.</li> </ul>   |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to mention the uses of the sun and moon.</li> <li>Assist learners to know</li> </ul>  |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to mention the uses of the sun and moon.</li> <li>Assist learners to know that the earth moves</li> </ul>                         |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to mention the uses of the sun and moon.</li> <li>Assist learners to know that the earth moves around the sun, and the</li> </ul> |                          |
|             |                              | <ul> <li>Assist learners to identify the sun, moon and earth in the pictures.</li> <li>Guide learners to mention the uses of the sun and moon.</li> <li>Assist learners to know that the earth moves</li> </ul>                         |                          |

|          |  | Assessment: let learners mention the parts of the solar system.  |  |
|----------|--|--|--|
| Thursday | Engage learners to sing songs and recite familiar rhymes | Learners in groups make a model of the solar system showing only the sun, earth and moon.  Assessment: let learners mention the parts of the solar system. | What have we learnt today?  Ask learners to summarize the important points of the lesson |

| Week Endir  | ng                         |                                      |                           |
|-------------|----------------------------|--------------------------------------|---------------------------|
| Class       |                            | Three                                |                           |
| Subject     |                            | OUR WORLD OUR PEOPLE                 |                           |
| Reference   |                            | Our World Our People curriculum Page |                           |
| Learning In | dicator(s)                 | B3.3.1.1.1.                          | <u> </u>                  |
| Performano  | <u> </u>                   | Learners can explain the             | reasons for studying the  |
|             |                            | •                                    | ree major religions among |
|             |                            | their followers                      | , , ,                     |
| Strand      |                            | OUR BELIEFS AND VALUES               |                           |
| Sub strand  |                            | Worship                              |                           |
| Teaching/ L | earning Resources          | Pictures                             |                           |
|             |                            | novation Communication an            | d Collaboration Personal  |
| Developme   | nt and Leadership Critical | Thinking and Problem Solvin          | ıg.                       |
|             | ·                          |                                      |                           |
| DAYS        | PHASE 1: STARTER 10        | PHASE 2: MAIN 40MINS                 | PHASE 3: REFLECTION       |
|             | MINS                       | (New Learning Including              | 10MINS                    |
|             | (Preparing The Brain       | Assessment)                          | (Learner And Teacher)     |
|             | For Learning)              |                                      |                           |
| Tuesday     | Engage learners to sing    | Learners mention and talk            | What have we learnt       |
|             | songs and recite familiar  | about why they study the             | today?                    |
|             | rhymes                     | sacred scriptures: The               |                           |
|             |                            | Holy Bible (Christianity),           | Ask learners to           |
|             |                            | The Holy Qur'an, Hadith              | summarize the main        |
|             |                            | (Islam), Sacred Myths,               | points in the lesson      |
|             |                            | parables and taboos                  |                           |
|             |                            | (Traditional Religion), etc.         |                           |
|             |                            |                                      |                           |
|             |                            |                                      |                           |
|             |                            | Assessment: let learners             |                           |
|             |                            | explain the reasons for              |                           |
|             |                            | studying the sacred                  |                           |
|             |                            | scriptures of the three              |                           |
|             |                            | major religions among                |                           |
| _, .        |                            | their followers                      |                           |
| Thursday    | Engage learners to sing    |                                      | What have we learnt       |
|             | songs and recite familiar  | Learners recite simple               | today?                    |
|             | rhymes                     | texts from the scriptures:           |                           |
|             |                            | Al-fatihah (Islam), Psalm            | Ask learners to           |
|             |                            | 23 (Christianity) and                | summarize the main        |
|             |                            | Sacred Myths, folktales,             | points in the lesson      |

| parab<br>Religio                   | les, etc. (Traditional on).  |
|------------------------------------|--|
| explai<br>study<br>script<br>major | sment: let learners n the reasons for ing the sacred ures of the three religions among followers |

| Week End   | ing                          |                             |                             |
|------------|------------------------------|-----------------------------|-----------------------------|
| Class      |                              | Three                       |                             |
| Subject    |                              | HISTORY                     |                             |
| Reference  |                              | History curriculum Page     |                             |
| Learning I | ndicator(s)                  | B3.2.2.1.3                  |                             |
| Performan  | ice Indicator                | Learners can describe the   | conflicts and alliances tha |
|            |                              | existed among the ethnic g  | roups in Ghana              |
| Strand     |                              | My Country Ghana            |                             |
| Sub strand |                              | Inter-Group Relations       |                             |
| Teaching/  | Learning Resources           | Pictures                    |                             |
| Core Comp  | petencies: Creativity and In | novation Communication and  | d Collaboration Personal    |
| Developm   | ent and Leadership Critical  | Thinking and Problem Solvin | g.                          |
|            |                              |                             |                             |
| DAYS       | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION         |
|            | MINS                         | (New Learning Including     | 10MINS                      |
|            | (Preparing The Brain         | Assessment)                 | (Learner And Teacher)       |
|            | For Learning)                |                             |                             |
| Tuesday    | Engage learners to sing      | Trace the origin of the     | What have we learnt         |
|            | songs and recite familiar    | name 'cedi'.                | today?                      |
|            | rhymes                       |                             |                             |
|            |                              | Discuss intergroup wars     | Ask learners to             |
|            |                              | such as Battle of Feyiase   | summarize the main          |
|            |                              | and the Krepi war of 1833.  | points in the lesson        |
|            |                              | Discuss instances where     |                             |
|            |                              | alliances were formed       |                             |
|            |                              | between different groups    |                             |
|            |                              | to fight a common enemy.    |                             |
|            |                              | e.g. The Battle of          |                             |
|            |                              | Akatamanso where the        |                             |
|            |                              | Asante army was defeated    |                             |
|            |                              | by an alliance made up of   |                             |
|            |                              | the British, Ga, Fante,     |                             |
|            |                              | Akyem, Akwamu, Krepi        |                             |
|            |                              |                             |                             |
|            |                              | and Denkyira Anlo/Asante    |                             |

in the Ada War of 1869.

Assessment: let learners describe the conflicts and

|          |  | alliances that existed among the ethnic groups in Ghana   |   |
|----------|--|---|---|
| Thursday | Engage learners to sing songs and recite familiar rhymes | Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869. | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|          |  | Assessment: let learners describe the conflicts and alliances that existed among the ethnic groups in Ghana   |   |

| Week Endir   | 200                                     |                             |                          |
|--------------|---|-----------------------------|--------------------------|
|              |   |                             |                          |
| Class        |   | Three                       |                          |
| Subject      |   | PHYSICAL EDUCATION          |                          |
| Reference    |   | PE curriculum Page          |                          |
| Learning Inc | dicator(s)                              | B3.2.1.2.1:                 |                          |
| Performand   | e Indicator                             | Learners can identify gener | al space.                |
| Strand       |   | MOVEMENT CONCEPTS, PR       | INCIPLES AND STRATEGIES  |
| Sub strand   |   | SPACE AWARENESS             |                          |
| Teaching/ L  | earning Resources                       | cones                       |                          |
| Core Comp    | etencies: Creativity and Inr            | novation Communication an   | d Collaboration Personal |
| Developme    | nt and Leadership Critical <sup>.</sup> | Thinking and Problem Solvin | ıg.                      |
|              |   |                             |                          |
| DAYS         | PHASE 1: STARTER 10                     | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION      |
|              | MINS                                    | (New Learning Including     | 10MINS                   |
|              | (Preparing The Brain                    | Assessment)                 | (Learner And Teacher)    |
|              | For Learning)                           | -                           |                          |
| Friday       | Learners jog round a                    | Learners identify general   | What have we learnt      |
|              | demarcated area in files                | space by indicating the     | today?                   |
|              | while singing and                       | total working area.         |                          |
|              | clapping to warm-up the                 | Learners move to indicate   | Use answers to           |
|              | body for maximal                        | the general space;          | summarise the lesson.    |
|              | performance and to                      | Learners shade general      |                          |
|              | prevent injuries                        | space as a project          |                          |
|              | -                                       |                             |                          |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | RELIGIOUS AND MORAL EDUCATION                              |  |
| Reference                    | RME curriculum Page  |  |
| Learning Indicator(s)        | B3.2.2.1.1   |  |
| Performance Indicator        | Learners can describe how various festivals are celebrated |  |
| Strand                       | Religious Practices and their Moral Implications           |  |
| Sub strand                   | Festivals in the Three Major Religions                     |  |
| 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       | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION   |
|--------|---------------------------|-----------------------------|-----------------------|
|        | MINS                      | (New Learning Including     | 10MINS                |
|        | (Preparing The Brain      | Assessment)                 | (Learner And Teacher) |
|        | For Learning)             |                             |                       |
| Friday | Engage learners to sing   | Let learners mention        | What have we learnt   |
|        | songs and recite familiar | religious festivals they    | today?                |
|        | rhymes                    | have witnessed or heard     |                       |
|        |                           | about: - Islam-Eid-ul-Fitr, | Ask learners to       |
|        |                           | Eid-ul-Adha, etc            | summarize the main    |
|        |                           | Christianity-Easter,        | points in the lesson  |
|        |                           | Christmas, Ash              |                       |
|        |                           | Wednesday, Pentecost        |                       |
|        |                           | Day, etc Traditional-       |                       |
|        |                           | Aboakyer, Hogbetsotso,      |                       |
|        |                           | Adae, FetuAfahy£, Feok,     |                       |
|        |                           | etc.                        |                       |
|        |                           | • Let learners, in groups,  |                       |
|        |                           | describe how various        |                       |
|        |                           | festivals are celebrated.   |                       |
|        |                           |                             |                       |
|        |                           |                             |                       |
|        |                           | Assessment: let learners    |                       |
|        |                           | describe how various        |                       |
|        |                           | festivals are celebrated    |                       |
|        |                           |                             |                       |
|        |                           |                             |                       |

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | CREATIVE ARTS   |  |
| Reference                    | Creative Arts curriculum                                  |  |
| Learning Indicator(s)        | B3 1.2.3.2  |  |
| Performance Indicator        | Learners can create own functional visual artworks by     |  |
|                              | skilfully using available visual arts tools, material and |  |
|                              | methods to express own view about visual artworks         |  |
|                              | that reflect the natural and manmade environments in      |  |
|                              | other African communities                                 |  |
| Strand                       | VISUAL ARTS   |  |
| Sub strand                   | Planning, Making and Composing                            |  |
| Teaching/ Learning Resources | Pictures  |  |

| DAYS      | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION   |
|-----------|---------------------------|------------------------------|-----------------------|
|           | MINS                      | (New Learning Including      | 10MINS                |
|           | (Preparing The Brain      | Assessment)                  | (Learner And Teacher) |
|           | For Learning)             |                              |                       |
| Monday    | Engage learners to sing   | Create own functional        | What have we learnt   |
|           | songs and recite familiar | visual artworks by skilfully | today?                |
|           | rhymes                    | using available visual arts  |                       |
|           |                           | tools, material and          | Ask learners to       |
|           |                           | methods to express own       | summarize the main    |
|           |                           | view about visual            | points in the lesson  |
|           |                           | artworks that reflect the    |                       |
|           |                           | natural and manmade          |                       |
|           |                           | environments in other        |                       |
|           |                           | African communities          |                       |
|           |                           |                              |                       |
|           |                           |                              |                       |
|           |                           | Assessment: let learners     |                       |
|           |                           | create own functional        |                       |
|           |                           | visual artworks              |                       |
| Wednesday | Engage learners to sing   | Create own functional        | What have we learnt   |
|           | songs and recite familiar | visual artworks by skilfully | today?                |
|           | rhymes                    | using available visual arts  |                       |
|           |                           | tools, material and          |                       |
|           |                           | methods to express own       |                       |

| view about visual<br>artworks that reflect the<br>natural and manmade<br>environments in other<br>African communities | Ask learners to summarize the main points in the lesson |
|---|---|
| Assessment: let learners create own functional visual artworks  |   |

| Learning In            | dicator (s) (Ref. No.)           | B3.2.4.2.3 Read two-syllable                     | e words.                 |
|------------------------|----------------------------------|--|--------------------------|
|                        |                                  | B3.2.4.2.4 Read three-syllable words and segment |                          |
|                        |                                  | them into syllables                              |                          |
| Performance Indicators |                                  | The learner                                      | should read two-syllable |
|                        |                                  | words.   |                          |
|                        |                                  | The learner should read three-syllable           |                          |
| 100                    |                                  | words and segment                                | them into syllables      |
| Week Endin             | ng .                             | Character Land and a size                        | 1                        |
| Reference              |                                  | Ghanaian Language curricu                        | ulum                     |
| Subject                |                                  | GHANAIAN LANGUAGE                                |                          |
| Teaching/ L            | earning Resources                | Manila cards, markers, reco                      | orded audios visual      |
| Core Comp              | etencies: Communication a        | nd collaboration Personal de                     | velopment and leadership |
|                        |                                  |  |                          |
| DAYS                   | PHASE 1: STARTER 10              | PHASE 2: MAIN 40MINS                             | PHASE 3: REFLECTION      |
|                        | MINS                             | (New Learning Including                          | 10MINS                   |
|                        | (Preparing The Brain             | Assessment)                                      | (Learner And Teacher)    |
|                        | For Learning)                    |  |                          |
|                        | Engage leaners to sing           | •  | What have we learnt      |
|                        | songs and recite familiar rhymes | letters of the alphabet.                         | today?                   |
|                        | Tailillai Tilyilles              | Form one-syllable words                          |                          |
|                        |                                  | and lead learners to say the words.              | Review the lesson with   |
|                        |                                  | Join two of the one-                             | learners                 |
|                        |                                  | syllable words to form a                         |                          |
|                        |                                  | new word on the board.                           |                          |
|                        |                                  | • Lead learners to say the                       |                          |
|                        |                                  | words.   |                          |
|                        |                                  |  |                          |
|                        |                                  |  |                          |
|                        |                                  |  |                          |
|                        |                                  | Assessment:                                      |                          |
|                        |                                  | Assist learners to read two                      |                          |
|                        |                                  | syllable words                                   |                          |
|                        |                                  |  |                          |
|                        | Engage leaners to sing           | Let learners say the                             | What have we learnt      |
|                        | songs and recite                 | letters of the alphabet.                         | today?                   |
|                        | familiar rhymes                  | • Form one-syllable words                        |                          |
|                        |                                  | and lead learners to say                         | Davis de la constant     |
|                        |                                  | the words.                                       | Review the lesson with   |
|                        |                                  |  | learners                 |

| <ul> <li>Join two of the one-syllable words to form a new word on the board.</li> <li>Lead learners to say the words.</li> <li>Write three-syllable words on flashcards.</li> <li>Show it to the learners to read the words and segment them into syllables</li> </ul> |   |
|--|---|
| new word on the board.  • Lead learners to say the words.  • Write three-syllable words on flashcards.  • Show it to the learners to read the words and segment them into  |   |
| <ul> <li>Lead learners to say the words.</li> <li>Write three-syllable words on flashcards.</li> <li>Show it to the learners to read the words and segment them into</li> </ul>  |   |
| words.  • Write three-syllable words on flashcards.  • Show it to the learners to read the words and segment them into   |   |
| words on flashcards.  • Show it to the learners to read the words and segment them into  |   |
| words on flashcards.  • Show it to the learners to read the words and segment them into  |   |
| to read the words and segment them into  |   |
| segment them into  |   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |
| Assessment: let learners   |   |
| read three-syllable words  |   |
| and segment them into  |   |
| syllables  |   |
| Engage leaners to sing • Let learners say the What have we learnt  |   |
| songs and recite letters of the alphabet. today?   |   |
| familiar rhymes • Form one-syllable words  |   |
| and lead learners to say   |   |
| the words. Review the lesson wit   | h |
| • Join two of the one-   |   |
| syllable words to form a   |   |
| new word on the board.   |   |
| • Lead learners to say the   |   |
| words.   |   |
| Write three-syllable   |   |
| words on flashcards.   |   |
| • Show it to the learners  |   |
| to read the words and  |   |
| segment them into  |   |
| syllables  |   |
|  |   |
|  |   |
| Assessment: let learners   |   |
| read three-syllable words  |   |
| and segment them into  |   |
| syllables  |   |

## TERM TWO BASIC THREE WEEK SIX

## WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC THREE

Name of School.....

| Week Endin                   | g   |   |   |
|------------------------------|---|---|---|
| Class                        |   | Three   |   |
| Subject                      |   | ENGLISH LANGUAGE  |   |
| Reference                    |   | English Language curricului   | m Page  |
| Learning Inc                 | dicator(s)  | B3.1.6.2.2. B3.2.6.1.3 B<br>B3.6.1.1.1  |   |
| Performance Indicator        |   | clarification about v  B. Learners can under frequently occurrin language, includir (nouns, verbs, adj function words (processed of the continuous forms actions)  E. Learners can read appropriate books and the continuous forms. | e ideas on a topic in simple<br>e simple past and the past<br>of verbs to express past<br>a variety of age and level-<br>and summarise them |
| Teaching/ Learning Resources |   | Word cards, sentence card on a manila card and a clas   | •   |
|                              | Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. |   | d Collaboration Personal  |
| Monday                       | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes                                  | PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE Revise topics previously discussed, e.g. Climate Change.  • Ask questions on the topic discussed.  | PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main points in the lesson      |

|         |                           | Let learners answer                     |                      |
|---------|---------------------------|---|----------------------|
|         |                           |   |                      |
|         |                           | questions based on the                  |                      |
|         |                           | topic discussed.                        |                      |
|         |                           | <ul> <li>Guide and encourage</li> </ul> |                      |
|         |                           | learners to ask and                     |                      |
|         |                           | answer questions for                    |                      |
|         |                           | clarification on what other             |                      |
|         |                           | learners say.                           |                      |
|         |                           |   |                      |
|         |                           | Assessment: let learners                |                      |
|         |                           | ask and answer questions                |                      |
|         |                           | for clarification about                 |                      |
|         |                           | what other people say                   |                      |
| Tuesday | Engage learners to sing   | B.READING                               | What have we learnt  |
| ,       | songs and recite familiar |   | today?               |
|         | rhymes                    | Revise learners RPK by                  |                      |
|         |                           | asking them to use some                 | Ask learners to      |
|         |                           | sight words learnt in                   | summarize the main   |
|         |                           | earlier lessons.                        | points in the lesson |
|         |                           | <ul> <li>Introduce new words</li> </ul> |                      |
|         |                           | and have learners form                  |                      |
|         |                           | sentences with them as                  |                      |
|         |                           | you guide them with                     |                      |
|         |                           | simple ways to find                     |                      |
|         |                           | contextual meanings of                  |                      |
|         |                           | words.                                  |                      |
|         |                           | You may introduce game                  |                      |
|         |                           | activities e.g. Lucky Dip to            |                      |
|         |                           | provide practice in                     |                      |
|         |                           | identification and use of               |                      |
|         |                           | sight words.                            |                      |
|         |                           | Assessment: let learners                |                      |
|         |                           | use many of the                         |                      |
|         |                           | frequently occurring                    |                      |
|         |                           | words and chunks in the                 |                      |
|         |                           | language, including both                |                      |
|         |                           | content words (nouns,                   |                      |
|         |                           | verbs, adjectives and                   |                      |
|         |                           | adverbs) and function                   |                      |
|         |                           | words ( prepositions,                   |                      |
|         |                           | articles) to form sentences             |                      |

| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING  Have learners write their first draft in groups.  • Let learners write their ideas as they appear, without taking particular note of corrections or editing.  • Let learners add on new ideas that occur to them as they write  | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|-----------|--|---|---|
|           |  | Assessment: let learners write ideas on a topic in simple sentences   |   |
| Thursday  | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE Revise the use of the present simple and present continuous tenses. Introduce the new form, one at a time, using examples and situations. Provide examples for practice through drills and creation of situations.  Assessment: let learners use simple past and the past continuous forms of verbs to express past actions | 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 | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate   | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| books for learners to                            |
|--|
| make a choice from.                              |
| Introduce narratives,     expository, procedural |
| texts to learners.                               |
| Guide learners to select                         |
| books for readings                               |
|  |
| Assessment: let learners                         |
| read a variety of age and                        |
| level-appropriate books                          |
| and summarise them                               |

| Week Ending   | 5                            |  |                           |
|---------------|------------------------------|--|---------------------------|
| Class         |                              | Three  |                           |
| Subject       |                              | MATHEMATICS                                  |                           |
| Reference     |                              | Mathematics curriculum P                     | Page                      |
| Learning Indi | cator(s)                     | B3.1.2.6.2                                   |                           |
| Performance   | Indicator                    | Learners can use co                          | oncrete and pictorial     |
|               |                              | representations to expla                     | ain division as repeated  |
|               |                              | subtraction or determ                        | ining the number of       |
|               |                              | times given equal groups                     | ·                         |
|               |                              | goes into or can be sul                      | otracted from) a given    |
|               |                              | number                                       |                           |
| Strand        |                              | NUMBER                                       |                           |
| Sub strand    |                              | Number Operations                            |                           |
| Teaching/ Le  | arning Resources             | Counters                                     |                           |
| Core Compet   | tencies: Creativity and Inno | ovation Communication and                    | Collaboration Personal    |
| Developmen    | t and Leadership Critical T  | hinking and Problem Solving.                 | Critical Thinking and     |
| Problem Solv  | ving.                        |  |                           |
|               |                              |  |                           |
| DAYS          | PHASE 1: STARTER <b>10</b>   | PHASE 2: MAIN <b>40MINS</b>                  | PHASE 3: REFLECTION       |
|               | MINS                         | (New Learning Including                      | 10MINS                    |
|               | (Preparing The Brain         | Assessment)                                  | (Learner And Teacher)     |
|               | For Learning)                |  |                           |
| Monday        | Sing songs like:             | 1 Give a quantity of                         | Review the lesson with    |
|               |                              | straws (e.g. 12) and have                    | Learners                  |
|               | I'm counting one, what       | learners make equal                          |                           |
|               | is one                       | groups formation of 3                        | Assessment: have          |
|               | 1 - One is one alone,        | straws in each group and                     | learners to practice with |
|               | alone it shall be.           | then have learners count                     | more examples             |
|               |                              | the number of equal                          | -                         |
| Tuesday       | Cina coma like.              | groups formed.                               | Daview the lease with     |
| Tuesday       | Sing songs like:             | Give a quantity of straws (e.g. 12) and have | Review the lesson with    |
|               | V                            | learners make equal                          | Learners                  |
|               | I'm counting one, what       | groups formation of 3                        |                           |
|               | is one                       | straws in each group and                     | A                         |
|               | 1 - One is one alone,        | then have learners count                     | Assessment: have          |
|               | alone it shall be.           | the number of equal                          | learners to practice with |
|               |                              | groups formed                                | more examples             |
|               |                              |  |                           |
| Wednesday     | Sing songs like:             | Give a quantity of straws                    | Review the lesson with    |
|               |                              | (e.g. 12) and have                           | Learners                  |
|               | I'm counting one, what       | learners make equal                          |                           |
|               | is one                       | groups formation of 3                        |                           |
|               |                              | straws in each group and                     |                           |

|          | 1 - One is one alone,<br>alone it shall be.   | then have learners count the number of equal groups formed.   | Assessment: have learners to practice with more examples                                  |
|----------|---|---|---|
| Thursday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.                         | Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.   | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday   | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair | 1 Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed. | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | SCIENCE  |  |
| Reference                    | Science curriculum Page                          |  |
| Learning Indicator(s)        | B3.3.3.1.1                                       |  |
| Performance Indicator        | Learners can identify organisms in a habitat and |  |
|                              | describe why they live in a particular place     |  |
| Strand                       | SYSTEMS  |  |
| Sub strand                   | ECOSYSTEM  |  |
| Teaching/ Learning Resources | Pictures   |  |

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS       | PHASE 3: REFLECTION     |
|--------|---------------------------|----------------------------|-------------------------|
|        | MINS                      | (New Learning Including    | 10MINS                  |
|        | (Preparing The Brain      | Assessment)                | (Learner And Teacher)   |
|        | For Learning)             |                            |                         |
| Monday | Engage learners to sing   | Show pictures, videos and  | What have we learnt     |
|        | songs and recite familiar | drawings of organisms in   | today?                  |
|        | rhymes                    | their various homes        |                         |
|        |                           | (habitats).                | Ask learners to         |
|        |                           | Take learners on a field   | summarize the important |
|        |                           | trip (or a tour of the     | points of the lesson    |
|        |                           | school environment) to     |                         |
|        |                           | study about some           |                         |
|        |                           | ecosystems, e. g.          |                         |
|        |                           | (1) Birds and insects on a |                         |
|        |                           | tree                       |                         |
|        |                           | (2) Frogs and fish in a    |                         |
|        |                           | pond/stream                |                         |
|        |                           | (3) Grasshoppers, insects  |                         |
|        |                           | on a grass field           |                         |
|        |                           | (4) Different plant on a   |                         |
|        |                           | farm.                      |                         |
|        |                           | Assessment: let learners   |                         |
|        |                           | identify organisms in a    |                         |
|        |                           | habitat and describe why   |                         |
|        |                           | they live in a particular  |                         |
|        |                           | place                      |                         |

| Thursday | Engage learners to sing   | Assist learners to identify                                      | What have we learnt     |
|----------|---------------------------|--|-------------------------|
|          | songs and recite familiar | some observable features   | today?                  |
|          | rhymes                    | that enable organisms to   |                         |
|          |                           | live successfully in their                                       | Ask learners to         |
|          |                           | habitat e.g. tilapia has fins                                    | summarize the important |
|          |                           | to help it swim in a pond.                                       | points of the lesson    |
|          |                           | Birds have wings to help   |                         |
|          |                           | them.  |                         |
|          |                           | <ul> <li>Guide learners to discuss<br/>the following:</li> </ul> |                         |
|          |                           | (1) is a frog a fish?  |                         |
|          |                           | (2) Why can't a fish live on                                     |                         |
|          |                           | land?  |                         |
|          |                           |  |                         |
|          |                           |  |                         |
|          |                           | Assessment: let learners   |                         |
|          |                           | identify organisms in a  |                         |
|          |                           | habitat and describe why   |                         |
|          |                           | they live in a particular  |                         |
|          |                           | place.   |                         |
|          |                           |  |                         |
|          |                           |  |                         |
|          |                           |  |                         |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | OUR WORLD OUR PEOPLE                                 |  |
| Reference                    | Our World Our People curriculum Page                 |  |
| Learning Indicator(s)        | B3.3.1.1.1.  |  |
| Performance Indicator        | Learners can explain the reasons for studying the    |  |
|                              | sacred scriptures of the three major religions among |  |
|                              | their followers                                      |  |
| Strand                       | OUR BELIEFS AND VALUES                               |  |
| Sub strand                   | Worship  |  |
| Teaching/ Learning Resources | Pictures   |  |
|                              |  |  |

| DAYS     | PHASE 1: STARTER 10 MINS                                 | PHASE 2: MAIN 40MINS (New Learning Including   | PHASE 3: REFLECTION  10MINS   |
|----------|--|--|---|
|          | (Preparing The Brain For Learning)                       | Assessment)  | (Learner And Teacher)   |
| Tuesday  | Engage learners to sing songs and recite familiar rhymes | Let learners recite texts from the scriptures  Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers                    | 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 | Learners to talk about the moral lessons from the scriptures  Assessment: let learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Week Ending   |   |  |  |
|---|---|--|--|
| Class   | Three   |  |  |
| Subject   | HISTORY   |  |  |
| Reference   | History curriculum Page                                 |  |  |
| Learning Indicator(s)   | B3.2.4.1.1  |  |  |
| Performance Indicator   | Learners can identify the forts and castles built along |  |  |
|   | the coast of Ghana                                      |  |  |
| 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.                     |   |  |  |

| DAYS     | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS       | PHASE 3: REFLECTION   |
|----------|---------------------------|----------------------------|-----------------------|
|          | MINS                      | (New Learning Including    | 10MINS                |
|          | (Preparing The Brain      | Assessment)                | (Learner And Teacher) |
|          | For Learning)             |                            |                       |
| Tuesday  | Engage learners to sing   | What is the difference     | What have we learnt   |
|          | songs and recite familiar | between a fort and castle? | today?                |
|          | rhymes                    | Where can we locate the    |                       |
|          |                           | forts and castles? Who     | Ask learners to       |
|          |                           | built them? When were      | summarize the main    |
|          |                           | they built? Why were they  | points in the lesson  |
|          |                           | built? How have the uses   |                       |
|          |                           | of forts and castles       |                       |
|          |                           | changed over time          |                       |
|          |                           |                            |                       |
|          |                           | Explain the differences    |                       |
|          |                           | between forts and castles  |                       |
|          |                           | Assessment: let learners   |                       |
|          |                           | identify the forts and     |                       |
|          |                           | castles built along the    |                       |
|          |                           | coast of Ghana             |                       |
| Thursday | Engage learners to sing   | Explain the differences    | What have we learnt   |
|          | songs and recite familiar | between forts and castles  | today?                |
|          | rhymes                    |                            |                       |
|          |                           |                            |                       |
|          |                           |                            |                       |

| Assessment: let learners  | Ask learners to      |
|---------------------------|----------------------|
| explain the differences   | summarize the main   |
| between forts and castles | points in the lesson |

| Week Ending |                              |   |                          |
|-------------|------------------------------|---|--------------------------|
| Class       |                              | Three   |                          |
| Subject     |                              | PHYSICAL EDUCATION                            |                          |
| Reference   |                              | PE curriculum Page                            |                          |
| Learning Ir | idicator(s)                  | B3.2.2.2.1:                                   |                          |
| Performan   | ce Indicator                 | Learners can compare and contrast locomotor   |                          |
|             |                              | movements conducted to even and uneven beats. |                          |
| Strand      |                              | MOVEMENT CONCEPTS, PR                         | INCIPLES AND STRATEGIES  |
| Sub strand  |                              | DYNAMICS,                                     |                          |
| Teaching/   | Learning Resources           | cones   |                          |
| Core Comp   | etencies: Creativity and Ini | novation Communication and                    | d Collaboration Personal |
| -           | <u>-</u>                     | Thinking and Problem Solvin                   |                          |
|             | ·                            |   | <u> </u>                 |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                          | PHASE 3: REFLECTION      |
|             | MINS                         | (New Learning Including                       | 10MINS                   |
|             | (Preparing The Brain         | Assessment)                                   | (Learner And Teacher)    |
|             | For Learning)                | ·   |                          |
| Friday      | Learners jog round a         | Learners identify                             | What have we learnt      |
|             | demarcated area in files     | locomotor movements                           | today?                   |
|             | while singing and            | conducted to:                                 |                          |
|             | clapping to warm-up the      | i. Even beats; jumping,                       | Use answers to           |
|             | body for maximal             | jogging, hopping, dancing                     | summarise the lesson.    |
|             | performance and to           | etc;  |                          |
|             | prevent injuries             | ii. Uneven beats; running,                    |                          |
|             |                              | dancing, sliding, galloping,                  |                          |
|             |                              | trotting, etc.                                |                          |
|             |                              |   |                          |

| Week Ending                           |  |  |
|---------------------------------------|--|--|
| Class                                 | Three  |  |
| Subject                               | RELIGIOUS AND MORAL EDUCATION                              |  |
| Reference                             | RME curriculum Page  |  |
| Learning Indicator(s)                 | B3.2.2.1.1   |  |
| Performance Indicator                 | Learners can describe how various festivals are celebrated |  |
| Strand                                | Religious Practices and their Moral Implications           |  |
| Sub strand                            | Festivals in the Three Major Religions                     |  |
| Teaching/ Learning Resources Pictures |  |  |

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION   |
|--------|---------------------------|------------------------------|-----------------------|
|        | MINS                      | (New Learning Including      | 10MINS                |
|        | (Preparing The Brain      | Assessment)                  | (Learner And Teacher) |
|        | For Learning)             |                              |                       |
| Friday | Engage learners to sing   | Let learners dramatise       | What have we learnt   |
|        | songs and recite familiar | activities that take place   | today?                |
|        | rhymes                    | during the festivals. • Let  |                       |
|        |                           | learners draw scenes from    | Ask learners to       |
|        |                           | festivals: durbar of chiefs, | summarize the main    |
|        |                           | drumming and dancing,        | points in the lesson  |
|        |                           | merrymaking, etc             |                       |
|        |                           |                              |                       |
|        |                           |                              |                       |
|        |                           |                              |                       |
|        |                           |                              |                       |
|        |                           | Assessment: let learners     |                       |
|        |                           | describe how various         |                       |
|        |                           | festivals are celebrated     |                       |
|        |                           |                              |                       |
|        |                           |                              |                       |
|        |                           |                              |                       |

| Week Ending   |   |  |
|---|---|--|
| Class   | Three   |  |
| Subject   | CREATIVE ARTS   |  |
| Reference   | Creative Arts curriculum  |  |
| Learning Indicator(s)   | B3 2.2.3.3  |  |
| Performance Indicator   | Learners can create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa communities |  |
| Strand  | PERFORMING ARTS   |  |
| Sub strand  | Planning, Making and Composing  |  |
| Teaching/ Learning Resources  | Pictures  |  |
| Core Competencies: Creativity and Innovation Communication and Collaboration Personal |   |  |

| DAYS      | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS       | PHASE 3: REFLECTION   |
|-----------|---------------------------|----------------------------|-----------------------|
|           | MINS                      | (New Learning Including    | 10MINS                |
|           | (Preparing The Brain      | Assessment)                | (Learner And Teacher) |
|           | For Learning)             |                            |                       |
| Monday    | Engage learners to sing   | Learners to:               | What have we learnt   |
|           | songs and recite familiar | 🛚 use available            | today?                |
|           | rhymes                    | instruments, elements,     |                       |
|           |                           | resources and techniques   | Ask learners to       |
|           |                           | for public education and   | summarize the main    |
|           |                           | entertainment;             | points in the lesson  |
|           |                           |                            |                       |
|           |                           |                            |                       |
|           |                           | Assessment: let learners   |                       |
|           |                           | create own music, dance    |                       |
|           |                           | and drama performances     |                       |
|           |                           | using available            |                       |
|           |                           | instruments, resources     |                       |
|           |                           | and methods to express     |                       |
|           |                           | own views                  |                       |
|           |                           |                            |                       |
| Wednesday | Engage learners to sing   | Learners to                | What have we learnt   |
|           | songs and recite familiar | use available instruments, | today?                |
|           | rhymes                    | resources and techniques,  |                       |
|           |                           | create own music, dance    |                       |
|           |                           | and drama based on the     |                       |

| , |                          | ·                    |
|---|--------------------------|----------------------|
|   | concept of performances  | Ask learners to      |
|   | in Africa that reflect   | summarize the main   |
|   | Topical issues such as   | points in the lesson |
|   | plastic waste, drowning, |                      |
|   | flooding, safe road      |                      |
|   | practices, use of ICT    |                      |
|   | devices, etc.)           |                      |
|   | ,                        |                      |
|   | Assessment: let learners |                      |
|   | create own music, dance  |                      |
|   | and drama performances   |                      |
|   | using available          |                      |
|   |                          |                      |
|   | instruments, resources   |                      |
|   | and methods to express   |                      |
|   | own views                |                      |
|   |                          |                      |
|   |                          |                      |

| Learning Inc | dicator (s) (Ref. No.)    | B3.2.4.2.5 Read one-syllable | e words with consonant   |
|--------------|---------------------------|------------------------------|--------------------------|
|              |                           | clusters.                    |                          |
|              |                           | B3.2.5.1.1 Read texts aloud  | with correct             |
|              |                           | pronunciation and tone.      |                          |
| Performano   | e Indicators              | The learner                  | should read one-syllable |
|              |                           | words with consona           | nt clusters.             |
|              |                           | • The learner s              | should read texts aloud  |
|              |                           | with correct pronun          | ciation and tone.        |
| Week Endin   | g                         | <del> </del>                 |                          |
| Reference    |                           | Ghanaian Language curriculum |                          |
| Subject      |                           | GHANAIAN LANGUAGE            |                          |
| Teaching/ L  | earning Resources         | Manila cards, markers, reco  | orded audios visual      |
| Core Compe   | etencies: Communication a | nd collaboration Personal de | velopment and leadership |
|              |                           |                              |                          |
| DAYS         | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION      |
|              | MINS                      | (New Learning Including      | 10MINS                   |
|              | (Preparing The Brain      | Assessment)                  | (Learner And Teacher)    |
|              | For Learning)             |                              |                          |
|              | Engage leaners to sing    | Let learners say the         | What have we learnt      |
|              | songs and recite          | letters of the alphabet.     | today?                   |
|              | familiar rhymes           | • Form one-syllable words    |                          |
|              |                           | and lead learners to say     |                          |
|              |                           | the words.                   | Review the lesson with   |
|              |                           | Join two of the one-         | learners                 |
|              |                           | syllable words to form a     |                          |
|              |                           | new word on the board.       |                          |
|              |                           | Read several one-            |                          |
|              |                           | syllable words with          |                          |
|              |                           | consonant clusters to        |                          |
|              |                           | learners.                    |                          |
|              |                           | Allow learners to read       |                          |
|              |                           | one syllable words with      |                          |
|              |                           | consonant clusters.          |                          |
|              |                           | Assessment: let learners     |                          |
|              |                           | read one-syllable words      |                          |
|              |                           | with consonant clusters.     |                          |
|              |                           | with consonant dusters.      |                          |
| L            |                           |                              |                          |

| Engage leaners to songs and recite familiar rhymes | sing | <ul> <li>Let learners say the letters of the alphabet as a group and then individually.</li> <li>With correct pronunciation and tone read texts aloud.</li> <li>Let learners read texts aloud with correct pronunciation and tone as a group and then individually</li> </ul> | What have we learnt today?  Review the lesson with learners |
|--|------|---|---|
| Engago Joanors to                                  | cina | Assessment: let learners read texts aloud with correct pronunciation and tone   | What have we learnt   |
| Engage leaners to songs and recite familiar rhymes | sing | <ul> <li>Let learners say the letters of the alphabet as a group and then individually.</li> <li>With correct pronunciation and tone read texts aloud.</li> <li>Let learners read texts aloud with correct pronunciation and tone as a group and then individually</li> </ul> | What have we learnt today?  Review the lesson with learners |
|  |      | Assessment: let learners read texts aloud with correct pronunciation and tone   |   |

## TERM TWO BASIC THREE WEEK SEVEN

## WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC THREE

Name of School.....

|             | ng  |  |  |
|-------------|---|--|--|
| Class       |   | Three  |  |
| Subject     |   | ENGLISH LANGUAGE   |  |
| Reference   |   | English Language curriculum Pa   | age  |
| Learning Ir | dicator(s)  | B3.1.6.2.3 B3.2.6.1.4 B3.4.9.3.1 B3.5.5.1.1.<br>B3.6.1.1.1   |  |
| rertorman   | ce Indicator  | <ul> <li>A. Learners can participate in communication, u more varied and more accurate language</li> <li>B. Learners can use dictionaries, glossaries internet to clarify word meanings</li> <li>C. Learners can review and revise the draft, add to or taking out ideas</li> <li>D. Learners can identify and use adjectives in sl sentences to describe height, length, etc</li> <li>E. Learners can read a variety of age and le</li> </ul> |  |
| Core Comp   | -   | appropriate books and s Word cards, sentence cards, let on a manila card and a class libr Innovation Communication and Cal Thinking and Problem Solving.   | ter cards, handwriting ary.                        |
|             |   |  |  |
| 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    | B.READING   | What have we learnt                |
|-----------|-----------------------|---|------------------------------------|
|           | sing songs and recite | Introduce learners to the   | today?                             |
|           | familiar rhymes       | dictionary and glossaries.  |                                    |
|           |                       | Have learners find the  | Ask learners to                    |
|           |                       | dictionary meaning to key   | summarize the main                 |
|           |                       | words in a comprehension  | points in the lesson               |
|           |                       | passage. • Have learners make   |                                    |
|           |                       | or build their own glossaries   |                                    |
|           |                       | on the words learnt.  |                                    |
|           |                       | <ul> <li>In groups, let learners</li> <li>practise finding key words and</li> </ul> |                                    |
|           |                       | building their own word   |                                    |
|           |                       | albums/dictionaries/glossaries.   |                                    |
|           |                       | albums, dictionaries, glossaries.   |                                    |
|           |                       |   |                                    |
|           |                       |   |                                    |
|           |                       | Assessment: let learners use  |                                    |
|           |                       | dictionaries, glossaries and  |                                    |
|           |                       | internet to clarify word  |                                    |
|           |                       | meanings  |                                    |
| Wednesday | Engage learners to    | C. WRITING  | What have we learnt                |
|           | sing songs and recite | In groups, have learners revise   | today?                             |
|           | familiar rhymes       | their writing paying attention  | A al. la a a t a                   |
|           |                       | to little details.  • Have learners use these                                       | Ask learners to summarize the main |
|           |                       | questions as a revision guide:  | points in the lesson               |
|           |                       | i. Is my topic interesting?   | points in the lesson               |
|           |                       | ii. Does the beginning catch  |                                    |
|           |                       | the reader's attention?   |                                    |
|           |                       | iii. Are the ideas easy to  |                                    |
|           |                       | understand?   |                                    |
|           |                       | iv. Are all the sentences saying  |                                    |
|           |                       | something about the topic?  |                                    |
|           |                       | Encourage learners to make  |                                    |
|           |                       | as many changes as necessary  |                                    |
|           |                       | to improve their work.  |                                    |
|           |                       |   |                                    |
|           |                       | Assessment: let learners  |                                    |
|           |                       | review and revise the draft,  |                                    |
|           |                       | adding to or taking out ideas   |                                    |
|           |                       | adding to or taking out ideas   |                                    |
| Thursday  | Engage learners to    | D.WRITING CONVENTIONS   | What have we learnt                |
|           | sing songs and recite | AND GRAMMAR USAGE   | today?                             |
|           | familiar rhymes       |   |                                    |
|           |                       |   |                                    |

|        |  | Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree. • Put learners in groups to use the adjectives identified  Assessment: let learners identify and use adjectives in short sentences to describe height, length, etc                             | Ask learners to summarize the main points in the lesson                             |
|--------|--|---|---|
| Friday | Engage learners to sing songs and recite familiar rhymes | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.  • Have a variety of age/level- appropriate books for learners to make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select books for readings | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|        |  | a variety of age and level-<br>appropriate books and<br>summarise them  |   |

| Week Ending                  |   |
|------------------------------|---|
| Class                        | Three   |
| Subject                      | MATHEMATICS   |
| Reference                    | Mathematics curriculum Page   |
| Learning Indicator(s)        | B3.1.2.6.3  |
| Performance Indicator        | Learners can 3 Use concrete and pictorial representation to explain division as inverse of multiplication |
| Strand                       | NUMBER  |
| Sub strand                   | Number Operations   |
| 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.

| DAYS   | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION   |
|--------|---|---|---|
|        | MINS  | (New Learning Including   | 10MINS  |
|        | (Preparing The Brain  | Assessment)   | (Learner And Teacher)   |
|        | For Learning)   |   |   |
| Monday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve 12 ÷3  12 ÷ 3                                  | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|        |   | Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is 12 ÷ 3 = 4 |   |

| Tuesday   | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Explain that division can be carried out as an inverse of multiplication by the following process:  For example, to solve 12 ÷3  12 ÷ 3                                 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|-----------|---|---|---|
|           |   | Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is 12 ÷ 3 = 4 |   |
| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Explain that division can be carried out as an inverse of multiplication by the following process:  For example, to solve 12 ÷3  12 ÷ 3                                 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|           |   | multiplies 3 to obtain 12 Learners choose the number as the answer to the problem   |   |

|          |   | That is $12 \div 3 = 4$  |   |
|----------|---|--|---|
| Thursday | Sing songs like:  | Explain that division can be carried out as an inverse of multiplication   | Review the lesson with Learners   |
|          | I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | by the following process: For example, to solve 12 ÷3  12 ÷ 3  | Assessment: have learners to practice with more examples                                  |
|          |   | multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is 12 ÷ 3 = 4                           |   |
| Friday   | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair   | Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve 12 ÷3 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|          |   | 12 ÷ 3 what =12  Which means  3 × what = 12  | <b>,</b>  |

|  | Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is 12 ÷ 3 = 4 |  |
|--|---|--|
|--|---|--|

| Week Endi   | ng                                 |   |   |  |
|-------------|------------------------------------|---|---|--|
| Class       |                                    | Three   |   |  |
| Subject     |                                    | SCIENCE   |   |  |
| Reference   |                                    | Science curriculum Page   |   |  |
| Learning In | dicator(s)                         | B3.3.3.1.1  |   |  |
| Performan   | ce Indicator                       | Learners can identify org   | ganisms in a habitat ar                         |  |
|             |                                    | describe why they live in a   | _   |  |
| Strand      |                                    | SYSTEMS   |   |  |
| Sub strand  |                                    | ECOSYSTEM   |   |  |
| Teaching/   | Learning Resources                 | Pictures  |   |  |
| •           | •                                  | novation Communication an<br>Thinking and Problem Solvir  |   |  |
| DAYS        | PHASE 1: STARTER 10                | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION                             |  |
|             | MINS                               | (New Learning Including   | 10MINS  |  |
|             | (Preparing The Brain For Learning) | Assessment)   | (Learner And Teacher)                           |  |
| Monday      | Engage learners to sing            | Learners plan, design and   | What have we learnt                             |  |
|             | songs and recite familiar          | draw posters showing  | today?  |  |
|             | rhymes                             | organisms in their natural  |   |  |
|             |                                    | homes   | Ask learners to                                 |  |
|             |                                    |   | summarize the importa                           |  |
|             |                                    |   | points of the lesson                            |  |
|             |                                    |   |   |  |
|             |                                    | Assessment: let learners  |   |  |
|             |                                    | Assessment: let learners identify organisms in a  |   |  |
|             |                                    |   |   |  |
|             |                                    | identify organisms in a   |   |  |
|             |                                    | identify organisms in a habitat and describe why  |   |  |
| Thursday    | Engage learners to sing            | identify organisms in a habitat and describe why they live in a particular place  | What have we learnt                             |  |
| Thursday    | songs and recite familiar          | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and   | What have we learnt today?                      |  |
| Thursday    |                                    | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and draw posters showing  | today?  |  |
| Thursday    | songs and recite familiar          | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and draw posters showing organisms in their natural                                 | today?  Ask learners to                         |  |
| Thursday    | songs and recite familiar          | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and draw posters showing  | today?  Ask learners to summarize the important |  |
| Thursday    | songs and recite familiar          | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and draw posters showing organisms in their natural homes                           | today?  Ask learners to                         |  |
| Thursday    | songs and recite familiar          | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and draw posters showing organisms in their natural homes  Assessment: let learners | today?  Ask learners to summarize the important |  |
| Thursday    | songs and recite familiar          | identify organisms in a habitat and describe why they live in a particular place  Learners plan, design and draw posters showing organisms in their natural homes                           | today?  Ask learners to summarize the importa   |  |

place

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | OUR WORLD OUR PEOPLE                            |  |
| Reference                    | Our World Our People curriculum Page            |  |
| Learning Indicator(s)        | B3.3.2.1. 1.                                    |  |
| Performance Indicator        | Learners can describe how various festivals are |  |
|                              | celebrated                                      |  |
| Strand                       | OUR BELIEFS AND VALUES                          |  |
| Sub strand                   | Festivals                                       |  |
| Teaching/ Learning Resources | Pictures  |  |
| 1                            |   |  |

| DAYS    | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS          | PHASE 3: REFLECTION   |
|---------|---------------------------|-------------------------------|-----------------------|
|         | MINS                      | (New Learning Including       | 10MINS                |
|         | (Preparing The Brain      | Assessment)                   | (Learner And Teacher) |
|         | For Learning)             |                               |                       |
| Tuesday | Engage learners to sing   | Learners mention religious    | What have we learnt   |
|         | songs and recite familiar | festivals they have           | today?                |
|         | rhymes                    | witnessed:                    |                       |
|         |                           | i. Islam-Eid-ul-Fitr, Eid-ul- | Ask learners to       |
|         |                           | Adha                          | summarize the main    |
|         |                           | ii. Christianity-Easter,      | points in the lesson  |
|         |                           | Christmas, Ash                |                       |
|         |                           | Wednesday, Pentecost          |                       |
|         |                           | Day                           |                       |
|         |                           | iii. Traditional- Aboakyer,   |                       |
|         |                           | Hogbetsotso, Adae, Fetu       |                       |
|         |                           | Afahy£, Feok, etc.            |                       |
|         |                           | Show pictures and videos      |                       |
|         |                           | of religious festivals        |                       |
|         |                           | Learners role play            |                       |
|         |                           | activities that take place    |                       |
|         |                           | during the festivals and      |                       |
|         |                           | talk about them.              |                       |
|         |                           |                               |                       |
|         |                           |                               |                       |
|         |                           | Assessment: let learners      |                       |
|         |                           | describe how various          |                       |
|         |                           | festivals are celebrate       |                       |

| Thursday | Engago la supara de sira s |                              | M/hat have we leavet |
|----------|----------------------------|------------------------------|----------------------|
| Thursday | Engage learners to sing    | Learners narrate the         | What have we learnt  |
|          | songs and recite familiar  | events in the festivals they | today?               |
|          | rhymes                     | have participated in and     |                      |
|          |                            | their importance.            | Ask learners to      |
|          |                            | Learners draw scenes         | summarize the main   |
|          |                            | they saw during the          | points in the lesson |
|          |                            | festival they witnessed      |                      |
|          |                            |                              |                      |
|          |                            |                              |                      |
|          |                            |                              |                      |
|          |                            | Assessment: let learners     |                      |
|          |                            | describe how various         |                      |
|          |                            | festivals are celebrated     |                      |
|          |                            |                              |                      |
|          |                            |                              |                      |
|          |                            |                              |                      |
|          |                            |                              |                      |

| Week End                                       | ing                         |  |                           |  |
|--|-----------------------------|--|---------------------------|--|
| Class  |                             | Three  |                           |  |
| Subject  |                             | HISTORY  |                           |  |
| Reference                                      |                             | History curriculum Page                                |                           |  |
| Learning I                                     | ndicator(s)                 | B3.2.4.1.1   |                           |  |
| Performar                                      | nce Indicator               | Learners can identify the forts and castles built alon |                           |  |
|  |                             | the coast of Ghana                                     |                           |  |
| Strand   |                             | My Country Ghana                                       |                           |  |
| Sub stranc                                     | d .                         | Major Historical Locations                             |                           |  |
| Teaching/                                      | Learning Resources          | Pictures   |                           |  |
| Core Com                                       | petencies: Creativity and I | nnovation Communication ar                             | nd Collaboration Personal |  |
| Developm                                       | ent and Leadership Critica  | l Thinking and Problem Solvi                           | ng.                       |  |
| <u>,                                      </u> |                             |  |                           |  |
| DAVC   | DUACE 4. CTARTER 40         | DUACE 3. BAAIN 4004/N/C                                | DUACE 2. DEELECTION       |  |

| DAYS     | PHASE 1: STARTER 10                                      | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION   |
|----------|--|---|---|
|          | MINS   | (New Learning Including   | 10MINS  |
|          | (Preparing The Brain                                     | Assessment)   | (Learner And Teacher)   |
|          | For Learning)  |   |   |
| Tuesday  | Engage learners to sing songs and recite familiar rhymes | With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|          |  | Assessment: let learners identify the forts and castles built along the coast of Ghana  |   |
| Thursday | Engage learners to sing songs and recite familiar rhymes | With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Assessment: let learners identify the forts and castles built along the coast of Ghana |  |
|--|--|
|--|--|

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | PHYSICAL EDUCATION                                  |  |
| Reference                    | PE curriculum Page                                  |  |
| Learning Indicator(s)        | B3.2.2.2.2  |  |
| Performance Indicator        | Learners can identify steps and rhythm patterns for |  |
|                              | traditional and cultural dances.                    |  |
| Strand                       | MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES        |  |
| Sub strand                   | DYNAMICS  |  |
| Teaching/ Learning Resources | cones   |  |

|        | 1                        | I                         |                       |
|--------|--------------------------|---------------------------|-----------------------|
| DAYS   | PHASE 1: STARTER 10      | PHASE 2: MAIN 40MINS      | PHASE 3: REFLECTION   |
|        | MINS                     | (New Learning Including   | 10MINS                |
|        | (Preparing The Brain     | Assessment)               | (Learner And Teacher) |
|        | For Learning)            |                           |                       |
| Friday | Learners jog round a     | Show video of traditional | What have we learnt   |
|        | demarcated area in files | and cultural dances of    | today?                |
|        | while singing and        | Ghana such as agbadza,    |                       |
|        | clapping to warm-up the  | adowa, etc and guide      | Use answers to        |
|        | body for maximal         | learners to identify the  | summarise the lesson. |
|        | performance and to       | steps and rhythm          |                       |
|        | prevent injuries         | patterns. Learners can    |                       |
|        |                          | also sing and drum their  |                       |
|        |                          | local traditional and     |                       |
|        |                          | cultural dances for above |                       |
|        |                          | exercise.                 |                       |
|        |                          | Basic dance steps are:    |                       |
|        |                          | balancing, closing,       |                       |
|        |                          | hesitating, pivoting, and |                       |
|        |                          | rocking.                  |                       |
|        |                          | Basic dance rhythms are:  |                       |
|        |                          | slow-quick, quick-quick,  |                       |
|        |                          | etc.                      |                       |
|        |                          |                           |                       |
|        |                          | Assessment: let learners  |                       |
|        |                          |                           |                       |

| Week End              | ging                              |  |                            |
|-----------------------|-----------------------------------|--|----------------------------|
| Class                 |                                   | Three  |                            |
| Subject               | ect RELIGIOUS AND MORAL EDUCATION |  | UCATION                    |
| Reference             | Reference RME curriculum Page     |  |                            |
| Learning              | Indicator(s)                      | B3 2.2.1.2:  |                            |
| Performance Indicator |                                   | Learners can demonstrate   | the importance of religiou |
|                       |                                   | festivals  |                            |
| Strand                |                                   | Religious Practices and thei   | r Moral Implications       |
| Sub stran             | d                                 | Festivals in the Three Major   | Religions                  |
| Teaching              | Learning Resources                | Pictures   |                            |
| Core Com              | petencies: Creativity and Inr     | novation Communication and   | d Collaboration Personal   |
| Developn              | nent and Leadership Critical      | Thinking and Problem Solvin  | g.                         |
|                       |                                   |  |                            |
| DAYS                  | PHASE 1: STARTER 10               | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION        |
|                       | MINS                              | (New Learning Including  | 10MINS                     |
|                       | (Preparing The Brain              | Assessment)  | (Learner And Teacher)      |
|                       | For Learning)                     |  |                            |
| Friday                | Engage learners to sing           | Show pictures and videos   | What have we learnt        |
|                       | songs and recite familiar         | of religious festivals.  | today?                     |
|                       | rhymes                            | Using pictures and or  |                            |
|                       |                                   | video clips etc., let  | Ask learners to            |
|                       |                                   | learners demonstrate how   | summarize the main         |
|                       |                                   | festivals are celebrated.  | points in the lesson       |
|                       |                                   | Let learners talk about  |                            |
|                       |                                   | the scenes in the pictures   |                            |
|                       |                                   | or the videos.   |                            |
|                       |                                   |  |                            |
|                       |                                   | Guide learners to  |                            |
|                       |                                   | • Guide learners to narrate the events in the  |                            |
|                       |                                   |  |                            |
|                       |                                   | narrate the events in the  |                            |
|                       |                                   | narrate the events in the festivals they have  |                            |
|                       |                                   | narrate the events in the festivals they have  |                            |
|                       |                                   | narrate the events in the festivals they have participated in.   |                            |
|                       |                                   | narrate the events in the festivals they have  |                            |
|                       |                                   | narrate the events in the festivals they have participated in.  Assessment: let learners demonstrate the |                            |
|                       |                                   | narrate the events in the festivals they have participated in.  Assessment: let learners                 |                            |

| Week Endin                         | g   |  |  |
|------------------------------------|---|--|--|
| Class                              |   | Three  |  |
| Subject CREATIVE ART               |   | CREATIVE ARTS  |  |
| Reference Creative Arts curriculum |   |  |  |
| Learning Inc                       | earning Indicator(s) B3 1.3.5.2   |  |  |
| Performance Indicator              |   | Learners can display own   | n visual artworks to share                                     |
|                                    |   | creative experiences based   | d on ideas that reflect the                                    |
|                                    |   | natural and manmade envi   | ironments of other Africar                                     |
|                                    |   | communities  |  |
| Strand                             |   | VISUAL ARTS  |  |
| Sub strand                         |   | Displaying and Sharing   |  |
| Teaching/ L                        | earning Resources   | Pictures   |  |
| Core Compe                         | etencies: Creativity and Inn  | ovation Communication and  | d Collaboration Personal                                       |
| Developme                          | nt and Leadership Critical 1  | Thinking and Problem Solvin  | g.   |
|                                    |   |  |  |
| DAYS                               | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION  |
|                                    | MINS  | (New Learning Including  | 10MINS   |
|                                    |   |  |  |
|                                    | (Preparing The Brain  | Assessment)  | (Learner And Teacher)  |
|                                    | (Preparing The Brain For Learning)                                      | Assessment)  | (Learner And Teacher)  |
| Monday                             | For Learning) Engage learners to sing                                   | Learners are to:   | (Learner And Teacher) What have we learnt                      |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own   | -  |
| Monday                             | For Learning) Engage learners to sing                                   | Learners are to:  ② display portfolio of own visual artworks to educate  | What have we learnt today?                                     |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on   | What have we learnt today?  Ask learners to                    |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate  | What have we learnt today?                                     |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on   | What have we learnt today?  Ask learners to                    |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on things that reflect the   | What have we learnt today?  Ask learners to summarize the main |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade   | What have we learnt today?  Ask learners to summarize the main |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other  | What have we learnt today?  Ask learners to summarize the main |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures.  | What have we learnt today?  Ask learners to summarize the main |
| Monday                             | For Learning) Engage learners to sing songs and recite familiar         | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures.  Assessment: let learners                    | What have we learnt today?  Ask learners to summarize the main |
| Monday                             | For Learning)  Engage learners to sing songs and recite familiar rhymes | Learners are to:  ② display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures.  Assessment: let learners display own visual | What have we learnt today?  Ask learners to summarize the main |

2 display portfolio of own

visual artworks to educate

and inform the public on

things that reflect the

natural and manmade

environment of other

African cultures.

today?

Ask learners to

summarize the main

points in the lesson

songs and recite familiar

rhymes

|  | Assessment: let learners display own visual artworks |  |
|--|--|--|
|--|--|--|

| Learning Indicator (s) (Ref. No.)  |   | B3.3.3.1.1 Write simple words/names of people and  |                          |
|------------------------------------|---|--|--------------------------|
|                                    |   | places.  |                          |
| Performan                          | ce Indicators   | The learner should write simple                    |                          |
|                                    |   | words/names of people and places.                  |                          |
| Week Ending                        |   |  |                          |
| Reference                          |   | Ghanaian Language curricu                          | ulum                     |
| Subject                            |   | GHANAIAN LANGUAGE                                  |                          |
| Teaching/                          | eaching/ Learning Resources Manila cards, markers, recorded audio |  | rded audios visual       |
| Core Competencies: Communication a |   | nd collaboration Personal de                       | velopment and leadership |
|                                    |   |  |                          |
| DAYS                               | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS                               | PHASE 3: REFLECTION      |
|                                    | MINS  | (New Learning Including                            | 10MINS                   |
|                                    | (Preparing The Brain  | Assessment)  | (Learner And Teacher)    |
|                                    | For Learning)   | Let learners mention                               | What have we learnt      |
|                                    | Engage leaners to sing songs and recite                           | names of places and                                | today?                   |
|                                    | familiar rhymes   | names of their friends.                            | today:                   |
|                                    | Tallillar Hilyilles   |  |                          |
|                                    |   | Create people and place                            | Review the lesson with   |
|                                    |   | names map on a cardboard.                          | learners                 |
|                                    |   |  | rearriers                |
|                                    |   | Show the map to                                    |                          |
|                                    |   | learners and discuss it                            |                          |
|                                    |   | with them.   |                          |
|                                    |   | Assist learners to write  simple words or names of |                          |
|                                    |   | simple words or names of                           |                          |
|                                    |   | people and places in their                         |                          |
|                                    |   | books  |                          |
|                                    |   | Assessment: let learners                           |                          |
|                                    |   | write simple words/names                           |                          |
|                                    |   | of people and places                               |                          |
|                                    | Engage leaners to sing  | Let learners mention                               | What have we learnt      |
|                                    | songs and recite  | names of places and                                | today?                   |
|                                    | familiar rhymes   | names of their friends.                            |                          |
|                                    |   | <ul> <li>Create people and place</li> </ul>        |                          |
|                                    |   | names map on a                                     | Review the lesson with   |
|                                    |   | cardboard.   | learners                 |
|                                    |   | <ul> <li>Show the map to</li> </ul>                |                          |
|                                    |   | learners and discuss it                            |                          |
|                                    |   | with them.   |                          |
|                                    |   | <ul> <li>Assist learners to write</li> </ul>       |                          |
|                                    |   | simple words or names of                           |                          |

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## TERM TWO BASIC THREE WEEK EIGHT

## WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC THREE

Name of School.....

| Week Endir                   | ng                         |  |                            |
|------------------------------|----------------------------|--|----------------------------|
| Class                        | Three                      |  |                            |
| Subject                      |                            | ENGLISH LANGUAGE                                 |                            |
| Reference                    |                            | English Language curriculum Page                 |                            |
| Learning Inc                 | dicator(s)                 | B3.1.6.2.4. B3.2.6.1.4 B3.4.9                    | 0.3.1 B3.5.5.1.1.          |
| _                            |                            | B3.6.1.1.1                                       |                            |
| Performance Indicator        |                            | A. Learners can expre                            | ss a greater variety of    |
|                              |                            | communicative meani                              | ng (e.g. apologising,      |
|                              |                            | agreeing or disagreeing)                         |                            |
|                              |                            | B. Learners can use dicti                        | onaries, glossaries and    |
|                              |                            | internet to clarify word r                       | meanings                   |
|                              |                            | C. Learners can review and                       | d revise the draft, adding |
|                              |                            | to or taking out ideas                           |                            |
|                              |                            | D. Learners can identify ar                      | nd use adjectives in short |
|                              |                            | sentences to describe he                         | eight, length, etc         |
|                              |                            | E. Learners can read a variety of age and level- |                            |
|                              |                            | appropriate books and summarise them             |                            |
| Teaching/ Learning Resources |                            | Word cards, sentence cards, let                  | ter cards, handwriting     |
|                              |                            | on a manila card and a class libr                | ary.                       |
| Core Compo                   | etencies: Creativity and I | nnovation Communication and C                    | Collaboration Personal     |
| Developme                    | nt and Leadership Critica  | al Thinking and Problem Solving.                 |                            |
|                              |                            |  |                            |
| DAYS                         | PHASE 1: STARTER 10        | PHASE 2: MAIN 40MINS                             | PHASE 3: REFLECTION        |
|                              | MINS                       | (New Learning Including                          | 10MINS                     |
|                              | (Preparing The Brain       | Assessment)                                      | (Learner And Teacher)      |
|                              | For Learning)              |  |                            |
| Monday                       | Engage learners to         | A. ORAL LANGAUGE                                 | What have we learnt        |
|                              | sing songs and recite      | Let learners role-play topics or                 | today?                     |
|                              | familiar rhymes            | themes discussed.                                |                            |
|                              |                            | Discuss the importance of                        | Ask learners to            |
|                              |                            | expressing a variety of                          | summarize the main         |
|                              |                            | communicative                                    | points in the lesson       |
|                              |                            | meanings/telling people about                    |                            |
|                              |                            | their feelings, etc.) e.g.                       |                            |

|           |  | apologising, agreeing or disagreeing with partners on issues.  • Guide learners to express a variety of communicative meanings  ASSESSMENT: let learners tell their partners about their feelings e. g. apologising, agreeing or disagreeing with partners on issues.  |   |
|-----------|--|--|---|
| Tuesday   | Engage learners to sing songs and recite familiar rhymes | B.READING Introduce learners to the dictionary and glossaries.  • Have learners find the dictionary meaning to key words in a comprehension passage.  • Have learners make or build their own glossaries on the words learnt.  • In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries.  ASSESSMENT: let learners use dictionaries, glossaries and internet to clarify word meanings | What have we learnt today?  Ask learners to summarize the main points in the lesson |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING  In groups, have learners revise their writing paying attention to little details.  • Have learners use these questions as a revision guide: i. Is my topic interesting? ii. Does the beginning catch the reader's attention? iii. Are the ideas easy to understand?  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Thursday |                                       | <ul> <li>iv. Are all the sentences saying something about the topic?</li> <li>• Encourage learners to make as many changes as necessary to improve their work.</li> </ul> ASSESSMENT: let learners |                      |
|----------|---------------------------------------|--|----------------------|
| Thursday |                                       | • Encourage learners to make as many changes as necessary to improve their work.  ASSESSMENT: let learners   |                      |
| Thursday |                                       | as many changes as necessary to improve their work.  ASSESSMENT: let learners  |                      |
| Thursday |                                       | to improve their work.  ASSESSMENT: let learners   |                      |
| Thursday |                                       | ASSESSMENT: let learners   |                      |
| Thursday |                                       |  |                      |
| Thursday |                                       |  |                      |
| Thursday |                                       |  |                      |
| Thursday |                                       | was it as a a a a a a a a a a a a a a a a a a  |                      |
| Thursday |                                       | review and revise a draft,   |                      |
|          | Engago loarnors to                    | adding to or taking out ideas  D.WRITING CONVENTIONS   | What have we learnt  |
| marsaay  | Engage learners to                    | AND GRAMMAR USAGE  | today?               |
|          | sing songs and recite familiar rhymes | AND GRAIVIIVIAN USAGE  | touay:               |
|          | Tallillal Hilyilles                   | Provide sentences with simple  | Ask learners to      |
|          |                                       | adjectives for learners to   | summarize the main   |
|          |                                       | identify, e.g. I saw a tall tree.  | points in the lesson |
|          |                                       | <ul> <li>Put learners in groups to use</li> </ul>  | points in the lesson |
|          |                                       | the adjectives identified  |                      |
|          |                                       | the adjectives identified  |                      |
|          |                                       |  |                      |
|          |                                       |  |                      |
|          |                                       | ASSESSMENT: let learners   |                      |
|          |                                       | identify and use adjectives in   |                      |
|          |                                       | short sentences to describe  |                      |
|          |                                       | height, length, etc  |                      |
|          |                                       |  |                      |
| Friday   | Engage learners to                    | E.EXTENSIVE READING  | What have we learnt  |
|          | sing songs and recite                 | Using the Author's chair,  | today?               |
|          | familiar rhymes                       | introduce the reading/library  |                      |
|          | ,                                     | time.  | Ask learners to      |
|          |                                       | <ul> <li>Have a variety of age/level-</li> </ul>   | summarize the main   |
|          |                                       | . •  |                      |
|          |                                       | appropriate books for learners   | points in the lesson |
|          |                                       | to make a choice from.   |                      |
|          |                                       | <ul><li>Introduce narratives,</li></ul>  |                      |
|          |                                       | expository, procedural texts to  |                      |
|          |                                       | learners.  |                      |
|          |                                       | Guide learners to select   |                      |
|          |                                       | books for readings   |                      |
|          |                                       |  |                      |
|          |                                       | ASSESSMENT: lot learners read  |                      |
|          |                                       |  |                      |
|          |                                       |  |                      |
|          |                                       | appropriate books and  |                      |
|          |                                       | summarise them   |                      |
|          |                                       | ASSESSMENT: let learners read a variety of age and level-  |                      |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | MATHEMATICS  |  |
| Reference                    | Mathematics curriculum Page  |  |
| Learning Indicator(s)        | B3.1.3.1.1   |  |
| Performance Indicator        | Learners can understand a unit fraction by explaining                |  |
|                              | the fraction $\frac{1}{f}$ as the quantity obtained by taking 1 part |  |
|                              | when a whole is partitioned into $f$ equal parts and                 |  |
|                              | that a fraction $\frac{1}{f}$ is the quantity obtained by taking     |  |
|                              | parts of the $\frac{1}{f}$ size                                      |  |
| Strand                       | Number   |  |
| Sub strand                   | Fractions  |  |
| 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.

| DAYS   | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION   |
|--------|---|--|---|
|        | MINS  | (New Learning Including  | 10MINS  |
|        | (Preparing The Brain  | Assessment)  | (Learner And Teacher)   |
|        | For Learning)   |  |   |
| Monday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc. and ask learners to identify the fractions A, B, C, D, and  Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into 2 equal parts and is represented by 1 2; ask learners to write symbols for the fractions A, B, C, D, and E | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Tuesday   | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair   | Ask learners to match pictorial representations of fractions to their symbols     1  | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|-----------|---|--|---|
| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair   | Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations $\frac{2}{5}, \frac{3}{8}, \frac{4}{12}$ , etc. and ask learners to draw and label fractions with their symbols.       | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Thursday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations $\frac{2}{5}$ , $\frac{3}{8}$ , $\frac{4}{12}$ , etc. and ask learners to draw and label fractions with their symbols. | Review the lesson with Learners  Assessment: have learners to practice with more examples |

|        |                        | $ \begin{array}{cccccccccccccccccccccccccccccccccccc$ |                           |
|--------|------------------------|---|---------------------------|
| Friday | Sing songs like:       | Ask learners to colour                                | Review the lesson with    |
|        |                        | given fractions in given                              | Learners                  |
|        | I'm counting one, what | shapes with equal portions                            |                           |
|        | is one                 | or match fractions to                                 |                           |
|        | 1 - One is one alone,  | shaded region   | Assessment: have          |
|        | alone it shall be.     |   | learners to practice with |
|        | 2 - Two pair, two pair |   | more examples             |
|        |                        |   |                           |

| Week Endir            | ng                        |   |                         |
|-----------------------|---------------------------|---|-------------------------|
| Class                 | <u> </u>                  | Three   |                         |
| Subject               |                           | SCIENCE   |                         |
| Reference             |                           | Science curriculum Page                                   |                         |
| Learning Indicator(s) |                           | B3.4.1.1.1  |                         |
| Performance Indicator |                           | Learners can know that ligh                               | t is a form of energy   |
| Strand                |                           | FORCES AND ENERGY   |                         |
| Sub strand            |                           | SOURCES AND FORMS OF E                                    | NERGY                   |
| Teaching/ L           | earning Resources         | Pictures  |                         |
| I -                   |                           | novation Communication and<br>Thinking and Problem Solvin |                         |
| DAYS                  | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                      | PHASE 3: REFLECTION     |
|                       | MINS                      | (New Learning Including                                   | 10MINS                  |
|                       | (Preparing The Brain      | Assessment)   | (Learner And Teacher)   |
|                       | For Learning)             |   |                         |
| Monday                | Engage learners to sing   | Ask learners to talk about                                | What have we learnt     |
|                       | songs and recite familiar | light and where light                                     | today?                  |
|                       | rhymes                    | comes from.   |                         |
|                       |                           | Engage learners to do                                     | Ask learners to         |
|                       |                           | the following activities:                                 | summarize the important |
|                       |                           | closing and opening the                                   | points of the lesson    |
|                       |                           | windows and doors of                                      |                         |
|                       |                           | their classroom, switching                                |                         |
|                       |                           | on torch or lighting a                                    |                         |
|                       |                           | candle to look for an                                     |                         |
|                       |                           | object in a dark room,                                    |                         |
|                       |                           | switching on the light in                                 |                         |
|                       |                           | the classroom, etc.  • Learners talk about their          |                         |
|                       |                           | experiences based on the                                  |                         |
|                       |                           | activities performed.                                     |                         |
|                       |                           | activities performed.                                     |                         |
|                       |                           |   |                         |
|                       |                           | ASSESSMENT: let learners                                  |                         |
|                       |                           | explain what will happen                                  |                         |
|                       |                           | if there were no light on                                 |                         |
|                       |                           | the earth   |                         |
|                       |                           | are carer   |                         |

| Thursday | Engage learners to sing songs and recite familiar rhymes | Ask learners what will happen if there were no light on the earth.  • Assist learners to understand that light is a form of energy that helps us to see. | What have we learnt today?  Ask learners to summarize the important points of the lesson |
|----------|--|--|--|
|          |  | ASSESSMENT: let learners explain that light is a form of energy  |  |

| Week Endi             | ng                           |                                      |                            |
|-----------------------|------------------------------|--------------------------------------|----------------------------|
| Class                 |                              | Three                                |                            |
| Subject               |                              | OUR WORLD OUR PEOPLE                 |                            |
| Reference             |                              | Our World Our People curriculum Page |                            |
| Learning Indicator(s) |                              | B3.3.3.1. 1                          |                            |
| Performance Indicator |                              | Learners can describe ways           | s of claiming one's rights |
| Strand                |                              | OUR BELIEFS AND VALUES               |                            |
| Sub strand            |                              | Basic Human Rights                   |                            |
| Teaching/             | Learning Resources           | Pictures                             |                            |
| Core Comp             | etencies: Creativity and Ini | novation Communication an            | d Collaboration Personal   |
| Developme             | ent and Leadership Critical  | Thinking and Problem Solvin          | ıg.                        |
|                       |                              |                                      |                            |
| DAYS                  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                 | PHASE 3: REFLECTION        |
|                       | MINS                         | (New Learning Including              | 10MINS                     |
|                       | (Preparing The Brain         | Assessment)                          | (Learner And Teacher)      |
|                       | For Learning)                |                                      |                            |
| Tuesday               | Engage learners to sing      | In small groups, learners            | What have we learnt        |
|                       | songs and recite familiar    | talk about how to claim              | today?                     |
|                       | rhymes                       | their rights. The individual         |                            |
|                       |                              | can claim his/her rights             | Ask learners to            |
|                       |                              | through: joining civic               | summarize the main         |
|                       |                              | clubs, reporting to Social           | points in the lesson       |
|                       |                              | Welfare, reporting to the            |                            |
|                       |                              | law courts, reporting to             |                            |
|                       |                              | CHRAJ, reporting to the              |                            |
|                       |                              | police, embarking on                 |                            |
|                       |                              | lawful public                        |                            |
|                       |                              | demonstrations, using                |                            |
|                       |                              | negotiation, reporting to            |                            |
|                       |                              | relevant institutions, e.g.          |                            |
|                       |                              | FIDA                                 |                            |
|                       |                              | ASSESSMENT: let learners             |                            |
|                       |                              | describe ways of claiming            |                            |
|                       |                              | one's rights                         |                            |
| Thursday              | Engage learners to sing      | Learners share                       | What have we learnt        |
|                       | songs and recite familiar    | experiences of cases they            | today?                     |

have experienced or seen

rhymes

| being handled by any of these institutions or agencies.         | Ask learners to summarize the main points in the lesson |
|---|---|
| ASSESSMENT: let learners describe ways of claiming one's rights |   |

| Week Endi             | inα                          |  |                           |  |
|-----------------------|------------------------------|--|---------------------------|--|
| Class                 | ing                          | Throo  |                           |  |
|                       |                              | Three  |                           |  |
| Subject               |                              | HISTORY  |                           |  |
| Reference             |                              | History curriculum Page                              |                           |  |
| Learning Indicator(s) |                              | B3.2.4.1.1   |                           |  |
| Performance Indicator |                              | Learners can explain some of the uses to which these |                           |  |
|                       |                              | forts and castles have been                          | put since they were built |  |
| Strand                |                              | My Country Ghana                                     |                           |  |
| Sub strand            |                              | Major Historical Locations                           |                           |  |
| Teaching/             | Learning Resources           | Pictures   |                           |  |
| Core Comp             | petencies: Creativity and In | novation Communication an                            | d Collaboration Personal  |  |
| Developm              | ent and Leadership Critical  | Thinking and Problem Solvin                          | ng.                       |  |
|                       |                              |  | T                         |  |
| DAYS                  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                                 | PHASE 3: REFLECTION       |  |
|                       | MINS                         | (New Learning Including                              | 10MINS                    |  |
|                       | (Preparing The Brain         | Assessment)  | (Learner And Teacher)     |  |
|                       | For Learning)                |  |                           |  |
| Tuesday               | Engage learners to sing      | Explain some of the uses                             | What have we learnt       |  |
|                       | songs and recite familiar    | to which these forts and                             | today?                    |  |
|                       | rhymes                       | castles have been put                                |                           |  |
|                       |                              | since they were built. e.g.                          | Ask learners to           |  |
|                       |                              | Seat of government,                                  | summarize the main        |  |
|                       |                              | trading and education.                               | points in the lesson      |  |
|                       |                              |  |                           |  |
|                       |                              | ASSESSMENT: let learners                             |                           |  |
|                       |                              | explain some of the uses                             |                           |  |
|                       |                              | to which these forts and                             |                           |  |
|                       |                              | castles have been put                                |                           |  |
|                       |                              | since they were built                                |                           |  |
| Thursday              | Engage learners to sing      | Explain some of the uses                             | What have we learnt       |  |
|                       | songs and recite familiar    | to which these forts and                             | today?                    |  |
|                       | rhymes                       | castles have been put                                |                           |  |
|                       |                              | since they were built. e.g.                          | Ask learners to           |  |

Seat of government,

trading and education.

summarize the main

points in the lesson

| ASSESSMENT: let learners explain some of the uses to which these forts and castles have been put since they were built |  |
|--|--|
| Since they were built  |  |

| Week Endin   | ng .                         |  |                         |
|--------------|------------------------------|--|-------------------------|
| Class        |                              | Three  |                         |
| Subject      |                              | PHYSICAL EDUCATION                                   |                         |
| Reference    |                              | PE curriculum Page                                   |                         |
| Learning Ind | dicator(s)                   | B3.2.3.2.1:  |                         |
| Performanc   | e Indicator                  | Learners can explain the importance of a wide rather |                         |
|              |                              | than a narrow base of support in balance activities  |                         |
| Strand       |                              | MOVEMENT CONCEPTS, PR                                | INCIPLES AND STRATEGIES |
| Sub strand   |                              | RELATIONS  |                         |
| Teaching/ L  | earning Resources            | cones  |                         |
| Core Compe   | etencies: Creativity and Inn | ovation Communication and                            | Collaboration Personal  |
| Developme    | nt and Leadership Critical T | hinking and Problem Solving                          | •                       |
|              |                              |  |                         |
| DAYS         | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                                 | PHASE 3: REFLECTION     |
|              | MINS                         | (New Learning Including                              | 10MINS                  |
|              | (Preparing The Brain         | Assessment)  | (Learner And Teacher)   |
|              | For Learning)                |  |                         |
| Friday       | Learners jog round a         | Guide learners to identify                           | What have we learnt     |
|              | demarcated area in files     | that a wide base of                                  | today?                  |
|              | while singing and            | support is more stable                               |                         |
|              | clapping to warm-up the      | than a narrow base.                                  | Use answers to          |
|              | body for maximal             | During the practical lesson                          | summarise the lesson.   |
|              | performance and to           | ask two learners to stand                            |                         |
|              | prevent injuries             | up, one with feet apart                              |                         |
|              |                              | and other with feet                                  |                         |
|              |                              | together. Push the two                               |                         |
|              |                              | with the same force for                              |                         |
|              |                              | learners to observe. The                             |                         |
|              |                              | one with the wider base is                           |                         |
|              |                              | more stable than other.                              |                         |
|              |                              |  |                         |

| Week En                  | ding   |  |                            |
|--------------------------|--|--|----------------------------|
| Class                    |  | Three  |                            |
| Subject                  |  | RELIGIOUS AND MORAL ED   | UCATION                    |
| Reference RME curriculum |  | RME curriculum Page  |                            |
| Learning                 | g Indicator(s) B3 2.2.1.2:                                     |  |                            |
| Performa                 | nce Indicator  | Learners can demonstrate the importance of religious festivals |                            |
| Strand                   |  | Religious Practices and thei                                   | r Moral Implications       |
| Sub stran                | d  | Festivals in the Three Majo                                    | r Religions                |
| Teaching                 | Feaching/ Learning Resources Pictures                          |  |                            |
|                          | npetencies: Creativity and Ini<br>nent and Leadership Critical |  |                            |
|                          | •  |  | ig.                        |
| DAYS                     | PHASE 1: STARTER 10 MINS                                       | PHASE 2: MAIN 40MINS (New Learning Including                   | PHASE 3: REFLECTION 10MINS |
| DAYS                     | PHASE 1: STARTER 10  | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION        |

faith, thanksgiving, etc.

they saw during the festival they witnessed.

of religious festivals

• Let learners draw scenes

ASSESSMENT: let learners mention the importance

points in the lesson

|                       |                              | T   |                          |
|-----------------------|------------------------------|---|--------------------------|
| Week Endin            | g                            |   |                          |
| Class                 |                              | Three   |                          |
| Subject               |                              | CREATIVE ARTS   |                          |
| Reference             |                              | Creative Arts curriculum                                |                          |
| Learning Indicator(s) |                              | B3 2.3.5.2  |                          |
| Performance Indicator |                              | Learners can perform own artworks to share creative     |                          |
|                       |                              | experiences based on ideas that reflect the natural and |                          |
|                       |                              | manmade environments in other African communities       |                          |
| Strand                |                              | Performing Arts   |                          |
| Sub strand            |                              | Displaying and Sharing                                  |                          |
| Teaching/ Le          | earning Resources            | Pictures  |                          |
| Core Compe            | tencies: Creativity and Inn  | ovation Communication and                               | d Collaboration Personal |
| Developmer            | nt and Leadership Critical 1 | Thinking and Problem Solvin                             | g.                       |
|                       |                              |   |                          |
| DAYS                  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                                    | PHASE 3: REFLECTION      |
|                       | MINS                         | (New Learning Including                                 | 10MINS                   |
|                       | (Preparing The Brain         | Assessment)   | (Learner And Teacher)    |
|                       | For Learning)                |   |                          |
| Monday                | Engage learners to sing      | Learners are to:  | What have we learnt      |
|                       | songs and recite familiar    | ② perform own music,                                    | today?                   |
|                       | rhymes                       | dance and drama to share                                |                          |
|                       |                              | with, educate and inform                                | Ask learners to          |
|                       |                              | the target audience on                                  | summarize the main       |
|                       |                              | things that reflect the                                 | points in the lesson     |
|                       |                              | natural and manmade                                     |                          |
|                       |                              | environments in other                                   |                          |
|                       |                              | parts of Africa   |                          |
|                       |                              |   |                          |
|                       |                              |   |                          |
|                       |                              | ASSESSMENT: let learners                                |                          |
|                       |                              | perform own artworks to                                 |                          |
|                       |                              | share creative experiences                              |                          |
|                       |                              |   |                          |
| Wednesday             | Engage learners to sing      | Learners are to:  | What have we learnt      |
|                       | songs and recite familiar    | perform some of the                                     | today?                   |
|                       | rhymes                       | music, dance and drama                                  |                          |
|                       |                              | displayed in other African                              | Ask learners to          |
|                       |                              | communities   | summarize the main       |
|                       |                              |   | points in the lesson     |
|                       |                              |   |                          |

|  | ASSESSMENT: let learners perform own artworks to share creative experiences |  |
|--|---|--|
|  |   |  |

| Learning                     | Indicator (s) (Ref. No.) | B3.3.3.2.1 Say and label ite                          | ms in the classroom and in |
|------------------------------|--------------------------|---|----------------------------|
|                              |                          | the environment.                                      |                            |
| Performa                     | nce Indicators           | The learner should say and label items in the         |                            |
|                              |                          | classroom and in the enviro                           | nment.                     |
| Week Ending                  |                          |   |                            |
| Reference                    |                          | Ghanaian Language curric                              | ulum                       |
| Subject                      |                          | GHANAIAN LANGUAGE                                     |                            |
| Teaching/ Learning Resources |                          | Manila cards, markers, reco                           | orded audios visual        |
|                              |                          | and collaboration Personal development and leadership |                            |
|                              | ·                        |   | <u> </u>                   |
| DAYS                         | PHASE 1: STARTER 10      | PHASE 2: MAIN 40MINS                                  | PHASE 3: REFLECTION        |
|                              | MINS                     | (New Learning Including                               | 10MINS                     |
|                              | (Preparing The Brain     | Assessment)   | (Learner And Teacher)      |
|                              | For Learning)            |   |                            |
|                              | Engage leaners to sing   | Ask learners to sing a                                | What have we learnt        |
|                              | songs and recite         | popular song they know.                               | today?                     |
|                              | familiar rhymes          | Display some items in                                 |                            |
|                              |                          | the environment in the                                |                            |
|                              |                          | classroom.  | Review the lesson with     |
|                              |                          | Call a learner to lead the                            | learners                   |
|                              |                          | class to discuss, recognise                           |                            |
|                              |                          | and name the items.                                   |                            |
|                              |                          | Draw the items on the                                 |                            |
|                              |                          | board and write their                                 |                            |
|                              |                          | names on a card.                                      |                            |
|                              |                          | Call learners to pick a                               |                            |
|                              |                          | card and fix it under the                             |                            |
|                              |                          | item the name written on                              |                            |
|                              |                          | the card refers to.                                   |                            |
|                              |                          |   |                            |
|                              |                          |   |                            |
|                              |                          |   |                            |
|                              |                          | ASSESSMENT: let learners                              |                            |
|                              |                          | label items in the                                    |                            |
|                              |                          | classroom and in the                                  |                            |
|                              |                          | environment   |                            |
|                              |                          |   |                            |
|                              |                          |   |                            |
|                              |                          |   |                            |

|                  | 1       |  | 1                      |
|------------------|---------|--|------------------------|
| Engage leaners   | to sing | <ul> <li>Mention some items</li> </ul>   | What have we learnt    |
| songs and recite |         | seen in the classroom and                | today?                 |
| familiar rhymes  |         | ask learners to point at                 |                        |
|                  |         | the items mentioned.                     |                        |
|                  |         | <ul> <li>Let learners mention</li> </ul> | Review the lesson with |
|                  |         | and label more items in                  | learners               |
|                  |         | the classroom and in the                 |                        |
|                  |         | environment.                             |                        |
|                  |         |  |                        |
|                  |         | ASSESSMENT: let learners                 |                        |
|                  |         | label items in the                       |                        |
|                  |         | classroom and in the                     |                        |
|                  |         | environment                              |                        |
|                  |         |  |                        |
| Engage leaners   | to sing | Mention some items                       | What have we learnt    |
| songs and recite |         | seen in the classroom and                | today?                 |
| familiar rhymes  |         | ask learners to point at                 |                        |
|                  |         | the items mentioned.                     |                        |
|                  |         | <ul> <li>Let learners mention</li> </ul> | Review the lesson with |
|                  |         | and label more items in                  | learners               |
|                  |         | the classroom and in the                 |                        |
|                  |         | environment.                             |                        |
|                  |         |  |                        |
|                  |         |  |                        |
|                  |         |  |                        |
|                  |         | ASSESSMENT: let learners                 |                        |
|                  |         | label items in the                       |                        |
|                  |         | classroom and in the                     |                        |
|                  |         | environment                              |                        |
|                  |         | Chivil Offinicité                        |                        |
|                  |         |  |                        |

## TERM TWO BASIC THREE WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC THREE

Name of School.....

| Class  |   |  |  |
|--|---|--|--|
| Class  |   | Three  |  |
| Subject ENGLISH LANGUAGE   |   |  |  |
| Reference  |   | English Language curriculur  | n Page   |
| Learning Indicator(s)  |   | B3.1.7.1.1. B3.2.7.1.1. B3.6.1.1.1   | B3.4.9.3.2 B3.5.6.1.1.   |
| Performance Indicator  A. Learner within B. Learner make  C. Learner punct  D. Learner appro  Teaching/ Learning Resources  Core Competencies: Creativity and Innovation Comme |   | A. Learners can liste within information to B. Learners can use so make meaning when C. Learners can propunctuation and specific D. Learners can identific E. Learners can read appropriate books at Word cards, sentence cards on a manila card and a class | elf-correction strategies to<br>n reading texts<br>cofread draft to correct<br>elling errors<br>fy qualifying words<br>a variety of age and level-<br>and summarise them<br>s, letter cards, handwriting<br>s library. |
| Developmo  | ent and Leadership Critical 1                               | Thinking and Problem Solvin  |  |
| DAYS   | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment)   |  |

|           |  | share what they have learned  • Let learners answer the questions they asked before reading.  • After the reading, have learners share what they have learned.  Assessment: let learners listen to and interact  |   |
|-----------|--|--|---|
|           |  | actively within information texts Learners can   |   |
| Tuesday   | Engage learners to sing songs and recite familiar rhymes | B.READING Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).  • Model reading the text aloud and have learners echo-read the text (if necessary).  • Read out words and sentences for learners to identify in the text.  • Assessment: Let learners read and answer questions. | What have we learnt today?  Ask learners to summarize the main points in the lesson |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc.  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|          |  | <ul> <li>Have learners check<br/>their editing through<br/>CUPS: C – Capitalisation<br/>U – language Usage<br/>P – Punctuation<br/>S – Spelling</li> <li>Let learners do peer<br/>editing: learners check<br/>their partners' writing for<br/>punctuation and spelling<br/>errors.</li> </ul> |   |
|----------|--|---|---|
|          |  | Assessment: Have learners write a neat final copy and read it once again to check for errors.   |   |
| Thursday | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully. • Elicit other adverbs and provide practice  | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|          |  | Assessment: let learners identify qualifying words in sentences   |   |
| Friday   | Engage learners to sing songs and recite familiar rhymes | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.   | What have we learnt today?  Ask learners to   |
|          |  | <ul> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> </ul>  | summarize the main points in the lesson   |

| Guide learners to select  |  |
|---------------------------|--|
| books for readings        |  |
|                           |  |
|                           |  |
| Assessment: let learners  |  |
| read a variety of age and |  |
| level-appropriate books   |  |
| and summarise them        |  |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | MATHEMATICS  |  |
| Reference                    | Mathematics curriculum Page  |  |
| Learning Indicator(s)        | B3.1.3.1.2   |  |
| Performance Indicator        | Learners can understand, explain and demonstrate that fractions can be used to represent parts of a group of objects, point on a line, or distances on a number line [Read and write fractions using words and symbols. (E.g. one-half, two halves, thirds, fifths etc.) |  |
| Strand                       | Number   |  |
| Sub strand                   | Fractions  |  |
| 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.

| DAYS    | PHASE 1: STARTER 10 MINS   | PHASE 2: MAIN 40MINS (New Learning Including   | PHASE 3: REFLECTION 10MINS  |
|---------|--|--|---|
|         | (Preparing The Brain For Learning)   | Assessment)  | (Learner And Teacher)   |
| Monday  | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire | Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a group of object is partitioned into two equal parts | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair                                      | Ask learners to colour given fractions of given groups of object or match fractions to given groups of objects  Orde 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1                           | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Ask learners to cut given fractions from a given (e.g. 12cm long) card, bar or stick | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|-----------|---|--|---|
| Thursday  | Sing songs like: I'm counting one, what is one  | Ask learners to locate the missing fractions on the number line                      | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday    | Sing songs like:  I'm counting one, what is one 1 - One is one alone,   | Ask learners to locate the missing fractions on the number line                      | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Week Ending                  |  |  |  |
|------------------------------|--|--|--|
| Class                        | Three  |  |  |
| Subject                      | SCIENCE  |  |  |
| Reference                    | Science curriculum Page                        |  |  |
| Learning Indicator(s)        | B3.4.1.2.1                                     |  |  |
| Performance Indicator        | Learners can know heat as a form of energy and |  |  |
|                              | identify some sources of heat                  |  |  |
| Strand                       | FORCES AND ENERGY                              |  |  |
| Sub strand                   | SOURCES AND FORMS OF ENERGY                    |  |  |
| 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  | PHASE 2: MAIN 40MINS (New Learning Including | PHASE 3: REFLECTION 10MINS |
|--------|---------------------------|--|----------------------------|
|        | (Preparing The Brain      | Assessment)                                  | (Learner And Teacher)      |
|        | For Learning)             |  |                            |
| Monday | Engage learners to sing   | Learners rub their palms                     | What have we learnt        |
|        | songs and recite familiar | together vigorously for a                    | today?                     |
|        | rhymes                    | while and after that touch                   |                            |
|        |                           | their cheeks with their                      | Ask learners to            |
|        |                           | palms.                                       | summarize the important    |
|        |                           | <ul> <li>learners describe how</li> </ul>    | points of the lesson       |
|        |                           | they feel in their palms                     |                            |
|        |                           | when they touch their                        |                            |
|        |                           | cheeks.                                      |                            |
|        |                           | Ask learners to come out                     |                            |
|        |                           | with other processes that                    |                            |
|        |                           | can generate heat. e.g.                      |                            |
|        |                           | lighting of fire, charging a                 |                            |
|        |                           | laptop, charging a mobile                    |                            |
|        |                           | phone, a bulb/light that is                  |                            |
|        |                           | switched on for a long                       |                            |
|        |                           | time.  |                            |
|        |                           | • Learners talk about heat                   |                            |
|        |                           | as a form of energy                          |                            |
|        |                           | Assessment: let learners                     |                            |
|        |                           | describe heat as a form of                   |                            |
|        |                           | energy and identify some                     |                            |
|        |                           | sources of heat                              |                            |

| Thursday | Engage learners to sing   | Learners talk about heat                                       | What have we learnt     |
|----------|---------------------------|--|-------------------------|
|          | songs and recite familiar | as a form of energy.   | today?                  |
|          | rhymes                    | <ul> <li>Assist learners to mention some sources of</li> </ul> | Ask learners to         |
|          |                           | heat energy. e.g. the sun,                                     | summarize the important |
|          |                           | a lighted stove, lighted charcoal                              | points of the lesson    |
|          |                           | CHAICOAL   |                         |
|          |                           |  |                         |
|          |                           | Assessment: let learners mention some sources of               |                         |
|          |                           | heat energy  |                         |
|          |                           |  |                         |

| Week Ending                  |  |  |
|------------------------------|--|--|
| Class                        | Three  |  |
| Subject                      | OUR WORLD OUR PEOPLE                                   |  |
| Reference                    | Our World Our People curriculum Page                   |  |
| Learning Indicator(s)        | B3.3.4.1. 1.   |  |
| Performance Indicator        | Learners can describe the youthful lives of the leader |  |
|                              | of the three major religions in Ghana                  |  |
| Strand                       | OUR BELIEFS AND VALUES                                 |  |
| Sub strand                   | Being a Leader   |  |
| 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       | PHASE 2: MAIN 40MINS           | PHASE 3: REFLECTION   |
|----------|---------------------------|--------------------------------|-----------------------|
|          | MINS                      | (New Learning Including        | 10MINS                |
|          | (Preparing The Brain      | Assessment)                    | (Learner And Teacher) |
|          | For Learning)             |                                |                       |
| Tuesday  | Engage learners to sing   | Learners talk about the        | What have we learnt   |
|          | songs and recite familiar | youthful lives of the          | today?                |
|          | rhymes                    | religious leaders:             |                       |
|          |                           | (i). The Lord Jesus Christ     | Ask learners to       |
|          |                           | (ii). The Holy Prophet         | summarize the main    |
|          |                           | Muhammad (S.A.W.)              | points in the lesson  |
|          |                           | (iii). A Traditional Religious |                       |
|          |                           | Leader                         |                       |
|          |                           |                                |                       |
|          |                           |                                |                       |
|          |                           | Assessment: let learners       |                       |
|          |                           | describe the youthful lives    |                       |
|          |                           | of the leaders of the three    |                       |
|          |                           | major religions in Ghana       |                       |
| Thursday | Engage learners to sing   | In groups, learners talk       | What have we learnt   |
|          | songs and recite familiar | about the occupations of       | today?                |
|          | rhymes                    | the religious leaders:         |                       |
|          |                           | (i). The Lord Jesus Christ     | Ask learners to       |
|          |                           | as a Carpenter,                | summarize the main    |
|          |                           | (ii). The Holy Prophet         | points in the lesson  |
|          |                           | Muhammad (S.A.W) as a          |                       |
|          |                           | Businessman                    |                       |
|          |                           | (iii). A Traditional           |                       |
|          |                           | Religious Leader, eg. Egya     |                       |
|          |                           | Ahor as a farmer               |                       |

|  | Assessment: let learners |  |
|--|--------------------------|--|
|  | describe the occupations |  |
|  | of the religious leaders |  |

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | HISTORY   |  |
| Reference                    | History curriculum Page                                 |  |
| Learning Indicator(s)        | B3.2.4.1.1  |  |
| Performance Indicator        | Learners can identify the forts and castles built along |  |
|                              | the coast of Ghana                                      |  |
| 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.

| 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    | Discuss the use to which<br>these forts and castles<br>were put since Ghana<br>gained independence  | What have we learnt today?  Ask learners to summarize the main                      |
|          |   | Assessment: let learners mention use to which these forts and castles were put since Ghana gained independence  | points in the lesson  |
| Thursday | Engage learners to sing songs and recite familiar rhymes    | Discuss the use to which these forts and castles were put since Ghana gained independence  Assessment: let learners mention use to which these forts and castles were put since Ghana | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Week Ending |                               |                                |                             |
|-------------|-------------------------------|--------------------------------|-----------------------------|
| Class       |                               | Three                          |                             |
| Subject     |                               | PHYSICAL EDUCATION             |                             |
| Reference   | !                             | PE curriculum Page             |                             |
| Learning I  | ndicator(s)                   | B3.2.5.2.1                     |                             |
| Performa    | nce Indicator                 | Learners can identify the l    | key elements for increasing |
|             |                               | accuracy in rolling a ball and | d throwing a ball.          |
| Strand      |                               | MOVEMENT CONCEPTS, PR          | INCIPLES AND STRATEGIES     |
| Sub strane  | d                             | STRATEGIES                     |                             |
| Teaching/   | Learning Resources            | cones                          |                             |
| Core Com    | petencies: Creativity and Inr | novation Communication and     | d Collaboration Personal    |
| Developm    | ent and Leadership Critical   | Thinking and Problem Solvin    | g.                          |
|             |                               |                                |                             |
| DAYS        | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS           | PHASE 3: REFLECTION         |
|             | MINS                          | (New Learning Including        | 10MINS                      |
|             | (Preparing The Brain          | Assessment)                    | (Learner And Teacher)       |
|             | For Learning)                 |                                |                             |
| Friday      | Learners jog round a          | Learners identify elements     | What have we learnt         |
|             | demarcated area in files      | for increasing accuracy in     | today?                      |
|             | while singing and             | rolling and throwing as        |                             |
|             | clapping to warm-up the       | coordination, agility,         | Use answers to              |
|             | body for maximal              | strength, flexibility, timing, | summarise the lesson.       |
|             | performance and to            | etc.                           |                             |
|             | prevent injuries              |                                |                             |
|             |                               |                                |                             |
|             |                               |                                |                             |
|             |                               |                                |                             |

| Week End   | ing   |  |                               |
|------------|---|--|-------------------------------|
| Class      |   | Three                                  |                               |
| Subject    |   | RELIGIOUS AND MORAL ED                 | UCATION                       |
| Reference  |   | RME curriculum Page                    |                               |
| Learning I | ndicator(s)   | B3.3.1.1.1                             |                               |
| Performar  | nce Indicator   | Learners can describe the              | youthful lives of the leaders |
|            |   | of the three major religions in Ghana. |                               |
| Strand     |   | Religious Leaders                      |                               |
| Sub strand | t   | The Youthful Life of the Lea           | aders of the three Major      |
|            |   | Religions                              |                               |
| Teaching/  | Learning Resources  | Pictures                               |                               |
| Core Com   | Core Competencies: Creativity and Innovation Communication and Collaboration Personal |  |                               |
| Developm   | Development and Leadership Critical Thinking and Problem Solving.                     |  |                               |
|            |   |  |                               |
| DAYS       | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS                   | PHASE 3: REFLECTION           |

| DAYS   | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION   |
|--------|---------------------------|-----------------------------|-----------------------|
|        | MINS                      | (New Learning Including     | 10MINS                |
|        | (Preparing The Brain      | Assessment)                 | (Learner And Teacher) |
|        | For Learning)             |                             |                       |
| Friday | Engage learners to sing   | Guide learners to talk      | What have we learnt   |
|        | songs and recite familiar | about the youthful lives of | today?                |
|        | rhymes                    | the religious leaders:      |                       |
|        |                           | - The Lord Jesus Christ -   | Ask learners to       |
|        |                           | The Holy Prophet            | summarize the main    |
|        |                           | Muhammad (S.A.W)            | points in the lesson  |
|        |                           | - A Traditional Religious   |                       |
|        |                           | Leader                      |                       |
|        |                           | • In groups, let learners   |                       |
|        |                           | talk about the occupations  |                       |
|        |                           | of the religious leaders.   |                       |
|        |                           | - The Lord Jesus Christ as  |                       |
|        |                           | a carpenter,                |                       |
|        |                           | - The Holy Prophet          |                       |
|        |                           | Muhammad (S.A.W) as a       |                       |
|        |                           | businessman                 |                       |
|        |                           | - A Traditional Religious   |                       |
|        |                           | Leader, e. g. EgyaAhor as a |                       |
|        |                           | farmer.                     |                       |
|        |                           |                             |                       |
|        |                           | Assessment: let learners    |                       |
|        |                           | describe the youthful lives |                       |
|        |                           | of the leaders of the three |                       |
|        |                           | major religions in Ghana    |                       |

| Class                              | ng  |  |  |
|------------------------------------|---|--|--|
| Class                              |   | Three  |  |
| Subject                            |   | CREATIVE ARTS  |  |
| Reference Creative Arts curriculum |   |  |  |
| Learning In                        | earning Indicator(s) B3 1.4.6.1 B3 2.4.6.1  |  | 4.6.1  |
| Performance Strand                 | rmance Indicator  Learners can agree on guidelines for viewing arty and expressing own feelings and thoughts about and others' displayed visual artworks representations of artworks produced or four other African communities  Learners can agree on guidelines for viewing artworks and expressing own feeling thoughts about own and others' performance representations of artworks produced or four other African communities |  | is and thoughts about own visual artworks as its produced or found in in guidelines for viewing expressing own feelings and others' performances as its produced or found in |
| Sub strand                         |   | Appreciating and Appraising                              | g  |
| Teaching/ I                        | earning Resources   | Pictures   |  |
| Developme                          | nt and Leadership Critical 1  | Critical Thinking and Problem Solving.                   |  |
| DAYS                               | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS                                     |  |
| DAYS                               | PHASE 1: STARTER 10 MINS  | PHASE 2: MAIN 40MINS (New Learning Including             | PHASE 3: REFLECTION  |
| DAYS                               |   | PHASE 2: MAIN 40MINS (New Learning Including Assessment) |  |

|           |  | Assessment: let learners agree on guidelines for viewing artworks   |   |
|-----------|--|---|---|
| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  ② agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances; ② agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances  Assessment: let learners agree on guidelines for viewing performing artworks | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Learning Indicator (s) (Ref. No.)  Performance Indicators |   | continuous action w • The learner s   | cinuous action words in should write present                |
|---|---|---|---|
| Mank Food:  |   |   |   |
| Week Endi<br>Reference                                    | ng  | Ghanaian Language currici   | ılum  |
|   |   | GHANAIAN LANGUAGE   | ululli  |
| Subject   |   |   |   |
|   | Learning Resources  | Manila cards, markers, reco   |   |
| Core Comp   | petencies: Communication a                                    | nd collaboration Personal de  | evelopment 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       | <ul> <li>Write present continuous action words on flashcards.</li> <li>Lead learners to say the words as a group and then individually.</li> <li>Use the flashcards to help learners to write present continuous action words in sentences.</li> <li>Give learners some action words and let learners write the present continuous forms. E.g. Sitting, walking, jumping and thinking.</li> <li>Assessment: let learners write present continuous action words correctly</li> </ul> | What have we learnt today?  Review the lesson with learners |

| Engage leaners to sing songs and recite                 | <ul> <li>Let learners sing a popular play song they</li> </ul>   | What have we learnt today?                                  |
|---|--|---|
| familiar rhymes   | know. • Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.   | Review the lesson with learners                             |
|   | Assessment: let learners use present continuous action words in simple sentences.  |   |
| Engage leaners to sing songs and recite familiar rhymes | <ul> <li>Let learners sing a popular play song they know.</li> <li>Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> </ul> | What have we learnt today?  Review the lesson with learners |
|   | Assessment: let learners use present continuous action words in simple sentences.  |   |

## TERM TWO BASIC THREE WEEK TEN

## WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC THREE

Name of School.....

| Week Ending           |                           |   |                              |
|-----------------------|---------------------------|---|------------------------------|
|                       | Class Three               |   |                              |
|                       |                           |   |                              |
| Subject               |                           | ENGLISH LANGUAGE  | . Davis                      |
| Reference             |                           | English Language curriculun                             |                              |
| Learning Indicator(s) |                           | B3.1.7.1.2 B3.2.7.1.1. B                                | 33.4.9.3.2 B3.5.6.1.1.       |
|                       |                           | B3.6.1.1.1  |                              |
| Performance Indicator |                           | sequence of events                                      |                              |
|                       |                           |   | elf-correction strategies to |
|                       |                           | make meaning when                                       | <u> </u>                     |
|                       |                           | •   | oofread draft to correct     |
|                       |                           | punctuation and spe                                     |                              |
|                       |                           | D. Learners can ident                                   |                              |
|                       |                           |   | a variety of age and level-  |
| T l. ' / l            |                           | appropriate books and summarise them                    |                              |
| reaching/ Lea         | arning Resources          | Word cards, sentence cards, letter cards, handwriting   |                              |
|                       |                           | on a manila card and a class library.                   |                              |
|                       |                           | ovation Communication and<br>hinking and Problem Solvin |                              |
| DAYS                  | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                    | PHASE 3: REFLECTION          |
|                       | MINS                      | (New Learning Including                                 | 10MINS                       |
|                       | (Preparing The Brain      | Assessment)   | (Learner And Teacher)        |
| ļ                     | For Learning)             | •   |                              |
| Monday I              | Engage learners to sing   | Read a narrative text                                   | What have we learnt          |
|                       | songs and recite familiar | aloud to learners.                                      | today?                       |
| 1                     | rhymes                    | • Put learners in groups to                             |                              |
|                       |                           | identify and talk about the                             | Ask learners to              |
|                       |                           | parts of the story (e.g.                                | summarize the main           |
|                       |                           | beginning, middle and                                   | points in the lesson         |
|                       |                           | end).   | -                            |
|                       |                           | ,   |                              |
|                       |                           |   |                              |
|                       |                           |   |                              |

|           |  | Assessment: let learners   |   |
|-----------|--|--|---|
|           |  | identify the sequence of   |   |
|           |  | events in stories  |   |
| Tuesday   | Engage learners to sing songs and recite familiar rhymes | B.READING Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).  • Model reading the text aloud and have learners echo-read the text (if necessary).  • Read out words and sentences for learners to identify in the text.  • Let learners read aloud in groups and pairs and answer questions. | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|           |  | Assessment: let learners use self-correction strategies to make meaning when reading texts   |   |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc. • Have learners check their editing through CUPS: C – Capitalisation U – language Usage P – Punctuation S – Spelling • Let learners do peer editing: learners check their partners' writing for                  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|          |  | punctuation and spelling errors.  • Have learners write a neat final copy and read it once again to check for errors.  Assessment: let learners proofread draft to correct punctuation and spelling errors  |   |
|----------|--|---|---|
| Thursday | Engage learners to sing songs and recite familiar rhymes | D.WRITING CONVENTIONS AND GRAMMAR USAGE  Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully. • Elicit other adverbs and provide practice  Assessment: let learners can identify qualifying words in sentences  | 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 | E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.  • Have a variety of age/level-appropriate books for learners to make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select books for readings  Assessment: let learners read a variety of age and level-appropriate books and summarise them | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Week Ending                  |  |
|------------------------------|--|
| Class                        | Three  |
| Subject                      | MATHEMATICS  |
| Reference                    | Mathematics curriculum Page  |
| Learning Indicator(s)        | B3.1.3.1.3   |
| Performance Indicator        | Learners can Compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line |
| Strand                       | Number   |
| Sub strand                   | Fractions  |
| 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.

| DAYS    | PHASE 1: STARTER 10  | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION   |
|---------|--|--|---|
|         | MINS   | (New Learning Including  | 10MINS  |
|         | (Preparing The Brain   | Assessment)  | (Learner And Teacher)   |
|         | For Learning)  |  |   |
| Monday  | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire | Use pictorial representations to c ompare pairs of fractions. Which is larger, 3/8 and ¼? Arrange from smallest to largest 3/6, 2/3, and 5/6 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair                                      | Use pictorial representations to c ompare pairs of fractions. Which is larger, 3/8 and ¼? Arrange from smallest to largest 3/6, 2/3, and 5/6 | Review the lesson with Learners  Assessment: have learners to practice with more examples |

|           |   | $\begin{array}{c ccccccccccccccccccccccccccccccccccc$  |   |
|-----------|---|--|---|
| Wednesday | Sing songs like:  I'm counting one, what is one   | Use fraction charts to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$  | Review the lesson with<br>Learners  |
|           | <ul><li>1 - One is one alone,</li><li>alone it shall be.</li><li>2 - Two pair, two pair</li><li>come pair let us pair</li></ul>   | from smallest to largest 3/6, 2/3 and 5/6     1  | Assessment: have learners to practice with more examples                                  |
| Thursday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Use fraction charts to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$ from smallest to largest 3/6, 2/3 and 5/6        | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday    | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair   | Use fraction charts to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$ from smallest to largest $3/6$ , $2/3$ and $5/6$ | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Week Endir            | ng                           |   |                          |
|-----------------------|------------------------------|---|--------------------------|
| Class                 |                              | Three                                       |                          |
| Subject               |                              | SCIENCE                                     |                          |
| Reference             |                              | Science curriculum Page                     |                          |
| Learning Indicator(s) |                              | B3.4.1.2.2                                  |                          |
| Performance Indicator |                              | Learners can know the everyday uses of heat |                          |
| Strand                |                              | FORCES AND ENERGY                           |                          |
| Sub strand            |                              | SOURCES AND FORMS OF E                      | NERGY                    |
| Teaching/ L           | earning Resources            | Pictures                                    |                          |
| Core Comp             | etencies: Creativity and Inr | novation Communication an                   | d Collaboration Personal |
| Developme             | nt and Leadership Critical   | Thinking and Problem Solvin                 | g.                       |
| DAYS                  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                        | PHASE 3: REFLECTION      |
|                       | MINS                         | (New Learning Including                     | 10MINS                   |
|                       | (Preparing The Brain         | Assessment)                                 | (Learner And Teacher)    |
|                       | For Learning)                |   |                          |
| Monday                | Engage learners to sing      | Review previous lesson on                   | What have we learnt      |
|                       | songs and recite familiar    | heat energy and ask                         | today?                   |
|                       | rhymes                       | learners to cite everyday                   |                          |
|                       |                              | uses of heat energy in the                  | Ask learners to          |
|                       |                              | home. e.g. for ironing,                     | summarize the important  |
|                       |                              | food preparation and                        | points of the lesson     |
|                       |                              | preservation, heating of                    |                          |
|                       |                              | water.                                      |                          |
|                       |                              | Through think-pair-                         |                          |
|                       |                              | share, ask learners to                      |                          |
|                       |                              | mention one application                     |                          |
|                       |                              | of the use of heat energy                   |                          |
|                       |                              | by the following                            |                          |
|                       |                              | professions, farmers,                       |                          |
|                       |                              | nurses, hair dressers,                      |                          |
|                       |                              | blacksmiths, tailors and                    |                          |
|                       |                              | seamstresses.                               |                          |
|                       |                              |   |                          |
|                       |                              | Assessment: let learners                    |                          |
|                       |                              | mention the everyday                        |                          |
|                       |                              | uses of heat                                |                          |

| Assessment: let learners explain why farmers need heat |
|--|
|--|

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | OUR WORLD OUR PEOPLE                                    |  |
| Reference                    | Our World Our People curriculum Page                    |  |
| Learning Indicator(s)        | B3.3.4.1. 1. B3.3.4.1. 2.                               |  |
| Performance Indicator        | Learners can describe the youthful lives of the leaders |  |
|                              | of the three major religions in Ghana.                  |  |
|                              |   |  |
|                              | Learners can identify moral lessons of the lives of the |  |
|                              | religious leaders                                       |  |
| Strand                       | OUR BELIEFS AND VALUES                                  |  |
| Sub strand                   | Being a Leader  |  |
| 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                                 | PHASE 2: MAIN 40MINS (New Learning Including  | PHASE 3: REFLECTION  10MINS   |
|----------|--|---|---|
|          | (Preparing The Brain                                     | Assessment)   | (Learner And Teacher)   |
|          | For Learning)  | Assessmenty   | (Learner And Teacher)   |
| Tuesday  | Engage learners to sing songs and recite familiar rhymes | In groups, learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion  Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana. | 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 | Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work,  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|  | courage, perseverance, etc.   |  |
|--|---|--|
|  | Assessment: let learners identify moral lessons of the lives of the religious leaders |  |

| ng                           |   |  |
|------------------------------|---|--|
|                              | Three   |  |
|                              | HISTORY   |  |
|                              | History curriculum Page B3.2.4.1.1  |  |
| dicator(s)                   |   |  |
| ce Indicator                 | Learners can identify the   | forts and castles built alon   |
|                              | the coast of Ghana  |  |
|                              | My Country Ghana  |  |
|                              | Major Historical Locations  |  |
| Learning Resources           | Pictures  |  |
| etencies: Creativity and Inr | novation Communication ar   | nd Collaboration Personal  |
| ent and Leadership Critical  | Thinking and Problem Solvi  | ng.  |
|                              |   |  |
| PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION  |
|                              | '   | 10MINS   |
| 1, ,                         | Assessment)   | (Learner And Teacher)  |
| <u> </u>                     |   | NA I   |
|                              |   | What have we learnt  |
|                              | •   | today?   |
| rnymes                       | can be located.   |  |
|                              |   | Ask learners to  |
|                              |   | summarize the main   |
|                              |   | points in the lesson   |
|                              | •   |  |
|                              |   |  |
|                              | coast of Ghana  |  |
| Engage learners to sing      | Match those forts and   | What have we learnt  |
|                              |   | today?   |
| rhymes                       | can be located.   | today:   |
| inymes                       | can be rocated.   | Ask learners to  |
| 1                            |   |  |
|                              |   |  |
|                              | Accessment: let learners  | summarize the main   |
|                              | Assessment: let learners  |  |
|                              | identify the forts and  | summarize the main   |
|                              |   | summarize the main   |
|                              | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar | HISTORY  History curriculum Page  Indicator(s)  B3.2.4.1.1  Learners can identify the fithe coast of Ghana  My Country Ghana  Major Historical Locations  Pictures  Interested Pi |

| Week End                     | ding   |  |  |
|------------------------------|--|--|--|
| Class                        |  | Three  |  |
| Subject                      |  | PHYSICAL EDUCATION   |  |
| Reference                    | e  | PE curriculum Page   |  |
| Learning Indicator(s)        |  | B3.2.5.2.2   |  |
| Performance Indicator        |  | Learners can explain the sim   | nilar movement elements of   |
|                              |  | the underhand throw and  | the underhand volleyball   |
|                              |  | serve  |  |
| Strand                       |  | PHYSICAL FITNESS   |  |
| Sub stran                    | d  | Aerobic capacity   |  |
| Teaching/ Learning Resources |  | cones  |  |
|                              |  |  |  |
| Core Com                     | petencies: Creativity and In   | novation Communication and   | d Collaboration Personal   |
|                              | petencies: Creativity and Ininent and Leadership Critical  |  |  |
|                              | -  |  |  |
|                              | -  |  |  |
| Developn                     | nent and Leadership Critical   | Thinking and Problem Solvin  | g.   |
| Developn                     | PHASE 1: STARTER 10  | Thinking and Problem Solvin PHASE 2: MAIN 40MINS   | g. PHASE 3: REFLECTION   |
| Developn                     | PHASE 1: STARTER 10 MINS   | Thinking and Problem Solvin  PHASE 2: MAIN 40MINS  (New Learning Including   | PHASE 3: REFLECTION 10MINS   |
| Developn                     | PHASE 1: STARTER 10 MINS (Preparing The Brain  | Thinking and Problem Solvin  PHASE 2: MAIN 40MINS  (New Learning Including   | PHASE 3: REFLECTION 10MINS   |
| Developn<br>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)   |
| Developn<br>DAYS             | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a   | PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Learners identify that the   | PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt                         |
| Developn<br>DAYS             | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files  | PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Learners identify that the similarities between  | PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt                         |
| Developn<br>DAYS             | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and                          | PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Learners identify that the similarities between underhand throw and                      | PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?                  |
| Developn<br>DAYS             | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the | PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Learners identify that the similarities between underhand throw and underhand volleyball | PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Use answers to |

ii. Flexing of knees iii. Hand swing

iv. Follow through

|                       | ding                               |  |                                    |
|-----------------------|------------------------------------|--|------------------------------------|
| Class                 |                                    | Three  |                                    |
| Subject               |                                    | RELIGIOUS AND MORAL EDUCATION  |                                    |
| Reference             | 9                                  | RME curriculum Page  |                                    |
| Learning Indicator(s) |                                    | B3.3.1.1.1   |                                    |
| Performance Indicator |                                    | Learners can describe the youthful lives of the leader   |                                    |
|                       |                                    | of the three major religions in Ghana. •   |                                    |
| Strand                |                                    | Religious Leaders  |                                    |
| Sub stran             | d                                  | The Youthful Life of the Lea   | ders of the three Major            |
|                       |                                    | Religions  |                                    |
| Teaching,             | Learning Resources                 | Pictures   |                                    |
| -                     | ·                                  | Thinking and Problem Solvin  |                                    |
| DAYS                  | PHASE 1: STARTER 10                | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION                |
|                       | MINS                               | (New Learning Including  | 10MINS                             |
|                       | (Preparing The Brain For Learning) | Assessment)  | (Learner And Teacher)              |
| Friday                | Engage learners to sing            | In groups, let learners talk   | What have we learnt                |
|                       | songs and recite familiar          | about the occupations of   | today?                             |
|                       |                                    | the religious leaders The  |                                    |
|                       | rhymes                             | the religious leaders The  |                                    |
|                       | rnymes                             | Lord Jesus Christ as a   | Ask learners to                    |
|                       | rnymes                             |  | Ask learners to summarize the main |
|                       | rnymes                             | Lord Jesus Christ as a   |                                    |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman -   | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad  | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a   | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.   | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners  | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on  | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on the occupational lives of  | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on the occupational lives of the religious leaders and                                  | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on the occupational lives of the religious leaders and present to class for             | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on the occupational lives of the religious leaders and                                  | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on the occupational lives of the religious leaders and present to class for             | summarize the main                 |
|                       | rnymes                             | Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  • In groups, let learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion. | summarize the main                 |

major religions in Ghana

| Week Endir            | ng                                 |  |                          |
|-----------------------|------------------------------------|--|--------------------------|
| Class                 | . <del>-</del>                     | Three  |                          |
| Subject               |                                    | CREATIVE ARTS  |                          |
| Reference             |                                    | Creative Arts curriculum   |                          |
| Learning Indicator(s) |                                    | B3 1.4.7.1 B3 2.   | 4.7.1                    |
| Performance Indicator |                                    | Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other African communities  Learners can use agreed guidelines to make informed decisions about the value and functions of own and others' music, dance and drama performances that express own views of people in other African communities |                          |
| Strand                |                                    | VISUAL ARTS  |                          |
| Sub strand            |                                    | Appreciating and Appraising  | g                        |
| Teaching/ L           | earning Resources                  | Pictures   |                          |
| Core Compe            | etencies: Creativity and Inn       | ovation Communication and  | d Collaboration Personal |
| Developme             | nt and Leadership Critical 1       | Thinking and Problem Solvin  | g.                       |
|                       |                                    |  |                          |
| DAYS                  | PHASE 1: STARTER 10                | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION      |
|                       | MINS                               | (New Learning Including  | 10MINS                   |
|                       | (Preparing The Brain For Learning) | Assessment)  | (Learner And Teacher)    |
| Monday                | Engage learners to sing            | Learners are to:   | What have we learnt      |
|                       | songs and recite familiar          | ② view and make  | today?                   |
|                       | rhymes                             | informed decisions on the  |                          |
|                       |                                    | artworks using the senses  | Ask learners to          |
|                       |                                    | and the agreed guidelines  | summarize the main       |
|                       |                                    | ② examine the features of  | points in the lesson     |
|                       |                                    | the artworks based on the  |                          |
|                       |                                    | agreed guidelines (e.g. the  |                          |
|                       |                                    | theme, subject matter,   |                          |
|                       |                                    | media and techniques   |                          |
|                       |                                    | used); 2 assess the beauty   |                          |
|                       |                                    | and usefulness of own and  |                          |
|                       |                                    | others' displayed visual   |                          |
|                       |                                    | artworks as  |                          |
|                       |                                    | representations of   |                          |

|           |  | artworks produced or found in other African communities.  Assessment: let learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks  |   |
|-----------|--|---|---|
| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  ② view and make informed decisions on agreed guidelines by using the senses and movement ② assess based on established guide for judging music, dance and drama by using the theme, subject matter, instruments, costumes, techniques, elements ② to respond, appreciate and appraise own and/or music, dance and drama, ③ recognise the characteristics of own and others' music, dance and drama ② talk about the usefulness of the displayed music, dance and drama ② identify future modifications that can be done to enhance the usefulness | What have we learnt today?  Ask learners to summarize the main points in the lesson |

| Assessment: let learners |  |
|--------------------------|--|
| use agreed guidelines to |  |
| make informed decisions  |  |
| about the value and      |  |
| functions of own and     |  |
| others' music, dance and |  |
| drama performances       |  |
|                          |  |
|                          |  |

| Learning In | dicator (s) (Ref. No.)    | B3.5.4.1.1 Know and use co                          | mparative                 |  |
|-------------|---------------------------|---|---------------------------|--|
| •           | (-)((-)                   | words/adjectives in sentences                       |                           |  |
|             |                           | B3.5.4.1.2 Demonstrate kno                          |                           |  |
|             |                           | adverbs   |                           |  |
|             |                           | B3.5.4.1.3 Recognise adverbs from a group of words. |                           |  |
| Performan   | ce Indicators             |   | should know and use       |  |
|             |                           | comparative words/adjectives in sentences           |                           |  |
|             |                           | The learner should demonstrate                      |                           |  |
|             |                           | knowledge of the use of adverbs                     |                           |  |
|             |                           | • The learner s                                     | should recognise adverbs  |  |
|             |                           | from a group of wor                                 | ds.                       |  |
| Week Endir  | ng                        | <del> </del>  |                           |  |
| Reference   |                           | Ghanaian Language curriculum                        |                           |  |
| Subject     |                           | GHANAIAN LANGUAGE                                   |                           |  |
| Teaching/   | Learning Resources        | Manila cards, markers, reco                         | orded audios visual       |  |
| Core Comp   | etencies: Communication a | nd collaboration Personal de                        | evelopment and leadership |  |
|             |                           |   |                           |  |
| DAYS        | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                | PHASE 3: REFLECTION       |  |
|             | MINS                      | (New Learning Including                             | 10MINS                    |  |
|             | (Preparing The Brain      | Assessment)   | (Learner And Teacher)     |  |
|             | For Learning)             |   |                           |  |
|             | Engage leaners to sing    | •   | What have we learnt       |  |
|             | songs and recite          | names of the days of the                            | today?                    |  |
|             | familiar rhymes           | week.   |                           |  |
|             |                           | • Use simple adjectives to                          | Review the lesson with    |  |
|             |                           | form simple sentences                               |                           |  |
|             |                           | and lead learners to read.                          | learners                  |  |
|             |                           | Underline the adjectives                            |                           |  |
|             |                           | and discuss the adjectives                          |                           |  |
|             |                           | with learners.                                      |                           |  |
|             |                           | Help learners to                                    |                           |  |
|             |                           | understand and use                                  |                           |  |
|             |                           | adjectives to form simple sentences. E.g. Kofi is   |                           |  |
|             |                           | taller than Yaw. Ama is                             |                           |  |
|             |                           | smaller than Adwoa.                                 |                           |  |
|             |                           | Sinanci man Auwua.                                  |                           |  |
|             |                           |   |                           |  |
|             |                           | Assessment: let learners                            |                           |  |
|             |                           | use comparative                                     |                           |  |
|             |                           | use comparative                                     |                           |  |

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|  | Assessment: let learners |  |
|--|--------------------------|--|
|  | identify adverbs from a  |  |
|  | group of words.          |  |

## TERM TWO BASIC THREE WEEK ELEVEN

## WEEKLY SCHEME OF LEARNING- WEEK ELEVEN BASIC THREE

Name of School.....

| Week Endin   | g                            |  |                             |  |
|--------------|------------------------------|--|-----------------------------|--|
| Class        |                              | Three  |                             |  |
| Subject      |                              | ENGLISH LANGUAGE                               |                             |  |
| Reference    |                              | English Language curriculur                    | n Page                      |  |
| Learning Inc | dicator(s)                   | B3.1.7.1.3 B3.2.7.1.2. B3                      | 3.4.5.1.4. B3.5.6.1.1       |  |
|              |                              | B3.6.1.1.1                                     |                             |  |
| Performanc   | e Indicator                  | A. Learners can share facts from information   |                             |  |
|              |                              | texts heard with a                             | a partner, groups or the    |  |
|              |                              | teacher Learners ca                            | n                           |  |
|              |                              | B. Learners can a                              | sk and answer factual,      |  |
|              |                              |  | cabulary questions about    |  |
|              |                              | level-appropriate texts                        |                             |  |
|              |                              | C. Learners can copy various sentences, verses |                             |  |
|              |                              |  | legibly (writing should be  |  |
|              |                              | bold and clear                                 | if and if in a made         |  |
|              |                              | D. Learners can ident                          | a variety of age and level- |  |
|              |                              |  | and summarise them          |  |
| Teaching/ Lo | earning Resources            | Word cards, sentence cards                     |                             |  |
|              |                              | on a manila card and a class                   |                             |  |
| Core Compe   | etencies: Creativity and Inn | ovation Communication and                      | •                           |  |
| -            | •                            | Thinking and Problem Solvin                    |                             |  |
| -            | <u> </u>                     |  |                             |  |
| DAYS         | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                           | PHASE 3: REFLECTION         |  |
|              | MINS                         | (New Learning Including                        | 10MINS                      |  |
|              | (Preparing The Brain         | Assessment)                                    | (Learner And Teacher)       |  |
|              | For Learning)                |  |                             |  |
| Monday       | Engage learners to sing      | A. ORAL LANGAUGE                               | What have we learnt         |  |
|              | songs and recite familiar    | Read an information text                       | today?                      |  |
|              | rhymes                       | aloud to learners using the                    |                             |  |
|              |                              | KWL Strategy.                                  | Ask learners to             |  |
|              |                              | After the reading, have                        | summarize the main          |  |
|              |                              | learners share what they                       | points in the lesson        |  |
|              |                              | have learned. Put learners                     |                             |  |

|           |  | in groups to share facts<br>from the text heard.<br>Assessment: let learners  |   |
|-----------|--|---|---|
| Tuesday   | Engage learners to sing songs and recite familiar rhymes | B.READING Have learners brainstorm on the topic on which they will answer questions. • Ask learners to read and answer simple pre-reading questions as you guide them. • Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|           |  | Assessment: let learners answer factual, inferential and vocabulary questions about level-appropriate texts   |   |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING Explain the writing activity selected, stressing the need for accuracy, clarity, etc • As learners observe, demonstrate it. • Assign them to do the exercise. They may copy from the board and books. • Provide feedback after assessing learners' work.         | 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 | D.WRITING CONVENTIONS AND GRAMMAR USAGE  Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|  | beautifully. • Elicit other adverbs and provide practice  |   |
|--|---|---|
|  | Assessment: let learners can identify qualifying words in sentences   |   |
| Engage learners to sing songs and recite familiar rhymes | D.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.  • Have a variety of age/level-appropriate books for learners to make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select books for readings  Assessment: let learners read a variety of age and level-appropriate books and summarise them | What have we learnt today?  Ask learners to summarize the main points in the lesson   |
|  | songs and recite familiar   | adverbs and provide practice  Assessment: let learners can identify qualifying words in sentences  D.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.  Have a variety of age/level-appropriate books for learners to make a choice from.  Introduce narratives, expository, procedural texts to learners.  Guide learners to select books for readings  Assessment: let learners read a variety of age and level-appropriate books |

| Week Endin   | g  |  |                                       |  |                                |   |
|--------------|--|--|---------------------------------------|--|--------------------------------|---|
| Class        |  | Thre   | ee                                    |  |                                |   |
| Subject      |  | MA   | THEMATICS                             |  |                                |   |
| Reference    |  | Mathematics curriculum Page  |                                       |  |                                |   |
| Learning Ind | licator(s)   | B3.1.4.1.1   |                                       |  |                                |   |
| Performance  | e Indicator  | Learners can use different denominations of money (1,2, 5, 10, 20, 50 cedis notes an pesewas coins) to buy and give change |                                       |  |                                |   |
| Strand       |  | Nur  | nber                                  |  |                                |   |
| Sub strand   |  | Frac   | ctions                                |  |                                |   |
| Teaching/ Le | earning Resources  | Cou  | nters                                 |  |                                |   |
| •            | etencies: Creativity and nt and Leadership Critications.   |  |                                       |  |                                |   |
| DAYS         | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  | (Ne  | ASE 2: MAIN<br>w Learning<br>essment) |  |                                | PHASE 3: REFLECTION  10MINS  (Learner And Teacher)  |
| Monday       | Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire | Disp<br>their<br>below<br>Ask<br>comiten<br>pict   | olay a chart<br>r prices as i         | with item n the example (base prices in the character) | 10 and and giving as and ample | Review the lesson with Learners  Assessment: have learners to practice with more examples |

|         |  | 1.                  | GH¢100   | 3<br>shirts                          |                         |  |
|---------|--|---------------------|--|--------------------------------------|-------------------------|--|
|         |  | 2.                  | GH¢50  | 4<br>books                           |                         |  |
|         |  | 3.                  | GH¢5   | 8<br>pencils                         |                         |  |
|         |  | 4.                  | GH¢10  | 4<br>bottles<br>coca<br>cola         |                         |  |
|         |  |                     |  |                                      |                         |  |
| Tuesday | Sing songs like:  I'm counting one, what is one  | moi                 | lve word pr<br>ney includir<br>edi denom<br>nge  | ıg 1,2, 5,                           | 10 and                  | Review the lesson<br>with Learners                       |
|         | <ul><li>1 - One is one alone,</li><li>alone it shall be.</li><li>2 - Two pair, two</li><li>pair come pair let us</li></ul> | -                   | play a chart<br>r prices as i  |                                      |                         | Assessment: have learners to practice with more examples |
|         | pair   | Year Cal            | pencis sop   | SH(23)                               |                         |  |
|         |  | com<br>iten<br>pict | learners to aplete the tans and their ure and find either the eith | able (base<br>prices in<br>d the cha | ed on<br>the            |  |
|         |  |                     | Shopping<br>money  | Items<br>to buy                      | Change<br>to<br>receive |  |
|         |  | 1.                  | GH¢100   | 3<br>shirts                          |                         |  |
|         |  | 2.                  | GH¢50  | 4<br>books                           |                         |  |

|           | <u> </u>              | l -  | I                        | 1          | <del></del> |                      |
|-----------|-----------------------|------|--------------------------|------------|-------------|----------------------|
|           |                       | 3.   | GH¢5                     | 8          |             |                      |
|           |                       |      |                          | pencils    |             |                      |
|           |                       | 4.   | GH¢10                    | 4          |             |                      |
|           |                       |      |                          | bottles    |             |                      |
|           |                       |      |                          | coca       |             |                      |
|           |                       |      |                          | cola       |             |                      |
|           |                       | -    |                          |            |             |                      |
|           |                       |      |                          |            |             |                      |
|           |                       |      |                          |            |             |                      |
| Wednesday | Sing songs like:      | Find | d how many               | differen   | t ways      | Review the lesson    |
|           |                       |      | notes ¢1, ¢              |            |             | with Learners        |
|           | I'm counting one,     | can  | be used to               | make ¢30   | 0           |                      |
|           | what is one           | Fim. | d have man               | , difforon | +           |                      |
|           | 1 - One is one alone, |      | d how man<br>notes ¢5, ¢ | •          | •           | Assessment: have     |
|           | alone it shall be.    |      | d to make (              |            | zo can be   | learners to practice |
|           |                       | use. | a to make s              | .50        |             | with more examples   |
| Thursday  | Sing songs like:      | E.g. | 2. Solve w               | ord probl  | ems         | Review the lesson    |
|           |                       | invo | olving mone              | y includii | ng 1,2, 5,  | with Learners        |
|           | I'm counting one,     | 10,  | 20, 50 cedi              | denomin    | ations      |                      |
|           | what is one           |      |                          |            |             |                      |
|           | 1 - One is one alone, |      |                          |            |             | Assessment: have     |
|           | alone it shall be.    |      |                          |            |             | learners to practice |
|           |                       |      |                          |            |             | with more examples   |
|           |                       |      |                          |            |             |                      |
| Friday    | Sing songs like:      | E.g. | 2. Solve w               | ord probl  | ems         | Review the lesson    |
|           |                       |      | olving mone              | -          | _           | with Learners        |
|           | I'm counting one,     | 10,  | 20, 50 cedi              | denomin    | ations      |                      |
|           | what is one           |      |                          |            |             |                      |
|           | 1 - One is one alone, |      |                          |            |             | Assessment: have     |
|           | alone it shall be.    |      |                          |            |             | learners to practice |
|           | 2 - Two pair, two     |      |                          |            |             | with more examples   |
|           | pair                  |      |                          |            |             |                      |
|           |                       |      |                          |            |             |                      |

| Week Endi   | ng                           |   |                          |  |
|-------------|------------------------------|---|--------------------------|--|
| Class       |                              | Three   |                          |  |
| Subject     |                              | SCIENCE   |                          |  |
| Reference   |                              | Science curriculum Page   |                          |  |
| Learning In | dicator(s)                   | B3.4.1.2.2  |                          |  |
| Performan   | ce Indicator                 | Learners can know the eve   | ryday uses of heat       |  |
| Strand      |                              | FORCES AND ENERGY   |                          |  |
| Sub strand  |                              | SOURCES AND FORMS OF E  | NERGY                    |  |
| Teaching/ I | Learning Resources           | Pictures  |                          |  |
| Core Comp   | etencies: Creativity and Inr | novation Communication and  | d Collaboration Personal |  |
| Developme   | ent and Leadership Critical  | Thinking and Problem Solvin   | g.                       |  |
|             |                              |   |                          |  |
| DAYS        | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS  | PHASE 3: REFLECTION      |  |
|             | MINS                         | (New Learning Including   | 10MINS                   |  |
|             | (Preparing The Brain         | Assessment)   | (Learner And Teacher)    |  |
|             | For Learning)                |   |                          |  |
| Monday      | Engage learners to sing      | Review previous lesson on   | What have we learnt      |  |
|             | songs and recite familiar    | heat energy and ask   | today?                   |  |
|             | rhymes                       | learners to cite everyday   |                          |  |
|             |                              | uses of heat energy in the  | Ask learners to          |  |
|             |                              | home. e.g. for ironing,   | summarize the importan   |  |
|             |                              | food preparation and  | points of the lesson     |  |
|             |                              | preservation, heating of  |                          |  |
|             |                              | , ,   |                          |  |
|             |                              | water.  |                          |  |
|             |                              |   |                          |  |
|             |                              | water.  |                          |  |
|             |                              | water.  • Through think-pair-   |                          |  |
|             |                              | water. • Through think-pair-share, ask learners to mention one application of the use of heat energy  |                          |  |
|             |                              | water. • Through think-pair- share, ask learners to mention one application of the use of heat energy by the following  |                          |  |
|             |                              | water. • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers,   |                          |  |
|             |                              | water. • Through think-pair- share, ask learners to mention one application of the use of heat energy by the following  |                          |  |
|             |                              | water. • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers,   |                          |  |
|             |                              | water. • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers,  |                          |  |
|             |                              | water. • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and               |                          |  |
|             |                              | water. • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. |                          |  |

| Thursday | Engage learners to sing songs and recite familiar rhymes | Ask learners to explain why farmers need heat.             | What have we learnt today?                                   |
|----------|--|--|--|
|          |  | Assessment: let learners mention the everyday uses of heat | Ask learners to summarize the important points of the lesson |

| Week End   | ing                                |   |                            |  |
|------------|------------------------------------|---|----------------------------|--|
| Class      |                                    | Three   |                            |  |
| Subject    |                                    | OUR WORLD OUR PEOPLE  |                            |  |
| Reference  |                                    | Our World Our People cur  | riculum Page               |  |
| Learning I | ndicator(s)                        | B3.3.4.1. 2.  |                            |  |
| Performar  | nce Indicator                      | Learners can identify moral lessons of the lives of the religious leaders |                            |  |
| Strand     |                                    | OUR BELIEFS AND VALUES  |                            |  |
| Sub strand | d                                  | Being a Leader  |                            |  |
| Teaching/  | Learning Resources                 | Pictures  |                            |  |
| ·          | •                                  | novation Communication an<br>Thinking and Problem Solvin                  |                            |  |
| DAYS       | PHASE 1: STARTER 10 MINS           | PHASE 2: MAIN 40MINS (New Learning Including                              | PHASE 3: REFLECTION 10MINS |  |
|            | (Preparing The Brain For Learning) | Assessment)   | (Learner And Teacher)      |  |

Assessment: let learners identify moral lessons of the lives of the religious

Learners role play the

moral lives of the religious

Assessment: let learners

identify moral lessons of the lives of the religious

leaders

leaders.

leaders

Engage learners to sing

rhymes

songs and recite familiar

Thursday

points in the lesson

What have we learnt

summarize the main

points in the lesson

Ask learners to

today?

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | HISTORY   |  |
| Reference                    | History curriculum Page                                 |  |
| Learning Indicator(s)        | B3.2.4.1.1  |  |
| Performance Indicator        | Learners can identify the forts and castles built along |  |
|                              | the coast of Ghana                                      |  |
| 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.

| DAYS     | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS          | PHASE 3: REFLECTION   |
|----------|---------------------------|-------------------------------|-----------------------|
|          | MINS                      | (New Learning Including       | 10MINS                |
|          | (Preparing The Brain      | Assessment)                   | (Learner And Teacher) |
|          | For Learning)             |                               |                       |
| Tuesday  | Engage learners to sing   | Match these forts and         | What have we learnt   |
|          | songs and recite familiar | castles with where they       | today?                |
|          | rhymes                    | can be located.               |                       |
|          |                           |                               | Ask learners to       |
|          |                           |                               | summarize the main    |
|          |                           | Assessment: let learners      | points in the lesson  |
|          |                           | identify the forts and        |                       |
|          |                           | castles built along the       |                       |
|          |                           | coast of Ghana                |                       |
|          |                           |                               |                       |
| Thursday | Engage learners to sing   | Match these forts and         | What have we learnt   |
|          | songs and recite familiar | castles with where they       | today?                |
|          | rhymes                    | can be located.               |                       |
|          |                           |                               | Ask learners to       |
|          |                           | Visit any of these facilities | summarize the main    |
|          |                           | to model any fort and         | points in the lesson  |
|          |                           | castle                        |                       |
|          |                           |                               |                       |
|          |                           | Assessment: let learners      |                       |
|          |                           | identify the forts and        |                       |
|          |                           | castles built along the       |                       |
|          |                           | coast of Ghana                |                       |
|          |                           |                               |                       |

| Week End   | ing  |  |                          |
|--|--|--|--------------------------|
| Class  |  | Three  |                          |
| Subject  |  | PHYSICAL EDUCATION                           |                          |
| Reference  |  | PE curriculum Page                           |                          |
| Learning Indicator(s)  |  | B3.3.1.3.1                                   |                          |
| Performance Indicator  |  | Learners can dance for 10 minutes with music |                          |
| Strand   |  | PHYSICAL FITNESS                             |                          |
| Sub stranc   | d  | AEROBIC CAPACITY                             |                          |
| Teaching/  | Learning Resources   | cones  |                          |
| Core Competencies: Creativity and Innovation Communication and Collaboration Per |  |  | d Collaboration Personal |
| Developm   | evelopment and Leadership Critical Thinking and Problem Solving. |  |                          |
|  |  |  |                          |
| DAYS   | PHASE 1: STARTER 10  | PHASE 2: MAIN 40MINS                         | PHASE 3: REFLECTION      |
|  | MINS   | (New Learning Including                      | 10MINS                   |
|  | (Preparing The Brain   | Assessment)                                  | (Learner And Teacher)    |
|  | For Learning)  |  |                          |
| Friday   | Learners jog round a   | Learners perform a 10                        | What have we learnt      |
|  | demarcated area in files   | minute dance with music                      | today?                   |
|  | while singing and  | at their own pace for                        |                          |
|  | clapping to warm-up the  | recreation and                               | Use answers to           |
|  | body for maximal   | improvement of their                         | summarise the lesson.    |
|  | performance and to   | physical fitness                             |                          |
|  | prevent injuries   |  |                          |
|  |  |  |                          |

| Week End  | ding                         |  |                             |  |
|---|------------------------------|--|-----------------------------|--|
| Class   |                              | Three                                  |                             |  |
| Subject   |                              | RELIGIOUS AND MORAL EDUCATION          |                             |  |
| Reference Learning Indicator(s) Performance Indicator |                              | RME curriculum Page                    |                             |  |
|   |                              | B3.3.1.1.1                             |                             |  |
|   |                              | Learners can describe the              | youthful lives of the leade |  |
|   |                              | of the three major religions in Ghana. |                             |  |
| Strand  |                              | Religious Leaders                      |                             |  |
| Sub stran   | d                            | The Youthful Life of the Lea           | ders of the three Major     |  |
|   |                              | Religions                              |                             |  |
| Teaching  | / Learning Resources         | Pictures                               |                             |  |
| Core Com  | petencies: Creativity and In | novation Communication an              | d Collaboration Personal    |  |
| Developn  | nent and Leadership Critical | Thinking and Problem Solvin            | ıg.                         |  |
|   |                              |  |                             |  |
| DAYS  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                   | PHASE 3: REFLECTION         |  |
|   | MINS                         | (New Learning Including                | 10MINS                      |  |
|   | (Preparing The Brain         | Assessment)                            | (Learner And Teacher)       |  |
|   | For Learning)                |  |                             |  |
| Friday  | Engage learners to sing      | In groups, let learners talk           | What have we learnt         |  |
|   | songs and recite familiar    | about the occupations of               | today?                      |  |
|   | rhymes                       | the religious leaders.                 |                             |  |
|   |                              | - The Lord Jesus Christ as a           | Ask learners to             |  |
|   |                              | carpenter,                             | summarize the main          |  |
|   |                              | - The Holy Prophet                     | points in the lesson        |  |
|   |                              | Muhammad (S.A.W) as a                  |                             |  |
|   |                              | businessman                            |                             |  |
|   |                              | - A Traditional Religious              |                             |  |
|   |                              | Leader, e. g. Egya Ahor as             |                             |  |
|   |                              | a farmer.                              |                             |  |
|   |                              | • In groups, let learners              |                             |  |
|   |                              | write short paragraphs on              |                             |  |
|   |                              | the occupational lives of              |                             |  |
|   |                              | the religious leaders and              |                             |  |
|   |                              | present to class for                   |                             |  |
|   |                              | discussion.                            |                             |  |
|   |                              | Assessment: let learners               |                             |  |
|   |                              | can describe the youthful              |                             |  |
|   |                              | L'an afula landana ful                 |                             |  |

lives of the leaders of the three major religions in

Ghana

| Week Ending                  |   |  |  |
|------------------------------|---|--|--|
| Class                        | Three   |  |  |
| Subject                      | CREATIVE ARTS   |  |  |
| Reference                    | Creative Arts curriculum                                |  |  |
| Learning Indicator(s)        | B3 2.3.4.1  |  |  |
| Performance Indicator        | Learners can plan a display of own performing           |  |  |
|                              | artworks to share creative experiences based on ideas   |  |  |
|                              | that reflect the history and culture of people in other |  |  |
|                              | African communities                                     |  |  |
| Strand                       | PERFORMING ARTS   |  |  |
| Sub strand                   | Displaying and Sharing                                  |  |  |
| 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       | PHASE 2: MAIN 40MINS      | PHASE 3: REFLECTION   |
|-----------|---------------------------|---------------------------|-----------------------|
|           | MINS                      | (New Learning Including   | 10MINS                |
|           | (Preparing The Brain      | Assessment)               | (Learner And Teacher) |
|           | For Learning)             |                           |                       |
| Monday    | Engage learners to sing   | Learners are to:          | What have we learnt   |
|           | songs and recite familiar | ② watch a short video or  | today?                |
|           | rhymes                    | live performances that    |                       |
|           |                           | reflect the history and   | Ask learners to       |
|           |                           | culture of other African  | summarize the main    |
|           |                           | communities;              | points in the lesson  |
|           |                           | discuss the need for      |                       |
|           |                           | performing compositions   |                       |
|           |                           | of own music, dance,      |                       |
|           |                           | drama, etc.;              |                       |
|           |                           | Assessment: let learners  |                       |
|           |                           | mention the need for      |                       |
|           |                           | performing artworks       |                       |
| Wednesday | Engage learners to sing   | Learners are to:          | What have we learnt   |
|           | songs and recite familiar | plan a display of own     | today?                |
|           | rhymes                    | music, dance and drama    |                       |
|           |                           | compositions to share     | Ask learners to       |
|           |                           | ideas, educate and inform | summarize the main    |
|           |                           | the public on the history | points in the lesson  |
|           |                           |                           |                       |

|  | and culture of people in other parts of Africa.                |  |
|--|--|--|
|  | Assessment: let learners display their own performing artworks |  |

| Learning Indicator (s) (Ref. No.) |                           | B3.5.5.1.1 Recognise postpo                         | ositions in sentences     |
|-----------------------------------|---------------------------|---|---------------------------|
|                                   |                           | B3.5.5.1.2 Explore the use of postpositions such as |                           |
|                                   |                           | above and below in sentences.                       |                           |
| Performance Indicators            |                           | The learner should recognise                        |                           |
|                                   |                           | postpositions in sen                                | _                         |
|                                   |                           | ····  | should explore the use of |
|                                   |                           |   | is above and below in     |
|                                   |                           | sentences.  |                           |
| Week Endi                         | ng                        |   |                           |
| Reference                         |                           | Ghanaian Language curric                            | ulum                      |
| Subject                           |                           | GHANAIAN LANGUAGE                                   |                           |
| Teaching/                         | Learning Resources        | Manila cards, markers, reco                         | orded audios visual       |
| Core Comp                         | etencies: Communication a | nd collaboration Personal de                        | velopment and leadership  |
|                                   |                           |   |                           |
| DAYS                              | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                | PHASE 3: REFLECTION       |
|                                   | MINS                      | (New Learning Including                             | 10MINS                    |
|                                   | (Preparing The Brain      | Assessment)   | (Learner And Teacher)     |
|                                   | For Learning)             |   |                           |
|                                   | Engage leaners to sing    | Let learners mention                                | What have we learnt       |
|                                   | songs and recite          | names of objects in the                             | today?                    |
|                                   | familiar rhymes           | classroom and the                                   |                           |
|                                   |                           | environment.  |                           |
|                                   |                           | • Use postposition to form                          | Review the lesson with    |
|                                   |                           | simple sentences on a                               | learners                  |
|                                   |                           | card.   |                           |
|                                   |                           | • Lead learners to read                             |                           |
|                                   |                           | the sentences aloud.                                |                           |
|                                   |                           | <ul> <li>Let learners read the</li> </ul>           |                           |
|                                   |                           | sentences in turns.                                 |                           |
|                                   |                           | Encourage learners to                               |                           |
|                                   |                           | recognise postpositions in                          |                           |
|                                   |                           | sentences.  |                           |
|                                   |                           | • Let learners write the                            |                           |
|                                   |                           | postpositions in their                              |                           |
|                                   |                           | books.  |                           |
|                                   |                           |   |                           |
|                                   |                           | Assessment: let learners                            |                           |
|                                   |                           | identify postpositions in                           |                           |
|                                   |                           | sentences   |                           |
|                                   |                           |   |                           |

| Engage leaners to songs and recite familiar rhymes         | sing | <ul> <li>Let learners mention names of objects in the classroom and the environment.</li> <li>Use postposition in simple sentences.</li> <li>Lead learners to explore the use of postpositions such as above and below in sentences.</li> <li>Put learners into groups and let them form a given number of sentences using the postpositions "above" and "below."</li> <li>Let learners read aloud their sentences to the class and discuss the sentences with learners.</li> </ul> | What have we learnt today?  Review the lesson with learners |
|--|------|---|---|
|  |      | Assessment: let learners use postpositions such as above and below in sentences.  |   |
| Engage leaners to s<br>songs and recite<br>familiar rhymes | sing | <ul> <li>Let learners mention names of objects in the classroom and the environment.</li> <li>Use postposition in simple sentences.</li> <li>Lead learners to explore the use of postpositions such as above and below in sentences.</li> <li>Put learners into groups and let them form a given number of sentences using the postpositions "above" and "below."</li> <li>Let learners read aloud their sentences to the</li> </ul>  | What have we learnt today?  Review the lesson with learners |

|  | class and discuss the sentences with learners.                                   |  |
|--|--|--|
|  |  |  |
|  | Assessment: let learners use postpositions such as above and below in sentences. |  |

## TERM TWO BASIC THREE WEEK TWELVE

## WEEKLY SCHEME OF LEARNING- WEEK TWELVE BASIC THREE

Name of School.....

| Week Endir            | ng                           |  |                              |  |
|-----------------------|------------------------------|--|------------------------------|--|
| Class                 |                              | Three  |                              |  |
| Subject               |                              | ENGLISH LANGUAGE                                 |                              |  |
| Reference             |                              | English Language curricului                      | n Page                       |  |
| Learning In           | dicator(s)                   | B3.1.6.1.3 B3.2.7.1.3 B3                         | .4.5.1.4. B3.5.6.1.1         |  |
|                       |                              | B3.6.1.1.1                                       |                              |  |
| Performance Indicator |                              | A. Learners can talk                             | about important places in    |  |
|                       |                              | their communities                                |                              |  |
|                       |                              | B. Learners can retel                            | l level-appropriate text in  |  |
|                       |                              | own, explain and ill                             | ustrate                      |  |
|                       |                              | C. Learners can copy                             | various sentences, verses    |  |
|                       |                              | and words of song                                | s legibly (writing should be |  |
|                       |                              | bold and clear                                   | bold and clear               |  |
|                       |                              | D. Learners can iden                             | tify qualifying words        |  |
|                       |                              | E. Learners can read a variety of age and level- |                              |  |
|                       |                              | appropriate books and summarise them             |                              |  |
| Teaching/ L           | earning Resources            | Word cards, sentence card                        | s, letter cards, handwriting |  |
|                       |                              | on a manila card and a clas                      | s library.                   |  |
| Core Comp             | etencies: Creativity and Inn | ovation Communication an                         | d Collaboration Personal     |  |
| Developme             | nt and Leadership Critical 1 | Thinking and Problem Solvin                      | g.                           |  |
|                       |                              |  |                              |  |
| DAYS                  | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS                             | PHASE 3: REFLECTION          |  |
|                       | MINS                         | (New Learning Including                          | 10MINS                       |  |
|                       | (Preparing The Brain         | Assessment)                                      | (Learner And Teacher)        |  |
|                       | For Learning)                |  |                              |  |
| Monday                | Engage learners to sing      | A. ORAL LANGAUGE                                 | What have we learnt          |  |
|                       | songs and recite familiar    | Show pictures of                                 | today?                       |  |
| rhymes                |                              | important places in their                        |                              |  |
|                       |                              | communities such as the                          | Ask learners to              |  |
|                       |                              | community centre, the                            | summarize the main           |  |
|                       |                              | lorry station, the mission                       | points in the lesson         |  |
|                       |                              | house, etc.                                      |                              |  |
|                       |                              | Let learners think-pair-                         |                              |  |
|                       |                              | share their views and                            |                              |  |

|           |  | opinions about the pictures.  • Put learners into groups according to the number of pictures.  • Have each group talk about the activities that go on in these places and their importance to the community and the nation.  Assessment: let learners talk about important places in their communities |   |
|-----------|--|--|---|
| Tuesday   | Engage learners to sing songs and recite familiar rhymes | B.READING Ask a few questions to review the text/story to be retold. • Have learners narrate or retell the story passage using the herring bone or story map strategy. The narration should be sequential to make the story understood.  Assessment: let learners                                      | What have we learnt today?  Ask learners to summarize the main points in the lesson |
|           |  | retell level-appropriate text in own, explain and illustrate   |   |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING Explain the writing activity selected, stressing the need for accuracy, clarity, etc.  • As learners observe, demonstrate it.  • Assign them to do the exercise. They may copy from the board and books.  | What have we learnt today?  Ask learners to summarize the main points in the lesson |

|          |                           | Provide feedback after                    |                         |
|----------|---------------------------|---|-------------------------|
|          |                           |   |                         |
|          |                           | assessing learners' work.                 |                         |
|          |                           | Assessment: let learners                  |                         |
|          |                           | copy various sentences,                   |                         |
|          |                           | verses and words of songs                 |                         |
|          |                           | legibly (writing should be                |                         |
|          |                           | bold and clear                            |                         |
| Thursday | Engago loarnors to sing   | D.WRITING                                 | What have we learnt     |
| Thursday | Engage learners to sing   |   |                         |
|          | songs and recite familiar | CONVENTIONS AND                           | today?                  |
|          | rhymes                    | GRAMMAR USAGE                             |                         |
|          |                           |   | Ask learners to         |
|          |                           | Provide sentences with                    | summarize the main      |
|          |                           | simple adverbs for                        | points in the lesson    |
|          |                           | learners to identify. e.g. i.             |                         |
|          |                           | He walked quickly to the                  |                         |
|          |                           | church. ii. She danced                    |                         |
|          |                           | beautifully. • Elicit other               |                         |
|          |                           | adverbs and provide                       |                         |
|          |                           | practice                                  |                         |
|          |                           | P. G. G. G. G. G. G. G. G. G. G. G. G. G. |                         |
|          |                           |   |                         |
|          |                           | Assessment: let learners                  |                         |
|          |                           |   |                         |
|          |                           | can identify qualifying                   |                         |
|          |                           | words in sentences                        |                         |
| est.     | F                         | E EVITENCIA E DE A DINIC                  | Miles I leaves a leaves |
| Friday   | Engage learners to sing   | E.EXTENSIVE READING                       | What have we learnt     |
|          | songs and recite familiar | Using the Author's chair,                 | today?                  |
|          | rhymes                    | introduce the                             |                         |
|          |                           | reading/library time.                     | Ask learners to         |
|          |                           | Have a variety of                         | summarize the main      |
|          |                           | age/level-appropriate                     | points in the lesson    |
|          |                           | books for learners to                     |                         |
|          |                           |   |                         |
|          |                           | make a choice from.                       |                         |
|          |                           | Introduce narratives,                     |                         |
|          |                           | expository, procedural                    |                         |
|          |                           | texts to learners.                        |                         |
|          |                           | Guide learners to select                  |                         |
|          |                           | books for readings                        |                         |
|          |                           |   |                         |
|          |                           |   |                         |
|          |                           |   |                         |

|  | Assessment: let learners  |  |
|--|---------------------------|--|
|  | read a variety of age and |  |
|  | level-appropriate books   |  |
|  | and summarise them        |  |
|  |                           |  |

| Week Ending                  |   |
|------------------------------|---|
| Class                        | Three   |
| Subject                      | MATHEMATICS   |
| Reference                    | Mathematics curriculum Page   |
| Learning Indicator(s)        | B3.2.1.1.1  |
| Performance Indicator        | Learners can demonstrate an understanding of increasing and decreasing patterns by extending the next two or three terms and identifying errors or missing elements |
| Strand                       | ALGEBRA   |
| Sub strand                   | Patterns and Relationship   |
| 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.

|         | T   |  |   |
|---------|---|--|---|
| DAYS    | PHASE 1: STARTER 10   | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION   |
|         | MINS  | (New Learning Including  | 10MINS  |
|         | (Preparing The Brain  | Assessment)  | (Learner And Teacher)   |
|         | For Learning)   |  |   |
| Monday  | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | Identify the pattern rule used to create more complex increasing or decreasing pattern and extend the pattern for the next 2 or 3 terms e.g.  - 3, 6, 9, 12, 15 the rule is "add 3 or take 3 steps forward or - 30, 27, 24, 21, 18 the rule is take 3 steps backwards or subtract 3) | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Tuesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.   | Create a pattern for a given pattern rule (e.g., create a pattern for the rule "add 10")   | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Wednesday | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair | Identify errors or missing elements in an increasing or decreasing pattern and justify the answer e.g 5, 10, 20, 25, 30 or - 45, 40, 35, 30,, 20 | Review the lesson with Learners  Assessment: have learners to practice with more examples |
|-----------|---|--|---|
| Thursday  | Sing songs like:  I'm counting one, what is one 1 - One is one alone,   | Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)                            | Review the lesson with Learners  Assessment: have learners to practice with more examples |
| Friday    | Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair                       | Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)                            | Review the lesson with Learners  Assessment: have learners to practice with more examples |

| Week End    | ing                           |                             |                          |
|-------------|-------------------------------|-----------------------------|--------------------------|
| Class       |                               | Three                       |                          |
| Subject     |                               | SCIENCE                     |                          |
| Reference   |                               | Science curriculum Page     |                          |
| Learning Ir | ndicator(s)                   | B3.4.1.2.2                  |                          |
| Performan   | ce Indicator                  | Learners can know the eve   | ryday uses of heat       |
| Strand      |                               | FORCES AND ENERGY           |                          |
| Sub strand  |                               | SOURCES AND FORMS OF E      | NERGY                    |
| Teaching/   | Learning Resources            | Pictures                    |                          |
| Core Comp   | petencies: Creativity and Ini | novation Communication an   | d Collaboration Personal |
| Developm    | ent and Leadership Critical   | Thinking and Problem Solvin | ıg.                      |
|             |                               |                             |                          |
| DAYS        | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION      |
|             | MINS                          | (New Learning Including     | 10MINS                   |
|             | (Preparing The Brain          | Assessment)                 | (Learner And Teacher)    |
|             | For Learning)                 |                             |                          |
| Monday      | Engage learners to sing       | Review previous lesson on   | What have we learnt      |
|             | songs and recite familiar     | heat energy and ask         | today?                   |
|             | rhymes                        | learners to cite everyday   |                          |
|             |                               | uses of heat energy in the  | Ask learners to          |
|             |                               | home. e.g. for ironing,     | summarize the importan   |
|             |                               | food preparation and        | points of the lesson     |
|             |                               | preservation, heating of    |                          |
|             |                               | water.                      |                          |
|             |                               | Through think-pair-         |                          |
|             |                               | share, ask learners to      |                          |
|             |                               | mention one application     |                          |
|             |                               | of the use of heat energy   |                          |
|             |                               | by the following            |                          |
|             |                               | professions, farmers,       |                          |
|             |                               | nurses, hair dressers,      |                          |
|             |                               | blacksmiths, tailors and    |                          |
|             |                               | seamstresses.               |                          |
|             |                               |                             |                          |
|             |                               | Assessment: let learners    |                          |
|             |                               |                             |                          |

| Thursday | Engage learners to sing songs and recite familiar rhymes | Ask learners to explain why farmers need heat.             | What have we learnt today?                                   |
|----------|--|--|--|
|          |  | Assessment: let learners mention the everyday uses of heat | Ask learners to summarize the important points of the lesson |

| Week Endi   | ng                        |  |                              |
|-------------|---------------------------|--|------------------------------|
| Class       |                           | Three  |                              |
| Subject     |                           | OUR WORLD OUR PEOPLE                                     |                              |
| Reference   |                           | Our World Our People cur                                 | riculum Page                 |
| Learning Ir | ndicator(s)               | B3.3.4.1. 2.   |                              |
| Performan   | ce Indicator              | Learners can identify mora                               | I lessons of the lives of th |
|             |                           | religious leaders  |                              |
| Strand      |                           | OUR BELIEFS AND VALUES                                   |                              |
| Sub strand  |                           | Being a Leader   |                              |
| Teaching/   | Learning Resources        | Pictures   |                              |
| -           |                           | novation Communication an<br>Thinking and Problem Solvin |                              |
| DAYS        | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS                                     | PHASE 3: REFLECTION          |
|             | MINS                      | (New Learning Including                                  | 10MINS                       |
|             | (Preparing The Brain      | Assessment)  | (Learner And Teacher)        |
|             | For Learning)             |  |                              |
| Tuesday     | Engage learners to sing   | Learners talk about how                                  | What have we learnt          |
|             | songs and recite familiar | they can apply the moral                                 | today?                       |
|             | rhymes                    | lessons they learnt from                                 |                              |
|             |                           | the lives of the religious                               | Ask learners to              |
|             |                           | leaders in their daily lives                             | summarize the main           |
|             |                           |  | points in the lesson         |
|             |                           | Assessment: let learners                                 |                              |
|             |                           | identify moral lessons of                                |                              |
|             |                           | the lives of the religious                               |                              |
|             |                           | leaders  |                              |
| Thursday    | Engage learners to sing   | Learners role play the                                   | What have we learnt          |
| •           | songs and recite familiar | moral lives of the religious                             | today?                       |
|             | rhymes                    | leaders.   |                              |
|             |                           |  | Ask learners to              |
|             |                           | Assessment: let learners                                 | summarize the main           |
|             |                           | identify moral lessons of                                | points in the lesson         |
|             |                           | lucitily illular lessons of                              | points in the resson         |
|             |                           | the lives of the religious                               | points in the lesson         |

| Week Ending                  |   |  |
|------------------------------|---|--|
| Class                        | Three   |  |
| Subject                      | HISTORY   |  |
| Reference                    | History curriculum Page                                 |  |
| Learning Indicator(s)        | B3.2.4.1.1  |  |
| Performance Indicator        | Learners can identify the forts and castles built along |  |
|                              | the coast of Ghana                                      |  |
| 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.

| DAYS     | PHASE 1: STARTER 10       | PHASE 2: MAIN 40MINS        | PHASE 3: REFLECTION   |
|----------|---------------------------|-----------------------------|-----------------------|
|          | MINS                      | (New Learning Including     | 10MINS                |
|          | (Preparing The Brain      | Assessment)                 | (Learner And Teacher) |
|          | For Learning)             |                             |                       |
| Tuesday  | Engage learners to sing   | Show and discuss a          | What have we learnt   |
|          | songs and recite familiar | documentary/ slides on      | today?                |
|          | rhymes                    | forts and castles in Ghana. |                       |
|          |                           |                             | Ask learners to       |
|          |                           |                             | summarize the main    |
|          |                           | Assessment: let learners    | points in the lesson  |
|          |                           | identify the forts and      |                       |
|          |                           | castles built along the     |                       |
|          |                           | coast of Ghana              |                       |
|          |                           |                             |                       |
| Thursday | Engage learners to sing   | Show and discuss a          | What have we learnt   |
|          | songs and recite familiar | documentary/ slides on      | today?                |
|          | rhymes                    | forts and castles in Ghana. |                       |
|          |                           |                             | Ask learners to       |
|          |                           |                             | summarize the main    |
|          |                           | Assessment: let learners    | points in the lesson  |
|          |                           | identify the forts and      |                       |
|          |                           | castles built along the     |                       |
|          |                           | coast of Ghana              |                       |
|          |                           |                             |                       |

| ing                           |  |  |
|-------------------------------|--|--|
| סייי                          | Throo  |  |
|                               |  |  |
|                               |  |  |
|                               |  |  |
| ndicator(s)                   | B3.3.2.3.1   |  |
| nce Indicator                 | Learners can perform conti   | nuous step ups.  |
|                               | PHYSICAL FITNESS   |  |
| d                             | STRENGTH,  |  |
| Learning Resources            | cones  |  |
| petencies: Creativity and Inr | novation Communication an  | d Collaboration Personal   |
| ent and Leadership Critical   | Thinking and Problem Solvin  | ıg.  |
|                               |  |  |
| PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS   | PHASE 3: REFLECTION  |
| MINS                          | (New Learning Including  | 10MINS   |
| (Preparing The Brain          | Assessment)  | (Learner And Teacher)  |
| For Learning)                 |  |  |
| Learners jog round a          | After warm ups learners  | What have we learnt  |
| demarcated area in files      | perform continuous step  | today?   |
| while singing and             | ups using stable platforms   |  |
| clapping to warm-up the       | like block, bag of sand,   | Use answers to   |
| body for maximal              | etc. to test muscular  | summarise the lesson.  |
| performance and to            | strength in the legs. Put  |  |
| prevent injuries              | learners in pairs to count   |  |
|                               | and record as the other  |  |
|                               | performs   |  |
|                               | Learning Resources petencies: Creativity and Inrent and Leadership Critical  PHASE 1: STARTER 10  MINS (Preparing The Brain For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to | Three PHYSICAL EDUCATION PE curriculum Page B3.3.2.3.1 Learners can perform conti PHYSICAL FITNESS STRENGTH, Learning Resources Petencies: Creativity and Innovation Communication an ent and Leadership Critical Thinking and Problem Solvin  PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries  Three PHYSICAL FITNESS STRENGTH, Cones PHASE 2: MAIN 40MINS (New Learning Including Assessment)  After warm ups learners perform continuous step ups using stable platforms like block, bag of sand, etc. to test muscular strength in the legs. Put learners in pairs to count |

| Week End     | ling                          |   |                              |
|--------------|-------------------------------|---|------------------------------|
| Class        |                               | Three   |                              |
| Subject      |                               | RELIGIOUS AND MORAL EDUCATION                         |                              |
| Reference    | <br>}                         | RME curriculum Page                                   |                              |
| Learning I   | Indicator(s)                  | B3.3.1.1.1  |                              |
|              | nce Indicator                 | Learners can describe the                             | youthful lives of the leader |
|              |                               | of the three major religions                          |                              |
| Strand       |                               | Religious Leaders                                     |                              |
| Sub stran    | d                             | The Youthful Life of the Lea                          | ders of the three Major      |
|              |                               | Religions   | •                            |
| Teaching/    | Learning Resources            | Pictures  |                              |
|              | petencies: Creativity and Inr |   | d Collaboration Personal     |
|              | nent and Leadership Critical  |   |                              |
|              |                               |   | <del>0</del> -               |
| DAYS         | PHASE 1: STARTER 10           | PHASE 2: MAIN 40MINS                                  | PHASE 3: REFLECTION          |
| <del>-</del> | MINS                          | (New Learning Including                               | 10MINS                       |
|              | (Preparing The Brain          | Assessment)   | (Learner And Teacher)        |
|              | For Learning)                 | ,               | (Louisson Final Foundary)    |
| Friday       | Engage learners to sing       | In groups, let learners talk                          | What have we learnt          |
| ,            | songs and recite familiar     | about the occupations of                              | today?                       |
|              | rhymes                        | the religious leaders.                                | ,                            |
|              | ,                             | - The Lord Jesus Christ as a                          | Ask learners to              |
|              |                               | carpenter,  | summarize the main           |
|              |                               | - The Holy Prophet                                    | points in the lesson         |
|              |                               | Muhammad (S.A.W) as a                                 | points in the lesson         |
|              |                               | businessman   |                              |
|              |                               | - A Traditional Religious                             |                              |
|              |                               | Leader, e. g. Egya Ahor as                            |                              |
|              |                               | a farmer.   |                              |
|              |                               | • In groups, let learners                             |                              |
|              |                               | write short paragraphs on                             |                              |
|              |                               |   |                              |
|              |                               | the occupational lives of                             |                              |
|              |                               | the religious leaders and                             |                              |
|              |                               | present to class for                                  |                              |
|              |                               | discussion.   |                              |
|              | Ī                             |   |                              |
|              |                               |   |                              |
|              |                               | Assessment: let learners                              |                              |
|              |                               | can describe the youthful                             |                              |
|              |                               | can describe the youthful lives of the leaders of the |                              |
|              |                               | can describe the youthful                             |                              |

| Week Endin   | g                            |                              |                            |
|--------------|------------------------------|------------------------------|----------------------------|
| Class        |                              | Three                        |                            |
| Subject      |                              | CREATIVE ARTS                |                            |
| Reference    |                              | Creative Arts curriculum     |                            |
| Learning Ind | licator(s)                   | B3 2.3.4.1                   |                            |
| Performance  | e Indicator                  | Learners can plan a dis      | play of own performing     |
|              |                              | artworks to share creative   | experiences based on ideas |
|              |                              | that reflect the history and | culture of people in other |
|              |                              | African communities          |                            |
| Strand       |                              | PERFORMING ARTS              |                            |
| Sub strand   |                              | Displaying and Sharing       |                            |
| Teaching/ Le | earning Resources            | Pictures                     |                            |
| Core Compe   | tencies: Creativity and Inn  | ovation Communication and    | d Collaboration Personal   |
| Developmen   | nt and Leadership Critical 1 | Thinking and Problem Solvin  | g.                         |
|              |                              |                              |                            |
| DAYS         | PHASE 1: STARTER 10          | PHASE 2: MAIN 40MINS         | PHASE 3: REFLECTION        |
|              | MINS                         | (New Learning Including      | 10MINS                     |
|              | (Preparing The Brain         | Assessment)                  | (Learner And Teacher)      |
|              | For Learning)                |                              |                            |
| Monday       | Engage learners to sing      | Learners are to:             | What have we learnt        |
|              | songs and recite familiar    | ② watch a short video or     | today?                     |
|              | rhymes                       | live performances that       |                            |
|              |                              | reflect the history and      | Ask learners to            |
|              |                              | culture of other African     | summarize the main         |
|              |                              | communities;                 | points in the lesson       |
|              |                              | ② discuss the need for       |                            |
|              |                              | performing compositions      |                            |
|              |                              | of own music, dance,         |                            |
|              |                              | drama, etc.;                 |                            |
|              |                              | A                            |                            |
|              |                              | Assessment: let learners     |                            |
|              |                              | mention the need for         |                            |
|              |                              | performing artworks          |                            |
| Wednesday    | Engage learners to sing      | Learners are to:             | What have we learnt        |
|              | songs and recite familiar    | plan a display of own        | today?                     |
|              | rhymes                       | music, dance and drama       |                            |
|              |                              | compositions to share        |                            |
|              |                              | ideas, educate and inform    |                            |

| the public on the history<br>and culture of people in<br>other parts of Africa. | Ask learners to summarize the main points in the lesson |
|---|---|
| Assessment: let learners display their own performing artworks                  |   |

| Learning Indicator (s) (Ref. No.) |                        | B3.6.2.1.1 Read short stories aloud correctly         |                        |  |  |   |  |
|-----------------------------------|------------------------|---|------------------------|--|--|---|--|
| Performance Indicators            |                        | The learner should read short stories aloud correctly |                        |  |  |   |  |
| Week Ending Reference Subject     |                        | Ghanaian Language curriculum  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    | PHASE 2: MAIN 40MINS                                  | PHASE 3: REFLECTION    |  |  |   |  |
|                                   | MINS                   | (New Learning Including                               | 10MINS                 |  |  |   |  |
|                                   | (Preparing The Brain   | Assessment)   | (Learner And Teacher)  |  |  |   |  |
|                                   | For Learning)          |   |                        |  |  |   |  |
|                                   | Engage leaners to sing | <ul> <li>Sing a popular song with</li> </ul>          | What have we learnt    |  |  |   |  |
|                                   | songs and recite       | learners.   | today?                 |  |  |   |  |
|                                   | familiar rhymes        | <ul> <li>Read a short story aloud</li> </ul>          |                        |  |  |   |  |
|                                   |                        | and correctly to learners.                            |                        |  |  |   |  |
|                                   |                        | <ul> <li>Discuss the story with</li> </ul>            | Review the lesson with |  |  |   |  |
|                                   |                        | learners and read the                                 | learners               |  |  |   |  |
|                                   |                        | story again.  |                        |  |  |   |  |
|                                   |                        | <ul> <li>Call them out one by</li> </ul>              |                        |  |  |   |  |
|                                   |                        | one to read short stories                             |                        |  |  |   |  |
|                                   |                        | aloud correctly.                                      |                        |  |  |   |  |
|                                   |                        | <ul> <li>Call learners to read a</li> </ul>           |                        |  |  |   |  |
|                                   |                        | sentence each from the                                |                        |  |  |   |  |
|                                   |                        | story.  |                        |  |  |   |  |
|                                   |                        | Assessment: let learners                              |                        |  |  |   |  |
|                                   |                        | read short stories aloud                              |                        |  |  |   |  |
|                                   |                        | correctly   |                        |  |  |   |  |
|                                   |                        | correctly   |                        |  |  |   |  |
|                                   | Engage leaners to sing | Sing a popular song with                              | What have we learnt    |  |  |   |  |
|                                   | songs and recite       | learners.   | today?                 |  |  |   |  |
|                                   | familiar rhymes        | • Read a short story aloud                            |                        |  |  |   |  |
|                                   |                        | and correctly to learners.                            |                        |  |  |   |  |
|                                   |                        | <ul> <li>Discuss the story with</li> </ul>            | Review the lesson with |  |  |   |  |
|                                   |                        | learners and read the                                 | learners               |  |  |   |  |
|                                   |                        | story again.  |                        |  |  |   |  |

|   |   | <ul> <li>Call them out one by one to read short stories aloud correctly.</li> <li>Call learners to read a sentence each from the story.</li> </ul>   |   |
|---|---|--|---|
|   |   | Assessment: let learners read short stories aloud correctly  |   |
| S | Engage leaners to sing songs and recite familiar rhymes | <ul> <li>Sing a popular song with learners.</li> <li>Read a short story aloud and correctly to learners.</li> <li>Discuss the story with learners and read the story again.</li> <li>Call them out one by one to read short stories aloud correctly.</li> <li>Call learners to read a sentence each from the story.</li> </ul> | What have we learnt today?  Review the lesson with learners |
|   |   | Assessment: let learners read short stories aloud correctly  |   |