

**THE GRANDMOTHER**

**TERM TWO**

**BASIC THREE**

**WEEK 1 - 12**

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Number Operations	B3.1.2.3.	B3.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Number Operations	B3.1.2.4. B3.1.2.4.	B3.1.2.4.3 B3.1.2.4.4	
3	Number	Number Operations	B3.1.2.5.	B3.1.2.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Number Operations	B3.1.2.5.	B3.1.2.5.2	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Number Operations	B3.1.2.6.1	B3.1.2.6.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Number Operations	B3.1.2.6.	B3.1.2.6.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Number 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 loose straws, Paper strips, Cut out cards

12	Algebra	Algebraic Expressions	B3.2.1.1.	B3.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
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Termly Scheme of Learning (SOL) for B3 Term 2 HISTORY OF GHANA

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

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

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Termly Scheme of Learning (SOL) for B3 Term 2 SCIENCE

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

Termly Scheme of Learning (SOL) for B3 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT 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 Conventions	Using Naming Words	B3.5.4.1.	B3.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
2	Oral Language	Talking About Oneself, Etc	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	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 Conventions	Using Naming Words	B3.5.4.1.	B3.5.4.1.1	
	Extensive 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, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.2	
	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 Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B3.1.6.2.	B3.1.6.2.1	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.2	
	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 Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
5	Oral Language	Listening Comprehension	B3.1.6.2.	B3.1.6.2.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.6.1.	B3.2.6.1.3	
	Writing	Writing As A Process	B3.4.9.2.	B3.4.9.2.1	
	Using Writing Conventions	Using Action Words/Verbs	B3.5.4.1.	B3.5.4.1.3	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
6	Oral Language	Listening Comprehension	B3.1.6.2.	B3.1.6.2.2	Word cards

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



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

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Termly Scheme of Learning (SOL) for B3 Term 2 PHYSICAL EDUCATION

<b>WEEKS</b>	<b>STRAND</b>	<b>SUBSTRAND</b>	<b>CONTENT STANDARD</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	Motor Skills and Movement Pattern	Manipulative skills	B3.1.2.1.	B3.1.2.1.10	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	Manipulative skills	B3.1.2.1.	B3.1.2.1.11	Drums, Speakers
3	Motor Skills and Movement Pattern	Rhythmic skills	B3.1.3.1.	B3.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	Rhythmic skills	B3.1.3.1.	B3.1.3.1.2	Drums, Speakers
5	Movement Concepts, Principles and Strategies	Space Awareness,	B3.2.1.2.	B3.2.1.2.1:	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Dynamics	B3.2.2.2.	B3.2.2.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Dynamics	B3.2.2.2.	B3.2.2.2.2	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Relations	B3.2.3.2.	B3.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Strategies	B3.2.5.2.	B3.2.5.2.1	Balls, Videos and Picture, Drums, Speakers
10	Movement Concepts, Principles and Strategies	Strategies	B3.2.5.2.	B3.2.5.2.2	Balls, Videos and Picture, Drums, Speakers
11	PHYSICAL FITNESS	Aerobic capacity	B3.3.1.3.	B3.3.1.3. 1	Balls, Videos and Picture, Drums, Speakers

12	PHYSICAL FITNESS	strength	B3.3.2.3.	B3.3.2.3.1:	Videos and Picture, Drums
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Termly Scheme of Learning (SOL) for B3 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT 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 and Composing (Visual Arts)	B3 1.2.2.	B3 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (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 Performing Arts	Appreciating and Appraising (Visual Arts)	B3 1.4.6. B3 2.4.6.	B3 1.4.6.1 B3 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B3 1.4.7. B3 2.4.7.	B3 1.4.7.1 B3 2.4.7.1	-do-
11	Performing Arts	Display and Sharing School-Based Project (Visual and Performing Arts)	B3 2.3.4.	B3 2.3.4.1	-do-

12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B3.1.4.7. B3.2.4.7.	B3.1.4.7.2 B3.2.4.7.1	-do-
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Termly Scheme of Learning (SOL) for B3 Term 2 RELIGIOUS AND MORAL EDUCATION

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

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

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

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



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

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Dramatisation and Role Play/ Conversation	B3.1.5.1.2 B3.1.6.1.1	B3.1.5.1. B3.1.6.1.	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Conversation/ Talking about Oneself, Family, People and Places	B3.1.6.1.3 B3.1.7.1.1 B3.1.7.1.2	B3.1.6.1 B3.1.7.1. B3.1.7.1.	
3.	Oral Language	Listening Comprehension/ Asking and Answering Questions	B3.1.8.1.1 B3.1.8.1.1 B3.1.9.1.1.	B3.1.8.1. B3.1.8.1. B3.1.9.1..	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics: Letter and Sound Knowledge	B3.2.4.2.1 B3.2.4.2.2	B3.2.4.2. B3.2.4.2.	Manila cards, markers, recorded audio-visual
5.	Reading	Phonics: Letter and Sound Knowledge	B3.2.4.2.3 B3.2.4.2.4	B3.2.4.2. B3.2.4.2.	Manila cards, markers, recorded audio-visual
6.	Reading	Phonics: Letter and Sound Knowledge / Vocabulary (Sight and Content Vocabulary)	B3.2.4.2.5 B3.2.5.1.1	B3.2.4.2. B3.2.5.1.	Manila Cards, Class reader

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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 Cards, 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, Manila card Markers Word cards Manila card Markers
9.	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of Action Words)	B3.5.3.1. B3.5.3.1.	B3.5.3.1.2 B3.5.3.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of Qualifying Words)	B3.5.4.1. B3.5.4.1. B3.5.4.1.	B3.5.4.1.1 B3.5.4.1.2 B3.5.4.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of Postpositions)	B3.5.5.1. B3.5.5.1.	B3.5.5.1.1 B3.5.5.1.2	Reading materials
12.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B3.6.2.1.	B3.6.2.1.1	Manila Cards, Markers

**TERM TWO  
BASIC THREE  
WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.2.6.1.1 B3.4.8.1.1 B3.5.4.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences</p> <p>B. Learners can develop two coherent paragraphs on one idea or concept using leading questions</p> <p>C. Learners can identify the present continuous form of action words in spoken and written communication</p> <p>D. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Provide learners with texts containing level-appropriate sight words.</p> <ul style="list-style-type: none"> <li>Put them into groups to identify, read and use sight words in meaningful sentences</li> </ul> <p>Assessment:: Let learners read and use sight words in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

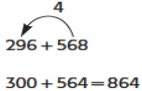
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners brainstorm to choose a topic, e. g. My Home</p> <ul style="list-style-type: none"> <li>• Write the topic on the board.</li> <li>• Ask questions for learners to generate ideas on the topic</li> <li>• Discuss the questions with learners for them to answer appropriately</li> </ul> <p>e.g. My home</p> <ol style="list-style-type: none"> <li>i. Where do you live?</li> <li>ii. How many of you live there?</li> <li>iii. What kind of buildings are there?</li> </ol> <p>Assessment: Let learners answer the questions :</p> <ol style="list-style-type: none"> <li>i. Where do you live?</li> <li>ii. How many of you live there?</li> <li>iii. What kind of buildings are there?</li> </ol>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting.</p> <p>Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.</p> <p>Assessment: let learners underline the continuous</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		form of the action words in five different sentences	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.3.		
<b>Performance Indicator</b>	Learners can Use strategies to mentally add and subtract whole numbers within 100		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Look for doubles, and then changing the subtraction question into an addition and solving it (e.g. for <math>24 - 12</math>, think <math>12 + 12 = 24</math> so <math>24 - 12</math> is <math>12</math>)</p> <p>E.g. 2 Make doubles when the two numbers that are close together or close to doubles by:</p> <ul style="list-style-type: none"> <li>- Decomposing the second number to make doubles (e.g. when subtracting <math>48 - 25</math>, think <math>48 - 24 - 1</math>) or</li> <li>- 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 <math>48 - 23</math> think <math>48 - 24 = 24</math>. Then add 1 to 24 to get 25,</li> </ul>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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		which i E.g. 3 is the answer)	
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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 <math>326 + 232</math>, start with <math>326</math>, add <math>100</math> two times to get <math>526</math> (<math>326 + 100 + 100</math>), then add on <math>10</math> three times to get <math>556</math> (<math>526 + 10 + 10 + 10</math>) and then add on <math>2</math> to get <math>558</math>. The answer is <math>558</math>.</p> <p>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 <math>296 + 568</math>, move 4 from 568 to 296 to make 300</p>  <p style="text-align: center;"><math>296 + 568</math> <math>300 + 564 = 864</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p><b>Compensation strategy</b> – 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 <math>126 + 39</math>, add 1 to 39 to create the expression <math>126 + 40</math>, which gives 166, then subtract from the answer the 1 that was</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>



		<p><i>added; <math>166 - 1 = 165</math>, so the answer is 165)</i></p> <p><b>E.g. 5. Decomposing or splitting the second number</b> into partial subtractions that are easier to subtract (<i>e.g. when subtracting <math>127 - 38</math>, decompose 38 and subtract in friendlier jumps - <math>127 - 20 - 10 - 8</math> or see examples in text boxes)</i>)</p> <p><b>E.g. 6. Starting at the second number and counting up in friendly jumps</b> (<i>e.g., when subtracting <math>127 - 18</math>, start at 18 and count up by 100 to get 118, then count up 9 to get 127...so the answer is 109)</i>)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 856 - 325 \\ \begin{array}{l} \swarrow \quad \searrow \\ 300 \quad 20 \quad 5 \end{array} \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{l} 856 - 300 = 556 \\ 556 - 20 = 536 \\ 536 - 5 = 531 \end{array}</math> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 843 - 254 \\ \begin{array}{l} \swarrow \quad \searrow \\ 243 \quad 11 \end{array} \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{l} 843 - 243 = 600 \text{ (11 left to subtract)} \\ 600 - 11 = 589 \end{array}</math> </div> </div>	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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 <math>547 - 296</math>, subtract <math>547 - 300 = 247</math>, then add 4 to the answer to get 251)</p> <p>Constant difference – Adding (or subtracting the same amount from each number to make one</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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		number "friendlier", knowing that it does not change the answer (e.g., instead of $158 - 47$ , do $161 - 50$ which is 111	
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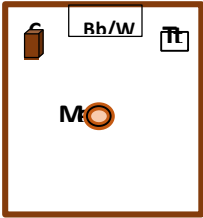
<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.4.1		
<b>Performance Indicator</b>	Learners can Identify things that make water impure		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	Provide learners with cut-out pictures showing how water is polluted. This should include leakages, flooding during rainy season which carries 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	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>Take learners on a trip to observe littered parts of the community to identify things that make water impure.</p> <ul style="list-style-type: none"><li>• Ask learners what will happen if they drink impure water</li></ul> <p>Assessment: Let learners identify things that make water impure</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.3.1. 1.		
<b>Performance Indicator</b>	Learners can Sketch the shape of the classroom and indicate the position of the teacher's desk		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners sketch the shape of the classroom. Through questions and answers, guide learners to indicate where they sit in the classroom, on their 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 of the teacher's desk	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners label their objects with abbreviations as in the list of objects</p>  <p>Learners describe the shape of the cupboard.</p> <p>Assessment: Let learners sketch the shape of the classroom, indicate the position of the following:</p> <ul style="list-style-type: none"> <li>i) Chalk/White board (Bb/Wb)</li> <li>ii) Cupboard</li> <li>iii) Teacher's table (Tt)</li> </ul> <p>and label their objects with abbreviations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.2		
<b>Performance Indicator</b>	Learners can Name some of the items exchanged among the various groups		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery and cloth and iron utensils</p> <p>Assessment: : Let learners Name some of the items exchanged among the various groups</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery and cloth and iron utensils  Assessment: : Let learners name some of the items exchanged among the various groups	What have we learnt today?  Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.1.10		
<b>Performance Indicator</b>	Learners can Hand-dribble a ball continuously while moving around obstacles.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	MANIPULATIVE SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm ups learners move from stationary position with balls, bounce and continue bouncing while moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool down activities	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.1.1:		
<b>Performance Indicator</b>	Learners can Name the sacred scriptures of the three major religions.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to mention the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc.</p> <ul style="list-style-type: none"> <li>• Let learners in groups, talk about the Holy Scriptures and which religion each belongs to.</li> <li>• Guide learners to recite simple texts from the scriptures: Al-Fātihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion).</li> </ul> <p>Assessment : Let learners Name the sacred scriptures of the three major religions.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.1.1.2		
<b>Performance Indicator</b>	Generate ideas from visual artworks produced or found in other African communities for making own visual artworks that reflect people in those areas in Africa		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ study the artworks produced or found in other countries in Africa (e.g. masks, sculptures, pottery, fabric, beads, paintings);</li> <li>☐ examine the materials and tools for the production of the artworks under study and how they are acquired;</li> </ul> Learners are to: identify own ideas and concepts based on artistic decisions to make own 2-Dimensional artworks (e.g. drawing, collage,	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>montage, painting, printmaking, lettering, pattern-making, collage, montage, letter collé);</p> <p>☐ identify 3-Dimensional artworks(modelling, casting, carving, sewing, stitching, weaving, knotting, construction, assemblage, quilling)</p> <p>Assessment: : Let learners generate ideas from visual artworks found in other African communities</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	B3.1.5.1.2 State opinion and feelings on events and characters in stories. B3.1.6.1.1 Discuss and demonstrate non-verbal forms of greeting		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should state opinion and feelings on events and characters in stories.</li> <li>The learner should discuss and demonstrate non-verbal forms of greeting</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners sing a popular song they know.</li> <li>Tell or read an interesting story to learners.</li> <li>Help the learners to state their opinions and feelings on events and characters in the story</li> </ul> <p>Assessment: let learners state opinion and feelings on events and characters in stories.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise greetings with learners.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Demonstrate some non-verbal forms of greetings for learners to see.</li> <li>• Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head.</li> <li>• Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs</li> </ul> <p>Assessment: let learners demonstrate non-verbal forms of greeting</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise greetings with learners.</li> <li>• Demonstrate some non-verbal forms of greetings for learners to see.</li> <li>• Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head.</li> <li>• Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs</li> </ul> <p>Assessment: let learners demonstrate non-verbal forms of greeting</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC THREE**  
**WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.1.3      B3.2.6.1.1      B3.4.8.1.1      B3.5.4.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can talk about important places in their communities</p> <p>B. Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences</p> <p>C. Learners can develop two coherent paragraphs on one idea or concept using leading questions</p> <p>D. Learners can identify the present continuous form of action words in spoken and written communication</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Show pictures of important places in their communities such as the market, the fire service station etc.</p> <ul style="list-style-type: none"> <li>• Let learner’s think-pair-share their views and</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



		<p>opinions about the pictures.</p> <ul style="list-style-type: none"> <li>• Put learners into groups according to the number of pictures.</li> <li>• Have each group talk about the activities that go on in these places and their importance to the community and the nation.</li> </ul> <p>Assessment: let learners talk about important places in their communities</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Provide learners with texts containing level-appropriate sight words.</p> <ul style="list-style-type: none"> <li>• Put them into groups to identify, read and use sight words in meaningful sentences</li> </ul> <p>Assessment: let learners use read level-appropriate sight words to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Have learners brainstorm to choose a topic, e. g. My Home</p> <ul style="list-style-type: none"> <li>• Write the topic on the board.</li> <li>• Ask questions for learners to generate ideas on the topic</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Discuss the questions with learners for them to answer appropriately</li> </ul> <p>e.g. My home</p> <ol style="list-style-type: none"> <li>Where do you live?</li> <li>How many of you live there?</li> <li>What kind of buildings are there?</li> </ol> <p>Assessment: let learners develop two coherent paragraphs on one idea using leading questions</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>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.</p> <p>Assessment: let learners identify the present continuous form of action words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"><li>• Introduce narratives, expository, procedural texts to learners.</li><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.4.3 B3.1.2.4.4		
<b>Performance Indicator</b>	<p>Learners can develop and explain estimation strategies to estimate the solution for a given word problem involving addition or subtraction sums up to 1000.</p> <p>Learners can show an understanding of the property of commutativity</p>		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>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</p>	<p>To estimate the sum of <math>430 + 561</math>, use <math>400 + 500</math>. 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.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>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</p>	<p>To estimate the sum of <math>430 + 561</math>, use <math>400 + 500</math>. 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.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To estimate the sum of <math>430 + 561</math>, use <math>400 + 500</math>. 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.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Give addition problems and have learners interchange the position of the addends and solve. for example <math>236 + 453 =</math> and <math>453 + 236 =</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Give addition problems and have learners interchange the position of the addends and solve. for example <math>236 + 453 =</math> and <math>453 + 236 =</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners answer the following questions:            What is air?            Where does air come from?            Can you see and touch air?            What shows that there is air present in this classroom?</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Assessment: let learners describe the properties of air</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners demonstrate in their how to make more air enter their classrooms in groups.</p> <ul style="list-style-type: none"> <li>• Let each group present their findings.</li> </ul> <p>Assessment: let learners demonstrate in their own way how to make more air enter their classrooms</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.3.1. 2.		
<b>Performance Indicator</b>	Learners can mention reasons why records should be taken regularly, as a responsible citizen		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through think-pair-share, learners talk about the need to take records regularly, e.g. for future use, for accuracy  Assessment: let learners mention reasons why records should be taken regularly	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	Through think-pair-share, learners talk about the need to take records regularly, e.g. for future use, for accuracy  Assessment: let learners mention reasons why records should be taken regularly	What have we learnt today?  Ask learners to summarize the main points in the lesson



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.2		
<b>Performance Indicator</b>	Learners can name some of the items exchanged among the various groups		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt  Assessment: let learners match items with the areas where the items were obtained	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt  Assessment: let learners match items with the areas where the items were obtained	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the sacred scriptures of the three major religions.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to recite simple texts from the scriptures: Al-Fātihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion). • Let learners write simple texts from the sacred scriptures.  Assessment: let learners write simple texts from the sacred scriptures.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 2.1.1.2		
<b>Performance Indicator</b>	Generate ideas from performing artworks produced or performed in other African communities for creating own artworks that reflect people in those areas in Africa		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ study the music, dance and drama produced or performed in other countries in Africa and the rest of the world (Dances: 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)</li> <li>examine the resources, elements, instruments available for composing and performing the arts under study and how they are acquired;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

WEEKLY LESSON PLAN FOR B3 GHANAIAI LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>		B3.1.6.1.3 Say why we have non-verbal greetings. B3.1.7.1.1 Describe one’s self using personal pronouns. B3.1.7.1.2 Describe the family using the appropriate pronouns	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should say why we have non-verbal greetings.</li> <li>• The learner should describe one’s self using personal pronouns.</li> <li>• The learner should describe the family using the appropriate pronouns</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Discuss with learners why we use non-verbal forms to greet.  Assessment: let learners explain why we have non-verbal greetings.	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Write some words on the board and lead learners to say the words.</li> <li>• Let learners form sentences with the words.</li> <li>• Introduce pronoun to learners.</li> <li>• Let learners describe themselves using personal pronouns. E.g. I, me, mine.</li> </ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners describe one's self using personal pronouns.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use pronouns to talk about a family.</li> <li>• Let learners describe their families using the appropriate pronouns</li> </ul> <p>Assessment: let learners describe the family using the appropriate pronouns</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC THREE**  
**WEEK THREE**



WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.1.4 B3.2.6.1.2. B3.4.9.1.1 B3.5.4.1.2 B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can Use a wider variety of words to talk about different customs and cultural values</p> <p>B. Learners can Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>C. Learners can Select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p> <p>D. Learners can Use the present continuous form of verbs to describe actions taking place at the time of speaking</p> <p>E. Learners can Read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Using conversational posters on different customs and cultural practices,	What have we learnt today?  Ask learners to summarize the main points in the lesson



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		<p>let learner's think-pair-share, looking at the various illustrations on the poster.</p> <ul style="list-style-type: none"> <li>• Have them use expressions learnt and other new ones to talk about the customs and cultural practices.</li> <li>• Let learners, in groups, role-play the customs and cultural practices on the poster.</li> </ul> <p>Assessment: let learners use a wider variety of words to talk about different customs and cultural values</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b> Guide learners to Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>Assessment: let learners use knowledge of prefixes and suffixes to interpret unfamiliar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b> Take learners through the writing process: Pre-writing stage</p> <ul style="list-style-type: none"> <li>• Consider composition writing as a process. That is, it should be done in stages.</li> <li>• Take learners through stages such as preparation, writing, editing and publishing.</li> <li>• Assist learners to prepare for writing by discussing the topic to write on, e.g. My School.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



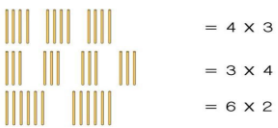
		<ul style="list-style-type: none"> <li>• In groups, let learners discuss their ideas. <ul style="list-style-type: none"> <li>• Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.</li> </ul> </li> </ul> <p>Assessment: let learners organise points for writing on the topic “myself”</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is singing. They are jumping.</p> <ul style="list-style-type: none"> <li>• Present action pictures for learners to write simple sentences about the actions taking place</li> </ul> <p>Assessment: let learners look at action pictures and write simple sentences about the actions taking place</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.5.1		
<b>Performance Indicator</b>	Learners can Represent and explain multiplication using equal groupings		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p style="text-align: right;">= 4 × 3 = 3 × 4 = 6 × 2</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p style="text-align: right;">= 4 × 3 = 3 × 4 = 6 × 2</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.2. 2.1.2		
<b>Performance Indicator</b>	Learners can observe the germination of maize and bean seeds		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate/sprout in water without soil.</p> <ul style="list-style-type: none"> <li>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</li> <li>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.</li> <li>Guide learners to pour a little water to soak the</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<p>cotton wool. The setup is left to stand for one week while keeping the cotton wool always wet.</p> <p>Assessment: let learners describe the germination of maize and bean seeds</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to prepare container B using the same method but with a dry cotton wool.</p> <ul style="list-style-type: none"> <li>• Learners observe the set-up critically and record whatever they see.</li> <li>• Challenge learners with the question: What made the seeds germinate in set-up A?</li> </ul> <p>Assessment: let learners explain what made the seeds germinate in set-up A.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>



Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B3.2.3.2.1		
Performance 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 Marks		
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	Learners to explore the school compound through a study tour and do the following: i. Identify the position of buildings in relation to one another. ii. Draw the outline of the classroom on the manila cards  Assessment: let learners make a sketch of the school compound	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 Draw the outline of the classroom on the chalk/white board. Call learners to come up to mark out their sitting positions on the outline  Assessment: let learners	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		make a sketch of the school compound and show locations of some landmarks	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.2		
<b>Performance Indicator</b>	Learners can name some of the items exchanged among the various groups		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Explain the medium of exchange  Assessment: let learners name some of the items exchanged among the various groups	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	Explain the medium of exchange  Assessment: let learners name some of the items exchanged among the various groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.3.1.1		
<b>Performance Indicator</b>	Learners can Clap, sing and dance to a rhythm		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	Cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners clap, sing and dance to a rhythm. Emphasise on coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3 2.1.1.2:		
<b>Performance Indicator</b>	Learners can give reasons for studying the sacred scriptures of the three major religions among their followers		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners talk about the religion they belong to. <ul style="list-style-type: none"> <li>• Let learners mention the scriptures their religion uses.</li> <li>• Discuss the importance of studying the sacred scriptures: <ul style="list-style-type: none"> <li>- they lead us to God,</li> <li>- they help us to know the Truthfulness about God and the world,</li> <li>- they help us to lead good moral lives,</li> <li>- they give us messages from God, etc.</li> </ul> </li> </ul> <p>Assessment: let learners give reasons for studying the sacred scriptures of</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		the three major religions among their followers	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.2.2.2		
<b>Performance Indicator</b>	Learners can plan to create 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		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ experiment with available tools, materials, resources and techniques based on an assigned task to determine their nature and suitability for designing and making visual artworks;</li> <li>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;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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



<b>Learning Indicator (s) (Ref. No.)</b>	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 questions on, ‘who’, ‘‘what’’, ‘‘where’’ and’’ when’’		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should recount what the story is about and answer simple</li> <li>• The learner should explain the meaning of key words and give simple summary of a short text.</li> <li>• The learner should answer questions on, ‘who’, ‘‘what’’, ‘‘where’’ and’’ when’’</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Lead learners to sing a song.</li> <li>• Tell/show an interesting story.</li> <li>• Discuss the story with learners.</li> <li>• Lead learners to discuss what the story is about.</li> </ul> <p>Assessment Ask questions based on the story for learners to answer</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Lead learners to sing a song.</li> <li>• Read a story.</li> <li>• Let learners read the story as a group and in turns.</li> <li>• Write the key words in the story on the board.</li> <li>• Use keywords from the story in different contexts.</li> <li>• Let learners also use the key words to form sentences.</li> <li>• Allow learners to give contextual meaning of some key words.</li> <li>• Give a summary of the text read.</li> <li>• Let learners read the text again.</li> <li>• Group learners and encourage them to write a simple summary of the short text.</li> </ul> <p>Assessment: let learners write a simple summary of the short text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Write the question words on flashcards.</li> <li>• Lead learners to read the question words.</li> <li>• Use the question words to form questions and lead learners to read.</li> <li>• Use the flashcards to assist learners to recognise when to use question words. “what”, “who”, “where”, “when”.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"><li>• Let learners form their own questions using the question words discussed.</li></ul> <p>Assessment: let learners answer questions on, 'who', 'what', 'where' and 'when'</p>	
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**TERM TWO  
BASIC THREE  
WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.2.1. B3.2.6.1.2. B3.4.9.1.1 B3.5.4.1.2 B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate turn-taking in conversation in different topics</p> <p>B. Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>C. Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p> <p>D. Learners can use the present continuous form of verbs to describe actions taking place at the time of speaking</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 discussion.eg. Sanitation, Bush fires,	What have we learnt today?  Ask learners to summarize the main points in the lesson

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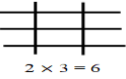
		<ul style="list-style-type: none"> <li>• Let learners give scenarios from the identified topics.</li> <li>• Let learners demonstrate taking turns in conversations.</li> <li>• Guide appropriate language use in conversation</li> </ul> <p>Assessment: let learners demonstrate turn-taking in conversation in different topics</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>Assessment: let learners use knowledge of prefixes and suffixes to interpret unfamiliar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Take learners through the writing process: Pre-writing stage</p> <ul style="list-style-type: none"> <li>• Consider composition writing as a process. That is, it should be done in stages.</li> <li>• Take learners through stages such as preparation, writing, editing and publishing.</li> <li>• Assist learners to prepare for writing by discussing the topic to write on, e.g. My School. <ul style="list-style-type: none"> <li>• In groups, let learners discuss their ideas.</li> <li>• Use learner strategies such as brainstorming to help learners generate</li> </ul> </li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>ideas appropriate to the topic.</p> <p>Assessment: let learners select a topic on familiar themes (e.g. Myself) and write ideas for the topic</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is singing. They are jumping.</p> <ul style="list-style-type: none"> <li>• Present action pictures for learners to write simple sentences about the actions taking place</li> </ul> <p>Assessment: let learners use the present continuous form of verbs to describe actions taking place at the time of speaking</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

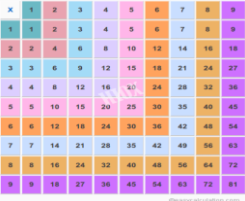
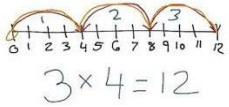

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		level-appropriate books and summarise them	
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Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.1.2.5.2		
Performance Indicator	Learners can Represent and explain multiplication using rectangular arrays		
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To find <math>2 \times 3 = ?</math></p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections.</p>  <p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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		number of intersections as the product																																					
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Develop and build the multiplication chart (up to 9 x 9) and have learners practice reading the chart</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																				
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Learners should also be encouraged to model multiplication on the number line</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																				
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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).</p>  <table border="1" data-bbox="641 1575 917 1711"> <caption>3-in-a-line products</caption> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td></tr> <tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td></tr> <tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td></tr> <tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td></tr> <tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td></tr> </tbody> </table> <p style="text-align: center;">Game Board</p>	1	2	3	4	5	6	2	4	6	8	10	12	3	6	9	12	15	18	4	8	12	16	20	24	5	10	15	20	25	30	6	12	18	24	30	36	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
1	2	3	4	5	6																																		
2	4	6	8	10	12																																		
3	6	9	12	15	18																																		
4	8	12	16	20	24																																		
5	10	15	20	25	30																																		
6	12	18	24	30	36																																		
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners find doubles of given numbers and skip count in 3, 4, and 5.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																				

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can explain that the external parts of the human body work interdependently to perform a function		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Engage pupils in songs on the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes. <ul style="list-style-type: none"> <li>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?</li> <li>Learners engage in playing football and explain how the various</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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

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

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		<p>switch off light in public place if not in use, shut open tap if not in use, etc.</p> <p>Assessment: let learners dramatize how they will protect their environment and the facilities in their community</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.2		
<b>Performance Indicator</b>	Learners can trace the origin of the name 'cedi'		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Trace the origin of the name 'cedi'.  Assessment: let learners trace the origin of the name 'cedi'	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	Trace the origin of the name 'cedi'.  Assessment: let learners trace the origin of the name 'cedi'	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.3.1.2		
<b>Performance Indicator</b>	Learners can roll forward from standing position many time to a distance in a round form.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck in the chin to touch the chest. From this position, push with the 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 progress at their own pace.	What have we learnt today?  Use answers to summarise the lesson.



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3 2.1.1.2:		
<b>Performance Indicator</b>	Learners can give reasons for studying the sacred scriptures of the three major religions among their followers		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners recite texts from the scriptures. <ul style="list-style-type: none"> <li>• Guide learners to talk about the moral lessons from the scriptures.</li> </ul> <p>Assessment: let learners give reasons for studying the sacred scriptures of the three major religions among their followers</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 2.2.2.2		
<b>Performance Indicator</b>	Learners can plan to create own artworks that represent performing arts in other communities in Africa, by experimenting with available instruments, resources and techniques for producing performing artworks that reflect the natural and manmade environments in those areas in Africa		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<input type="checkbox"/> experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; <input type="checkbox"/> 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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<b>Learning Indicator (s) (Ref. No.)</b>		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	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should listen and say words with identical sounds from poems</li> <li>The learner should read poems and recognise rhyming words</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners explore a rhyme they know.</li> <li>Read poems to learners.</li> <li>Ask learners to listen attentively and pick words with identical sounds.</li> <li>Let learners say the words with identical sounds from the poem.</li> <li>Let learners use the words to form their own sentences.</li> </ul> <p>Assessment: let learners say words with identical sounds from poems</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners explore a rhyme they know.</li> <li>Read or play a poem to learners.</li> <li>Lead learners through discussions to recognise</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>the rhyming words in the poem.</p> <ul style="list-style-type: none"> <li>• Ask learners to explore the poem and recognise rhyming words from the poem.</li> </ul> <p>Assessment: let learners read poems and recognise rhyming words</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners explore a rhyme they know.</li> <li>• Read or play a poem to learners.</li> <li>• Lead learners through discussions to recognise the rhyming words in the poem.</li> <li>• Ask learners to explore the poem and recognise rhyming words from the poem.</li> </ul> <p>Assessment: let learners read poems and recognise rhyming words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC THREE  
WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.6.2.1. B3.2.6.1.3 B3.4.9.2.1 B3.5.4.1.3 B3.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can demonstrate turn-taking in conversation in different topics</p> <p>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)</p> <p>C. Learners can write ideas on a topic in simple sentences</p> <p>D. Learners can use simple past and the past continuous forms of verbs to express past actions</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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?

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		<p>discussion.eg, Flooding, Pollution.</p> <ul style="list-style-type: none"> <li>• Let learners give scenarios from the identified topics.</li> <li>• Let learners demonstrate taking turns in conversations.</li> <li>• Guide appropriate language use in conversation</li> </ul> <p>Assessment: let learners demonstrate turn-taking in conversation in different topics</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise learners RPK by asking them to use some sight words learnt in earlier lessons.</p> <ul style="list-style-type: none"> <li>• Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words.</li> <li>• You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words.</li> </ul> <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



		words ( prepositions, articles) to form sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners write their first draft in groups.</p> <ul style="list-style-type: none"> <li>• Let learners write their ideas as they appear, without taking particular note of corrections or editing.</li> <li>• Let learners add on new ideas that occur to them as they write</li> </ul> <p>Assessment: let learners write ideas on a topic in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Revise the use of the present simple and present continuous tenses.</p> <ul style="list-style-type: none"> <li>• Introduce the new form, one at a time, using examples and situations.</li> <li>• Provide examples for practice through drills and creation of situations.</li> </ul> <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"><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><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.6.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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

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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.2.1.1		
<b>Performance Indicator</b>	Learners can know the sun, earth and moon as parts of the solar system		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE SOLAR SYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Show learners pictures, charts or drawings of parts of the solar system containing the sun, earth and moon. <ul style="list-style-type: none"> <li>Engage learners in a recital of the poem "I see the moon, and the moon sees me".</li> <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 moon moves around the earth.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1.		
<b>Performance Indicator</b>	Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention and talk about why they study the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, 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	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 recite simple texts from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales,	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>parables, etc. (Traditional Religion).</p> <p>Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.3		
<b>Performance Indicator</b>	Learners can describe the conflicts and alliances that existed among the ethnic groups in Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Trace the origin of the name 'cedi'.  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.  Assessment: let learners describe the conflicts and	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		alliances that existed among the ethnic groups in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Assessment: let learners describe the conflicts and alliances that existed among the ethnic groups in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.2.1:		
<b>Performance Indicator</b>	Learners can identify general space.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify general space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.1		
<b>Performance Indicator</b>	Learners can describe how various festivals are celebrated		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention religious festivals they have witnessed or heard about: - Islam-Eid-ul-Fitr, Eid-ul-Adha, etc. - Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day, etc. - Traditional-Aboakyer, Hogbetsotso, Adae, FetuAfahyE, Feok, etc. • Let learners, in groups, describe how various festivals are celebrated.  Assessment: let learners describe how various festivals are celebrated	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.2.3.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	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  Assessment: let learners create own functional visual artworks	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	Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own	What have we learnt today?

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		<p>view about visual artworks that reflect the natural and manmade environments in other African communities</p> <p>Assessment: let learners create own functional visual artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.4.2.3 Read two-syllable words. B3.2.4.2.4 Read three-syllable words and segment them into syllables	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should read two-syllable words.</li> <li>The learner should read three-syllable words and segment them into syllables</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners say the letters of the alphabet.</li> <li>Form one-syllable words and lead learners to say the words.</li> <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> </ul> <p>Assessment: Assist learners to read two syllable words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners say the letters of the alphabet.</li> <li>Form one-syllable words and lead learners to say the words.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> <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> <p>Assessment: let learners read three-syllable words and segment them into syllables</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Form one-syllable words and lead learners to say the words.</li> <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> <p>Assessment: let learners read three-syllable words and segment them into syllables</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



**TERM TWO  
BASIC THREE  
WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC THREE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B3.1.6.2.2. B3.2.6.1.3 B3.4.9.2.1 B3.5.4.1.3 B3.6.1.1.1
<b>Performance Indicator</b>	<p>A. Learners can ask and answer questions for clarification about what other people say</p> <p>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)</p> <p>C. Learners can write ideas on a topic in simple sentences</p> <p>D. Learners can use simple past and the past continuous forms of verbs to express past actions</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Revise topics previously discussed, e.g. Climate Change.</p> <ul style="list-style-type: none"> <li>• Ask questions on the topic discussed.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Let learners answer questions based on the topic discussed.</li> <li>• Guide and encourage learners to ask and answer questions for clarification on what other learners say.</li> </ul> <p>Assessment: let learners ask and answer questions for clarification about what other people say</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Revise learners RPK by asking them to use some sight words learnt in earlier lessons.</p> <ul style="list-style-type: none"> <li>• Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words.</li> <li>• You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words.</li> </ul> <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners write their first draft in groups.</p> <ul style="list-style-type: none"> <li>• Let learners write their ideas as they appear, without taking particular note of corrections or editing.</li> <li>• Let learners add on new ideas that occur to them as they write</li> </ul> <p>Assessment: let learners write ideas on a topic in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Revise the use of the present simple and present continuous tenses.</p> <ul style="list-style-type: none"> <li>• Introduce the new form, one at a time, using examples and situations.</li> <li>• Provide examples for practice through drills and creation of situations.</li> </ul> <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>books for learners to make a choice from.</p> <ul style="list-style-type: none"><li>• Introduce narratives, expository, procedural texts to learners.</li><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.1.2.6.2		
Performance Indicator	Learners can use concrete and pictorial representations to explain division as repeated subtraction or determining the number of times given equal groups can be obtained in (i.e. goes into or can be subtracted from) a given number		
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. <b>Critical Thinking and Problem Solving.</b>			
DAYS	PHASE 1: STARTER <b>10 MINS</b> (Preparing The Brain For Learning)	PHASE 2: MAIN <b>40MINS</b> (New Learning Including Assessment)	PHASE 3: REFLECTION <b>10MINS</b> (Learner And Teacher)
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	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
Tuesday	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
Wednesday	Sing songs like:  I'm counting one, what is one	Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and	Review the lesson with Learners

	<p><b>1 - One is one alone, alone it shall be.</b></p>	<p><b>then have learners count the number of equal groups formed.</b></p>	<p><b>Assessment: have learners to practice with more examples</b></p>
<p><b>Thursday</b></p>	<p><b>Sing songs like:</b></p> <p><b>I'm counting one, what is one</b></p> <p><b>1 - One is one alone, alone it shall be.</b></p>	<p><b>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.</b></p>	<p><b>Review the lesson with Learners</b></p> <p><b>Assessment: have learners to practice with more examples</b></p>
<p><b>Friday</b></p>	<p><b>Sing songs like:</b></p> <p><b>I'm counting one, what is one</b></p> <p><b>1 - One is one alone, alone it shall be.</b></p> <p><b>2 - Two pair, two pair</b></p>	<p><b>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.</b></p>	<p><b>Review the lesson with Learners</b></p> <p><b>Assessment: have learners to practice with more examples</b></p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.3.1.1		
<b>Performance Indicator</b>	Learners can identify organisms in a habitat and describe why they live in a particular place		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Show pictures, videos and drawings of organisms in their various homes (habitats). <ul style="list-style-type: none"> <li>• Take learners on a field trip (or a tour of the school environment) to study about some ecosystems, e. g. <ol style="list-style-type: none"> <li>(1) Birds and insects on a tree</li> <li>(2) Frogs and fish in a pond/stream</li> <li>(3) Grasshoppers, insects on a grass field</li> <li>(4) Different plant on a farm.</li> </ol> </li> </ul> <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson



Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Assist learners to identify some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them.</p> <ul style="list-style-type: none"> <li>• Guide learners to discuss the following:           <ol style="list-style-type: none"> <li>(1) is a frog a fish?</li> <li>(2) Why can't a fish live on land?</li> </ol> </li> </ul> <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1.		
<b>Performance Indicator</b>	Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	What is the difference between a fort and castle? Where can we locate the forts and castles? Who built them? When were they built? Why were they 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	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	Explain the differences between forts and castles	What have we learnt today?

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		Assessment: let learners explain the differences between forts and castles	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.2.1:		
<b>Performance Indicator</b>	Learners can compare and contrast locomotor movements conducted to even and uneven beats.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	DYNAMICS,		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify locomotor movements conducted to: i. Even beats; jumping, jogging, hopping, dancing etc; ii. Uneven beats; running, dancing, sliding, galloping, trotting, etc.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.1		
<b>Performance Indicator</b>	Learners can describe how various festivals are celebrated		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise activities that take place during the festivals. • Let learners draw scenes from festivals: durbar of chiefs, drumming and dancing, merrymaking, etc  Assessment: let learners describe how various festivals are celebrated	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 2.2.3.3		
<b>Performance Indicator</b>	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		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners to: <ul style="list-style-type: none"> <li>☐ use available instruments, elements, resources and techniques for public education and entertainment;</li> </ul> Assessment: let learners create own music, dance and drama performances using available instruments, resources and methods to express own views	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	Learners to use available instruments, resources and techniques, create own music, dance and drama based on the	What have we learnt today?

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		<p>concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)</p> <p>Assessment: let learners create own music, dance and drama performances using available instruments, resources and methods to express own views</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.4.2.5 Read one-syllable words with consonant clusters. B3.2.5.1.1 Read texts aloud with correct pronunciation and tone.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should read one-syllable words with consonant clusters.</li> <li>The learner should read texts aloud with correct pronunciation and tone.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners say the letters of the alphabet.</li> <li>Form one-syllable words and lead learners to say the words.</li> <li>Join two of the one-syllable words to form a new word on the board.</li> <li>Read several one-syllable words with consonant clusters to learners.</li> <li>Allow learners to read one syllable words with consonant clusters.</li> </ul> <p>Assessment: let learners read one-syllable words with consonant clusters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners read texts aloud with correct pronunciation and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners read texts aloud with correct pronunciation and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC THREE  
WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.2.3 B3.2.6.1.4 B3.4.9.3.1 B3.5.5.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can participate in communication, using more varied and more accurate language</p> <p>B. Learners can use dictionaries, glossaries and internet to clarify word meanings</p> <p>C. Learners can review and revise the draft, adding to or taking out ideas</p> <p>D. Learners can identify and use adjectives in short sentences to describe height, length, etc</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events, customs, etc.</p> <p>Assessment: let learners communicate using more varied and more accurate language</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><b>B.READING</b></p> <p>Introduce learners to the dictionary and glossaries.</p> <ul style="list-style-type: none"> <li>• Have learners find the dictionary meaning to key words in a comprehension passage.</li> <li>• Have learners make or build their own glossaries on the words learnt.</li> <li>• In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries.</li> </ul> <p>Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><b>C. WRITING</b></p> <p>In groups, have learners revise their writing paying attention to little details.</p> <ul style="list-style-type: none"> <li>• Have learners use these questions as a revision guide: <ul style="list-style-type: none"> <li>i. Is my topic interesting?</li> <li>ii. Does the beginning catch the reader’s attention?</li> <li>iii. Are the ideas easy to understand?</li> <li>iv. Are all the sentences saying something about the topic?</li> </ul> </li> <li>• Encourage learners to make as many changes as necessary to improve their work.</li> </ul> <p>Assessment: let learners review and revise the draft, adding to or taking out ideas</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p>	<p>What have we learnt today?</p>

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		<p>Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to use the adjectives identified</li> </ul> <p>Assessment: let learners identify and use adjectives in short sentences to describe height, length, etc</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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

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

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<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve <math>12 \div 3</math></p> <p><math>12 \div 3</math>    <input type="text" value="what"/> =12</p> <p>Which means</p> <p><math>3 \times</math>    <input type="text" value="what"/> = 12</p> <p>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 <math>12 \div 3 = 4</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve <math>12 \div 3</math></p> <p><math>12 \div 3</math>    <input type="text" value="what"/> =12</p> <p>Which means</p> <p><math>3 \times</math>    <input type="text" value="what"/> = 12</p> <p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>



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

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		<p>Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12</p> <p>Learners choose the number as the answer to the problem</p> <p>That is <math>12 \div 3 = 4</math></p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.3.1.1		
<b>Performance Indicator</b>	Learners can identify organisms in a habitat and describe why they live in a particular place		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners plan, design and draw posters showing organisms in their natural homes  Assessment: let learners identify organisms in a habitat and describe why they live in a particular place	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners plan, design and draw posters showing organisms in their natural homes  Assessment: let learners identify organisms in a habitat and describe why they live in a particular place	What have we learnt today?  Ask learners to summarize the important points of the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.2.1. 1.		
<b>Performance Indicator</b>	Learners can describe how various festivals are celebrated		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention religious festivals they have witnessed: i. Islam-Eid-ul-Fitr, Eid-ul-Adha ii. Christianity-Easter, 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	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	<p>Learners narrate the events in the festivals they have participated in and their importance.</p> <p>Learners draw scenes they saw during the festival they witnessed</p> <p>Assessment: let learners describe how various festivals are celebrated</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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  Assessment: let learners identify the forts and castles built along the coast of 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	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	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.2.2		
<b>Performance Indicator</b>	Learners can identify steps and rhythm patterns for traditional and cultural dances.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	DYNAMICS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Show video of traditional and cultural dances of Ghana such as agbadza, adowa, etc and guide learners to identify the steps and rhythm 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	What have we learnt today?  Use answers to summarise the lesson.



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3 2.2.1.2:		
<b>Performance Indicator</b>	Learners can demonstrate the importance of religious festivals		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures and videos of religious festivals. <ul style="list-style-type: none"> <li>Using pictures and or video clips etc., let learners demonstrate how festivals are celebrated.</li> <li>Let learners talk about the scenes in the pictures or the videos.</li> <li>Guide learners to narrate the events in the festivals they have participated in.</li> </ul> <p>Assessment: let learners demonstrate the importance of religious festivals</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.3.5.2		
<b>Performance Indicator</b>	Learners can display own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments of other African communities		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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 artworks	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	Learners are to: ☑ 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 points in the lesson

		Assessment: let learners display own visual artworks	
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<b>Learning Indicator (s) (Ref. No.)</b>	B3.3.3.1.1 Write simple words/names of people and places.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should write simple words/names of people and places.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners mention names of places and names of their friends.</li> <li>Create people and place names map on a cardboard.</li> <li>Show the map to learners and discuss it with them.</li> <li>Assist learners to write simple words or names of people and places in their books</li> </ul> <p>Assessment: let learners write simple words/names of people and places</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners mention names of places and names of their friends.</li> <li>Create people and place names map on a cardboard.</li> <li>Show the map to learners and discuss it with them.</li> <li>Assist learners to write simple words or names of</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>people and places in their books</p> <p>Assessment: let learners write simple words/names of people and places</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners mention names of places and names of their friends.</li> <li>• Create people and place names map on a cardboard.</li> <li>• Show the map to learners and discuss it with them.</li> <li>• Assist learners to write simple words or names of people and places in their books</li> </ul> <p>Assessment: let learners write simple words/names of people and places</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC THREE**  
**WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.6.2.4. B3.2.6.1.4 B3.4.9.3.1 B3.5.5.1.1. B3.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing)</p> <p>B. Learners can use dictionaries, glossaries and internet to clarify word meanings</p> <p>C. Learners can review and revise the draft, adding to or taking out ideas</p> <p>D. Learners can identify and use adjectives in short sentences to describe height, length, etc</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Let learners role-play topics or themes discussed.</p> <ul style="list-style-type: none"> <li>Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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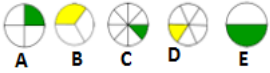
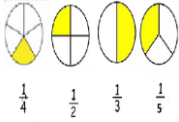
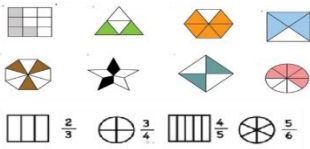
		<p>apologising, agreeing or disagreeing with partners on issues.</p> <ul style="list-style-type: none"> <li>• Guide learners to express a variety of communicative meanings</li> </ul> <p>ASSESSMENT: let learners tell their partners about their feelings e. g. apologising, agreeing or disagreeing with partners on issues.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Introduce learners to the dictionary and glossaries.</p> <ul style="list-style-type: none"> <li>• Have learners find the dictionary meaning to key words in a comprehension passage.</li> <li>• Have learners make or build their own glossaries on the words learnt.</li> <li>• In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries.</li> </ul> <p>ASSESSMENT: let learners use dictionaries, glossaries and internet to clarify word meanings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>In groups, have learners revise their writing paying attention to little details.</p> <ul style="list-style-type: none"> <li>• Have learners use these questions as a revision guide: <ul style="list-style-type: none"> <li>i. Is my topic interesting?</li> <li>ii. Does the beginning catch the reader's attention?</li> <li>iii. Are the ideas easy to understand?</li> </ul> </li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



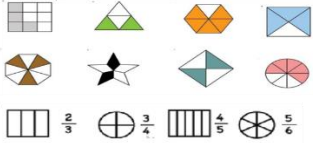
		<p>iv. Are all the sentences saying something about the topic?</p> <ul style="list-style-type: none"> <li>• Encourage learners to make as many changes as necessary to improve their work.</li> </ul> <p>ASSESSMENT: let learners review and revise a draft, adding to or taking out ideas</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to use the adjectives identified</li> </ul> <p>ASSESSMENT: let learners identify and use adjectives in short sentences to describe height, length, etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul> <p>ASSESSMENT: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.3.1.1		
<b>Performance Indicator</b>	Learners can <b>understand a unit fraction by explaining the fraction <math>\frac{1}{f}</math> as the quantity obtained by taking 1 part when a whole is partitioned into <math>f</math> equal parts and that a fraction <math>\frac{1}{f}</math> is the quantity obtained by taking parts of the <math>\frac{1}{f}</math> size</b>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 $\frac{1}{2}$ ; 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	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Ask learners to match pictorial representations of fractions to their symbols</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>\frac{2}{5}</math>, <math>\frac{3}{8}</math>, <math>\frac{4}{12}</math>, etc. and ask learners to draw and label fractions with their symbols.</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>\frac{2}{5}</math>, <math>\frac{3}{8}</math>, <math>\frac{4}{12}</math>, etc. and ask learners to draw and label fractions with their symbols.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B3.4.1.1.1	
<b>Performance Indicator</b>		Learners can know that light is a form of energy	
<b>Strand</b>		FORCES AND ENERGY	
<b>Sub strand</b>		SOURCES AND FORMS OF ENERGY	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to talk about light and where light comes from.</p> <ul style="list-style-type: none"> <li>Engage learners to do the following activities: closing and opening the 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.</li> <li>Learners talk about their experiences based on the activities performed.</li> </ul> <p>ASSESSMENT: let learners explain what will happen if there were no light on the earth</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners what will happen if there were no light on the earth.</p> <ul style="list-style-type: none"><li>• Assist learners to understand that light is a form of energy that helps us to see.</li></ul> <p>ASSESSMENT: let learners explain that light is a form of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.3.1. 1		
<b>Performance Indicator</b>	Learners can describe ways of claiming one's rights		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	In small groups, learners talk about how to claim their rights. The individual can claim his/her rights through: joining civic clubs, reporting to Social 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	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 share experiences of cases they have experienced or seen	What have we learnt today?

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		<p>being handled by any of these institutions or agencies.</p> <p>ASSESSMENT: let learners describe ways of claiming one's rights</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can explain some of the uses to which these forts and castles have been put since they were built		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Explain some of the uses to which these forts and castles have been put since they were built. e.g. Seat of government, trading and education.  ASSESSMENT: let learners explain some of the uses to which these forts and castles have been put since they were built	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	Explain some of the uses to which these forts and castles have been put since they were built. e.g. Seat of government, trading and education.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners explain some of the uses to which these forts and castles have been put since they were built	
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Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.2.3.2.1:		
Performance Indicator	Learners can explain the importance of a wide rather than a narrow base of support in balance activities		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	RELATIONS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Guide learners to identify that a wide base of support is more stable than a narrow base. During the practical lesson ask two learners to stand 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.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3 2.2.1.2:		
<b>Performance Indicator</b>	Learners can demonstrate the importance of religious festivals		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, guide learners to discuss the importance of festivals: to remember key events in the past, reconciliation, renewal of faith, thanksgiving, etc. <ul style="list-style-type: none"> <li>Let learners draw scenes they saw during the festival they witnessed.</li> </ul> <b>ASSESSMENT:</b> let learners mention the importance of religious festivals	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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		ASSESSMENT: let learners perform own artworks to share creative experiences	
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<b>Learning Indicator (s) (Ref. No.)</b>	B3.3.3.2.1 Say and label items in the classroom and in the environment.		
<b>Performance Indicators</b>	The learner should say and label items in the classroom and in the environment.		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to sing a popular song they know.</li> <li>• Display some items in the environment in the classroom.</li> <li>• Call a learner to lead the class to discuss, recognise and name the items.</li> <li>• Draw the items on the board and write their names on a card.</li> <li>• Call learners to pick a card and fix it under the item the name written on the card refers to.</li> </ul> <p>ASSESSMENT: let learners label items in the classroom and in the environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Mention some items seen in the classroom and ask learners to point at the items mentioned.</li> <li>• Let learners mention and label more items in the classroom and in the environment.</li> </ul> <p>ASSESSMENT: let learners label items in the classroom and in the environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Mention some items seen in the classroom and ask learners to point at the items mentioned.</li> <li>• Let learners mention and label more items in the classroom and in the environment.</li> </ul> <p>ASSESSMENT: let learners label items in the classroom and in the environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



**TERM TWO  
BASIC THREE  
WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC THREE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B3.1.7.1.1. B3.2.7.1.1. B3.4.9.3.2 B3.5.6.1.1. B3.6.1.1.1
<b>Performance Indicator</b>	<p>A. Learners can listen to and interact actively within information texts Learners can</p> <p>B. Learners can use self-correction strategies to make meaning when reading texts</p> <p>C. Learners can proofread draft to correct punctuation and spelling errors</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W).</p> <ul style="list-style-type: none"> <li>• While you read the text, pause often to give the children the chance to</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>share what they have learned</p> <ul style="list-style-type: none"> <li>• Let learners answer the questions they asked before reading.</li> <li>• After the reading, have learners share what they have learned.</li> </ul> <p>Assessment: let learners listen to and interact actively within information texts Learners can</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</p> <ul style="list-style-type: none"> <li>• Model reading the text aloud and have learners echo-read the text (if necessary).</li> <li>• Read out words and sentences for learners to identify in the text.</li> <li>•</li> </ul> <p>Assessment: Let learners read and answer questions.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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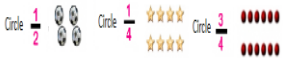
		<ul style="list-style-type: none"> <li>• Have learners check their editing through CUPS: C – Capitalisation U – language Usage P – Punctuation S – Spelling</li> <li>• Let learners do peer editing: learners check their partners' writing for punctuation and spelling errors.</li> </ul> <p>Assessment: Have learners write a neat final copy and read it once again to check for errors.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide sentences with simple adverbs for learners to identify.</p> <p>e.g.</p> <ol style="list-style-type: none"> <li>He walked quickly to the church.</li> <li>She danced beautifully.</li> </ol> <ul style="list-style-type: none"> <li>• Elicit other adverbs and provide practice</li> </ul> <p>Assessment: let learners identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

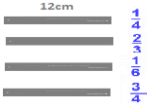
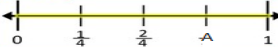
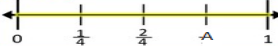
		<ul style="list-style-type: none"><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B3.1.3.1.2
<b>Performance Indicator</b>	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.)
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>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</p>	<p>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</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>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</p>	<p>Ask learners to colour given fractions of given groups of object or match fractions to given groups of objects</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.4.1.2.1		
<b>Performance Indicator</b>	Learners can know heat as a form of energy and identify some sources of heat		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners rub their palms together vigorously for a while and after that touch their cheeks with their palms.</p> <ul style="list-style-type: none"> <li>• learners describe how they feel in their palms when they touch their cheeks.</li> <li>• 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.</li> <li>• Learners talk about heat as a form of energy</li> </ul> <p>Assessment: let learners describe heat as a form of energy and identify some sources of heat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>



Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about heat as a form of energy.</p> <ul style="list-style-type: none"> <li>• Assist learners to mention some sources of heat energy. e.g. the sun, a lighted stove, lighted charcoal</li> </ul> <p>Assessment: let learners mention some sources of heat energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the youthful lives of the religious leaders: (i). The Lord Jesus Christ (ii). The Holy Prophet Muhammad (S.A.W.) (iii). A Traditional Religious Leader  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	In groups, learners talk about the occupations of the religious leaders: (i). The Lord Jesus Christ as a Carpenter, (ii). The Holy Prophet Muhammad (S.A.W) as a Businessman (iii). A Traditional Religious Leader, eg. Egya Ahor as a farmer	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners describe the occupations of the religious leaders	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	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 gained independence	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 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 gained independence	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.5.2.1		
<b>Performance Indicator</b>	Learners can identify the key elements for increasing accuracy in rolling a ball and throwing a ball.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify elements for increasing accuracy in rolling and throwing as coordination, agility, strength, flexibility, timing, etc.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana.		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Youthful Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to talk about the youthful lives of the religious leaders:</p> <ul style="list-style-type: none"> <li>- The Lord Jesus Christ -</li> <li>The Holy Prophet Muhammad (S.A.W)</li> <li>- A Traditional Religious Leader</li> </ul> <p>• In groups, let learners talk about the occupations of the religious leaders.</p> <ul style="list-style-type: none"> <li>- The Lord Jesus Christ as a carpenter,</li> <li>- The Holy Prophet Muhammad (S.A.W) as a businessman</li> <li>- A Traditional Religious Leader, e. g. EgyaAhor as a farmer.</li> </ul> <p>Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.4.6.1                      B3 2.4.6.1		
<b>Performance Indicator</b>	Learners can agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others' displayed visual artworks as representations of artworks produced or found in other African communities  Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other African communities		
<b>Strand</b>	VISUAL ARTS      PERFORMING ARTS		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ agree to the guidelines for viewing, examining and reporting own feelings and thoughts about the displayed visual artworks; ☐ agree on how to use the guidelines to express own feelings and thoughts about own and others' displayed artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners agree on guidelines for viewing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances;</li> <li>☑ agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances</li> </ul> <p>Assessment: let learners agree on guidelines for viewing performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



<b>Learning Indicator (s) (Ref. No.)</b>	B3.5.3.1.2 Write present continuous action words correctly B3.5.3.1.3 Use present continuous action words in simple sentences.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should write present continuous action words correctly</li> <li>The learner should use present continuous action words in simple sentences.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners write present continuous action words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners use present continuous action words in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners use present continuous action words in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC THREE**  
**WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC THREE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B3.1.7.1.2 B3.2.7.1.1. B3.4.9.3.2 B3.5.6.1.1. B3.6.1.1.1
<b>Performance Indicator</b>	A. Learners can recognise and relate the sequence of events in stories B. Learners can use self-correction strategies to make meaning when reading texts C. Learners can proofread draft to correct punctuation and spelling errors D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

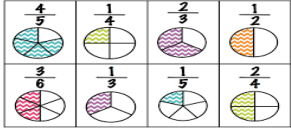
**Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Read a narrative text aloud to learners. • Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end).	What have we learnt today?  Ask learners to summarize the main points in the lesson

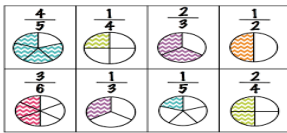
		Assessment: let learners identify the sequence of events in stories	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</p> <ul style="list-style-type: none"> <li>• Model reading the text aloud and have learners echo-read the text (if necessary).</li> <li>• Read out words and sentences for learners to identify in the text.</li> <li>• Let learners read aloud in groups and pairs and answer questions.</li> </ul> <p>Assessment: let learners use self-correction strategies to make meaning when reading texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc.</p> <ul style="list-style-type: none"> <li>• Have learners check their editing through CUPS:</li> </ul> <p>C – Capitalisation  U – language Usage  P – Punctuation  S – Spelling</p> <ul style="list-style-type: none"> <li>• Let learners do peer editing: learners check their partners' writing for</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>punctuation and spelling errors.</p> <ul style="list-style-type: none"> <li>• Have learners write a neat final copy and read it once again to check for errors.</li> </ul> <p>Assessment: let learners proofread draft to correct punctuation and spelling errors</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>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</p> <p>Assessment: let learners can identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.3.1.3		
<b>Performance Indicator</b>	Learners can Compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>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</p>	<p>Use pictorial representations to compare pairs of fractions. Which is larger, <math>\frac{3}{8}</math> and <math>\frac{1}{4}</math>?  Arrange from smallest to largest <math>\frac{3}{6}</math>, <math>\frac{2}{3}</math>, and <math>\frac{5}{6}</math></p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>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</p>	<p>Use pictorial representations to compare pairs of fractions. Which is larger, <math>\frac{3}{8}</math> and <math>\frac{1}{4}</math>?  Arrange from smallest to largest <math>\frac{3}{6}</math>, <math>\frac{2}{3}</math>, and <math>\frac{5}{6}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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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 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

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



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.4.1.2.2		
<b>Performance Indicator</b>	Learners can know the everyday uses of heat		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water. <ul style="list-style-type: none"> <li>• 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.</li> </ul> Assessment: let learners mention the everyday uses of heat	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Ask learners to explain why farmers need heat.  Assessment: let learners explain why farmers need heat	What have we learnt today? Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1. 1.                      B3.3.4.1. 2.		
<b>Performance Indicator</b>	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		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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

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		<p>courage, perseverance, etc.</p> <p>Assessment: let learners identify moral lessons of the lives of the religious leaders</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match these forts and castles with where they can be located.  Assessment: let learners identify the forts and castles built along the coast of 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	Match these forts and castles with where they can be located.  Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.5.2.2		
<b>Performance Indicator</b>	Learners can explain the similar movement elements of the underhand throw and the underhand volleyball serve		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	Aerobic capacity		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify that the similarities between underhand throw and underhand volleyball serve movement elements are: i. Stance ii. Flexing of knees iii. Hand swing iv. Follow through	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana. •		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Youthful Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	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. • In groups, let 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

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.4.7.1                      B3 2.4.7.1		
<b>Performance Indicator</b>	<p>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</p> <p>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</p>		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ view and make informed decisions on the artworks using the senses and the agreed guidelines</li> <li>☐ examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used);</li> <li>☐ assess the beauty and usefulness of own and others' displayed visual artworks as representations of</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson



		<p>artworks produced or found in other African communities.</p> <p>Assessment: let learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ view and make informed decisions on agreed guidelines by using the senses and movement</li> <li>☐ assess based on established guide for judging music, dance and drama by using the theme, subject matter, instruments, costumes, techniques, elements</li> <li>☐ to respond, appreciate and appraise own and/or music, dance and drama,</li> <li>☐ recognise the characteristics of own and others' music, dance and drama</li> <li>☐ talk about the usefulness of the displayed music, dance and drama</li> <li>☐ identify future modifications that can be done to enhance the usefulness</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners use agreed guidelines to make informed decisions about the value and functions of own and others' music, dance and drama performances	
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<b>Learning Indicator (s) (Ref. No.)</b>	B3.5.4.1.1 Know and use comparative words/adjectives in sentences B3.5.4.1.2 Demonstrate knowledge of the use of adverbs B3.5.4.1.3 Recognise adverbs from a group of words.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should know and use comparative words/adjectives in sentences</li> <li>The learner should demonstrate knowledge of the use of adverbs</li> <li>The learner should recognise adverbs from a group of words.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners say the names of the days of the week.</li> <li>Use simple adjectives to form simple sentences and lead learners to read.</li> <li>Underline the adjectives and discuss the adjectives with learners.</li> <li>Help learners to understand and use adjectives to form simple sentences. E.g. Kofi is taller than Yaw. Ama is smaller than Adwoa.</li> </ul> <p>Assessment: let learners use comparative</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		words/adjectives in sentences	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Revise the lesson on command and response with learners.</li> <li>• Write some action words on a card and lead learners to say the words aloud.</li> <li>• Discuss the action words with learners.</li> <li>• Use the action words to form sentences (the sentences should have adverbs in them). Through that help learners to understand adverbs and how they are used.</li> </ul> <p>Assessment: let learners use of adverbs to form sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners mention some action words they know.</li> <li>• Write simple sentences with adverbs on the board/ card.</li> <li>• Lead learners to read the sentences.</li> <li>• Help learners to recognise adverbs from a group of words.</li> <li>• Put learners in groups to write about four adverbs and form sentences with them.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners identify adverbs from a group of words.	
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**TERM TWO  
BASIC THREE  
WEEK ELEVEN**

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.7.1.3 B3.2.7.1.2. B3.4.5.1.4. B3.5.6.1.1 B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can share facts from information texts heard with a partner, groups or the teacher Learners can</p> <p>B. Learners can ask and answer factual, inferential and vocabulary questions about level-appropriate texts</p> <p>C. Learners can copy various sentences, verses and words of songs legibly (writing should be bold and clear</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Read an information text aloud to learners using the KWL Strategy.</p> <ul style="list-style-type: none"> <li>• After the reading, have learners share what they have learned. Put learners</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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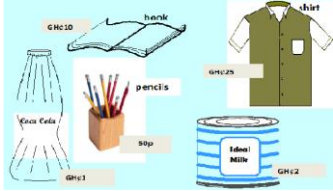
		<p>in groups to share facts from the text heard.</p> <p>Assessment: let learners</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Have learners brainstorm on the topic on which they will answer questions.</p> <ul style="list-style-type: none"> <li>• Ask learners to read and answer simple pre-reading questions as you guide them.</li> <li>• Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read</li> </ul> <p>Assessment: let learners answer factual, inferential and vocabulary questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Explain the writing activity selected, stressing the need for accuracy, clarity, etc</p> <ul style="list-style-type: none"> <li>• As learners observe, demonstrate it.</li> <li>• Assign them to do the exercise. They may copy from the board and books.</li> <li>• Provide feedback after assessing learners' work.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

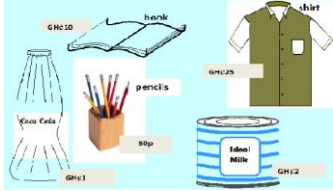


		<p>beautifully. • Elicit other adverbs and provide practice</p> <p>Assessment: let learners can identify qualifying words in sentences</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>D.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending	
Class	Three
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B3.1.4.1.1
Performance Indicator	Learners can use different denominations of money (1,2, 5, 10, 20, 50 cedis notes and pesewas coins) to buy and give change
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 (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)								
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Solve word problems involving money including 1,2, 5, 10 and 20 cedi denominations and giving change</p> <p>Display a chart with items and their prices as in the example below</p>  <p>Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Shopping money</th> <th>Items to buy</th> <th>Change to receive</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Shopping money	Items to buy	Change to receive					<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
	Shopping money	Items to buy	Change to receive								

		<table border="1"> <tr> <td>1.</td> <td>GH¢100</td> <td>3 shirts</td> <td></td> </tr> <tr> <td>2.</td> <td>GH¢50</td> <td>4 books</td> <td></td> </tr> <tr> <td>3.</td> <td>GH¢5</td> <td>8 pencils</td> <td></td> </tr> <tr> <td>4.</td> <td>GH¢10</td> <td>4 bottles coca cola</td> <td></td> </tr> </table>	1.	GH¢100	3 shirts		2.	GH¢50	4 books		3.	GH¢5	8 pencils		4.	GH¢10	4 bottles coca cola		
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4.	GH¢10	4 bottles coca cola																	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Solve word problems involving money including 1,2, 5, 10 and 20 cedi denominations and giving change</p> <p>Display a chart with items and their prices as in the example below</p>  <p>Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case</p> <table border="1"> <thead> <tr> <th></th> <th>Shopping money</th> <th>Items to buy</th> <th>Change to receive</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>GH¢100</td> <td>3 shirts</td> <td></td> </tr> <tr> <td>2.</td> <td>GH¢50</td> <td>4 books</td> <td></td> </tr> </tbody> </table>		Shopping money	Items to buy	Change to receive	1.	GH¢100	3 shirts		2.	GH¢50	4 books		<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>				
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		3. GH¢5	8 pencils	
		4. GH¢10	4 bottles coca cola	
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Find how many different ways the notes ¢1, ¢ 2 ¢5, ¢10 and ¢20 can be used to make ¢30  Find how many different ways the notes ¢5, ¢10 and ¢20 can be used to make ¢50	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.	E.g. 2. Solve word problems involving money including 1,2, 5, 10, 20, 50 cedi denominations	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	E.g. 2. Solve word problems involving money including 1,2, 5, 10, 20, 50 cedi denominations	Review the lesson with Learners  Assessment: have learners to practice with more examples	

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B3.4.1.2.2	
<b>Performance Indicator</b>		Learners can know the everyday uses of heat	
<b>Strand</b>		FORCES AND ENERGY	
<b>Sub strand</b>		SOURCES AND FORMS OF ENERGY	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water. <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Assessment: let learners mention the everyday uses of heat</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Ask learners to explain why farmers need heat.  Assessment: let learners mention the everyday uses of heat	What have we learnt today?  Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1. 2.		
<b>Performance Indicator</b>	Learners can identify moral lessons of the lives of the religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives  Assessment: let learners identify moral lessons of the lives of the religious leaders	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 role play the moral lives of the religious leaders.  Assessment: let learners identify moral lessons of the lives of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match these forts and castles with where they can be located.  Assessment: let learners identify the forts and castles built along the coast of 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	Match these forts and castles with where they can be located.  Visit any of these facilities to model any fort and castle  Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson



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

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana.		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Youthful Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	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. 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 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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 2.3.4.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ watch a short video or live performances that reflect the history and culture of other African communities;</li> <li>☑ discuss the need for performing compositions of own music, dance, drama, etc.;</li> </ul> Assessment: let learners mention the need for performing artworks	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	Learners are to: plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>and culture of people in other parts of Africa.</p> <p>Assessment: let learners display their own performing artworks</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	B3.5.5.1.1 Recognise postpositions in sentences B3.5.5.1.2 Explore the use of postpositions such as above and below in sentences.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should recognise postpositions in sentences</li> <li>The learner should explore the use of postpositions such as above and below in sentences.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners mention names of objects in the classroom and the environment.</li> <li>Use postposition to form simple sentences on a card.</li> <li>Lead learners to read the sentences aloud.</li> <li>Let learners read the sentences in turns.</li> <li>Encourage learners to recognise postpositions in sentences.</li> <li>Let learners write the postpositions in their books.</li> </ul> <p>Assessment: let learners identify postpositions in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <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> <p>Assessment: let learners use postpositions such as above and below in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <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>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>class and discuss the sentences with learners.</p> <p>Assessment: let learners use postpositions such as above and below in sentences.</p>	
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**TERM TWO  
BASIC THREE  
WEEK TWELVE**



WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	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		
<b>Performance Indicator</b>	<p>A. Learners can talk about important places in their communities</p> <p>B. Learners can retell level-appropriate text in own, explain and illustrate</p> <p>C. Learners can copy various sentences, verses and words of songs legibly (writing should be bold and clear</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, etc.</p> <ul style="list-style-type: none"> <li>Let learners think-pair-share their views and</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>opinions about the pictures.</p> <ul style="list-style-type: none"> <li>• Put learners into groups according to the number of pictures.</li> <li>• Have each group talk about the activities that go on in these places and their importance to the community and the nation.</li> </ul> <p>Assessment: let learners talk about important places in their communities</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>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.</p> <p>Assessment: let learners retell level-appropriate text in own, explain and illustrate</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Explain the writing activity selected, stressing the need for accuracy, clarity, etc.</p> <ul style="list-style-type: none"> <li>• As learners observe, demonstrate it.</li> <li>• Assign them to do the exercise. They may copy from the board and books.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Provide feedback after assessing learners' work.</li> </ul> <p>Assessment: let learners copy various sentences, verses and words of songs legibly (writing should be bold and clear)</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>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</p> <p>Assessment: let learners can identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <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> <li>• Guide learners to select books for readings</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners read a variety of age and level-appropriate books and summarise them	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate an understanding of increasing and decreasing patterns by extending the next two or three terms and identifying errors or missing elements		
<b>Strand</b>	ALGEBRA		
<b>Sub strand</b>	Patterns and Relationship		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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

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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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 ...</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B3.4.1.2.2	
<b>Performance Indicator</b>		Learners can know the everyday uses of heat	
<b>Strand</b>		FORCES AND ENERGY	
<b>Sub strand</b>		SOURCES AND FORMS OF ENERGY	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water. <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Assessment: let learners mention the everyday uses of heat</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Ask learners to explain why farmers need heat.  Assessment: let learners mention the everyday uses of heat	What have we learnt today?  Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1. 2.		
<b>Performance Indicator</b>	Learners can identify moral lessons of the lives of the religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives  Assessment: let learners identify moral lessons of the lives of the religious leaders	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 role play the moral lives of the religious leaders.  Assessment: let learners identify moral lessons of the lives of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary/ slides on forts and castles in Ghana.  Assessment: let learners identify the forts and castles built along the coast of 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	Show and discuss a documentary/ slides on forts and castles in Ghana.  Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.2.3.1		
<b>Performance Indicator</b>	Learners can perform continuous step ups.		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	STRENGTH,		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	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 and record as the other performs	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana.		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Youthful Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	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. 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 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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 2.3.4.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ watch a short video or live performances that reflect the history and culture of other African communities;</li> <li>☑ discuss the need for performing compositions of own music, dance, drama, etc.;</li> </ul> Assessment: let learners mention the need for performing artworks	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	Learners are to: plan a display of own music, dance and drama compositions to share ideas, educate and inform	What have we learnt today?

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		<p>the public on the history and culture of people in other parts of Africa.</p> <p>Assessment: let learners display their own performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		B3.6.2.1.1 Read short stories aloud correctly	
<b>Performance Indicators</b>		The learner should read short stories aloud correctly	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners read short stories aloud correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> <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> <p>Assessment: let learners read short stories aloud correctly</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <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> <p>Assessment: let learners read short stories aloud correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>