THE GRANDMOTHER

TERM TWO BASIC THREE WEEK 1 - 12

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
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

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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

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

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

	Reading	Comprehension	B3.2.6.1.	B3.2.6.1.3	sentence cards,	
	Writing	Writing As A Process	B3.4.9.2.	B3.4.9.2.1	class library	
	Using Writing	Using Action	B3.5.4.1.	B3.5.4.1.3		
	Conventions	Words/Verbs				
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1		
	Reading	Culture Of Reading				
7	Oral Language	Listening	B3.1.6.2.	B3.1.6.2.3	Word cards	
		Comprehension	55.1.0.2.	55.1.0.2.5	sentence cards,	
	Reading	Comprehension	B3.2.6.1.	B3.2.6.1.4	class library	
	Writing	Narrative Writing	B3.4.9.3.	B3.4.9.3.1		
	Using Writing	Using Action	B3.5.5.1.	B3.5.5.1.1.		
	Conventions	Words/Verbs	5.5.5.1.	03.3.3.1.1.		
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1		
	Reading	Culture Of Reading	D3 .0.1.1.	55.0.1.1.1		
8	Oral Language	Listening	B3.1.6.2.	B3.1.6.2.4.	Word cards	
0	Oral Language	Comprehension	D3.1.0.2.	D3.1.0.2.4.		
	Reading	Comprehension	B3.2.6.1.	B3.2.6.1.4	sentence cards, class library	
		•	B3.4.9.3.	B3.4.9.3.1		
	Writing	Narrative Writing				
	Using Writing Conventions	Using Action	B3.5.5.1.	B3.5.5.1.1		
		Words/Verbs		D2 C 1 1 1		
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1		
	Reading	Culture Of Reading	D2 4 7 4			
9	Oral Language	Listening	B3.1.7.1.	B3.1.7.1.1.	Word cards	
		Comprehension	D D D D D D D D D D D D D D D D D D D D		sentence cards,	
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	class library	
	Writing	Creative/Free Writing	B3.4.9.3.	B3.4.9.3.2		
	Using Writing	Using Action	B3.5.6.1.	B3.5.6.1.1.		
	Conventions	Words/Verbs				
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1		
	Reading	Culture Of Reading				
10	Oral Language	Listening	B3.1.7.1.	B3.1.7.1.2	Word cards	
		Comprehension			sentence cards,	
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1.	class library	
	Writing	Creative/Free Writing	B3.4.9.3.	B3.4.9.3.2		
	Using Writing	Using Action	B3.5.6.1	B3.5.6.1.1.		
	Conventions	Words/Verbs				
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1		
	Reading	Culture Of Reading				
11	Orallanguaga	Asking and Answering	B3.1.7.1.	B3.1.7.1.3	Word cards	
11	Oral Language	Asking and Answering	D3.1./.1.			
11	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.2.	sentence cards,	
11						
11	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.2.	sentence cards,	
11	Reading Writing	Comprehension Creative/Free Writing	B3.2.7.1. B3.4.5.1.	B3.2.7.1.2. B3.4.5.1.4	sentence cards,	
11	Reading Writing Using Writing	Comprehension Creative/Free Writing Using Qualifying	B3.2.7.1. B3.4.5.1.	B3.2.7.1.2. B3.4.5.1.4	sentence cards,	
11	Reading Writing Using Writing Conventions	Comprehension Creative/Free Writing Using Qualifying Words: Adjectives	B3.2.7.1. B3.4.5.1. B3.5.6.1.	B3.2.7.1.2. B3.4.5.1.4 B3.5.6.1.1	sentence cards,	
11 12	Reading Writing Using Writing Conventions Extensive Reading	Comprehension Creative/Free Writing Using Qualifying Words: Adjectives Building The Love And Culture Of Reading	B3.2.7.1. B3.4.5.1. B3.5.6.1.	B3.2.7.1.2. B3.4.5.1.4 B3.5.6.1.1	sentence cards,	
	Reading Writing Using Writing Conventions Extensive	Comprehension Creative/Free Writing Using Qualifying Words: Adjectives Building The Love And	B3.2.7.1. B3.4.5.1. B3.5.6.1. B3.6.1.1.	B3.2.7.1.2. B3.4.5.1.4 B3.5.6.1.1 B3.6.1.1.1	sentence cards, class library	

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

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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	strength	B3.3.2.3.	B3.3.2.3.1:	Videos and
	FITNESS				Picture,
					Drums

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

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around	Map Making	B3.2.1.3.	B3.2.3.1.1.	Pictures, Charts,
	Us	and Land Marks			Video Clip
2	All Around	Map Making and	B3.2.3.1.	B3.2.3.1. 2.	Pictures, Charts,
	Us	Land Marks			Video Clip
3	All Around	Map Making and	B3.2.3.2.	B3.2.3.2.1	Pictures, Charts,
	Us	Land Marks			Video Clip
4	All Around	Population and	B3.2.4.1.	B3.2.4.1.1.	Pictures, Charts,
	Us	Settlement			Video Clip
5	Our Beliefs	Worship	B3.3.1.1.	B3.3.1.1.1.	Pictures, Charts,
	And Values				Video Clip
6	Our Beliefs	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts,
	And Values				Video Clip
7	Our Beliefs	Festivals	B3.3.2.1.	B3.3.2.1.1	Pictures, Charts,
	And Values				Video Clip
8	Our Beliefs	Basic Human	B3.3.3.1.	B3.3.3.1.1.	Pictures, Charts,
	And Values	Rights			Video Clip
9	Our Beliefs	Being a Leader	B3.3.4.1.	B3.3.4.1.1.	Pictures, Charts,
	And Values				Video Clip
10	Our Beliefs	Being a Leader	B3 3.4.1.	B3 3.4.1.1	Pictures, Charts,
	And Values		B3.3.4.1.	B3.3.4.1. 2.	Video Clip
11	Our Beliefs	Being a Leader	B3 3.4.1.	B3.3.4.1.2.	Pictures, Charts,
	And Values				Video Clip
12	Our Beliefs	Being a Leader	B3 3.4.1.	B3.3.4.1. 2.	Pictures, Charts,
	And Values				Video Clip

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

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
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.	audios, Manila cards, recorded audio visuals
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

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 Convention s/ 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 Convention s/ 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 Convention s/ 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.....

Week Endi	ng			
Class		Three		
Subject		ENGLISH LANGUAGE		
Reference		English Language curricului	m Page	
Learning Ir	dicator(s)	B3.2.6.1.1 B3.4.8.1.1 B3	3.5.4.1.1. B3.6.1.1.1	
Performan	ormance Indicator A. Learners can read level-appropriate words, understand and use the meaningful complex sentences B. Learners can develop two co paragraphs on one idea or concept leading questions C. Learners can identify the present cont form of action words in spoken and w communication		id and use them in x sentences develop two coherent e idea or concept using	
			and summarise them	
	Learning Resources petencies: Creativity and Inn	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. hovation Communication and Collaboration Personal		
-	-	Thinking and Problem Solvin		
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	B.READING Provide learners with texts containing level- appropriate sight words. • Put them into groups to identify, read and use sight words in meaningful sentences Assessment:: Let learners read and use sight words in meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson	

Madian - 1-			M/bot bours use la sur
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Have learners brainstorm to choose a topic, e. g. My Home • Write the topic on the board. • Ask questions for learners to generate ideas on the topic • Discuss the questions with learners for them to answer appropriately e.g. My home i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there? Assessment: Let learners answer the questions : i. Where do you live? ii. How many of you live there? ii. How many of you live? ii. What kind of buildings	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	are there? D.WRITING CONVENTIONS AND GRAMMAR USAGE Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball. Assessment: let learners underline the continuous	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Week Endir	ng			
Class		Three		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page		
Learning In	dicator(s)	B3.1.2.3.		
Performanc	ce Indicator	Learners can Use strates subtract whole numbers wit	gies to mentally add and thin 100	
Strand		NUMBER		
Sub strand		Number Operations		
Teaching/ L	earning Resources	Counters		
Developme Problem So		Thinking and Problem Solving	g. Critical Thinking and	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Look for doubles, and then changing the subtraction question into an addition and solving it (e.g. for 24 - 12, think 12 + 12 = 24 so 24 - 12 is 12) E.g. 2 Make doubles when the two numbers that are close together or close to doubles by: - Decomposing the second number to make doubles (e.g. when subtracting 48 - 25, think 48 - 24 - 1) or - Compensating to make doubles: adding something to the second number to make a double, then adjusting the answer by adding the same amount to the answer (e.g. for 48 - 23 think 48 - 24 = 24. Then add 1 to 24 to get 25,	Review the lesson with Learners Assessment: have learners to practice with more examples	

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

Friday	Sing songs like: I'm counting one, what is one	when subtracting 127 - 38, decompose 38 and subtract in friendlier jumps - 127 - 20- 10- 8 or see examples in text boxes) E.g. 6. Starting at the second number and counting up in friendly jumps (e.g., when subtracting 127 - 18, start at 18 and count up by 100 to get 118, then count up 9 to get 127so the answer is 109) 856-325 856-300=556 556-20=536 536-5=531 845-254 845-243=600(11 let to subtrad) \bigwedge 00-11=59 Compensation strategy - Subtracting more than is required (to turn the 2nd number into a friendlier number), then adding the	Review the lesson with Learners
	 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 	extra amount to the answer (for example, when subtracting 547 - 296, subtract 547 – 300 = 247, then add 4 to the answer to get 251) Constant difference – Adding (or subtracting the same amount from each number to make one	Assessment: have learners to practice with more examples

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

Week Endi	ng		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.2.1.4.1	
Performan	ce Indicator	Learners can Identify things	s that make water impure
Strand		CYCLES	
Sub strand		EARTH SCIENCE	
Teaching/ I	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Thursday	Engage learners to sing	Provide learners with cut-	What have we learnt
	songs and recite familiar	out pictures showing how	today?
	rhymes	water is polluted. This	
		should include leakages,	Ask learners to
		flooding during rainy	summarize the important
		season which carries	points of the lesson
		waste deposits into water	
		bodies, Industrial waste	
		dumped into water,	
		mining, littering,	
		pesticides application,	
		fertilizer application,	
		house hold chemicals,	
		improper disposal of	
		animal wastes.	
		• In groups, learners	
		observe the pictures and	
		communicate their ideas	
		on what makes water	
		impure	

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

Week Endi	ng		
Class	0	Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In	dicator(s)	B3.2.3.1. 1.	
Performan	ce Indicator	Learners can Sketch the s	hape of the classroom and
		indicate the position of the	
Strand		ALL AROUND US	
Sub strand		Map Making and Land Mar	ks
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners sketch the shape	What have we learnt
	songs and recite familiar	of the classroom. Through	today?
	rhymes	questions and answers,	
		guide learners to indicate	Ask learners to
		where they sit in the	summarize the main
		classroom, on their	points in the lesson
		sketches with a small	
		round shape.	
		Learners show on their	
		sketches the location of	
		the following:	
		i) Chalk/White board	
		(Bb/Wb)	
		ii) Cupboard	
		iii) Teacher's table (Tt)	
		Accossment	
		Assessment:	
		Let learners sketch the	
		shape of the classroom	
		and indicate the position	
		of the teacher's desk	

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

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

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

Class Three Subject PHYSICAL EDUCATION Reference PE curriculum Page Learning Indicator(s) B3.1.2.1.10 Performance Indicator Learners can Hand-dribble a ball continuously while moving around obstacles. Strand MOTOR SKILL AND MOVEMENT PATTERNS Sub strand MANIPULATIVE SKILLS Teaching/ Learning Resources cones Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. PHASE 3: REFLECTION 10MINS (New Learning Including Assessment) PHASE 1: STARTER 10 PHASE 2: MAIN 40MINS (New Learning Including Assessment) PHASE 3: REFLECTION 10MINS (Learner And Teacher) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries After warm ups learners or summarise the lesson. body for maximal performance and to prevent injuries obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool down activities	Week Endir	ng		
Subject PHYSICAL EDUCATION Reference PE curriculum Page Learning Indicator(s) B3.1.2.1.10 Performance Indicator Learners can Hand-dribble a ball continuously while moving around obstacles. Strand MOTOR SKILL AND MOVEMENT PATTERNS Sub strand MANIPULATIVE SKILLS Teaching/ Learning Resources cones Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. PHASE 1: STARTER 10 MINS (New Learning Including (Preparing The Brain For Learning) PHASE 2: MAIN 40MINS (New Learning Including MINS (Preparing The Brain For Learning) PHASE 3: REFLECTION 10MINS (Learner And Teacher) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to performance and to prevent injuries After warm ups learners and continue bouncing whiles moving through give corrective feedback. End lesson with cool down Use answers to summarise the lesson.			Three	
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Learning Indicator(s)B3.1.2.1.10Performance IndicatorLearners can Hand-dribble a ball continuously while moving around obstacles.StrandMOTOR SKILL AND MOVEMENT PATTERNSSub strandMANIPULATIVE SKILLSTeaching/ Learning ResourcesconesCore Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.DAYSPHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)PHASE 2: MAIN 40MINS (New Learning Including Assessment)PHASE 3: REFLECTION 10MINS (Learner And Teacher)FridayLearners jog round a demarcated area in files body for maximal performance and to prevent injuriesAfter warm ups learners and continue bouncing whiles moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool downUse answers to summarise the lesson.	•			
Performance Indicator Learners can Hand-dribble a ball continuously while moving around obstacles. Strand MOTOR SKILL AND MOVEMENT PATTERNS Sub strand MANIPULATIVE SKILLS Teaching/ Learning Resources cones Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. PHASE 1: STARTER 10 MINS PHASE 1: STARTER 10 PHASE 2: MAIN 40MINS (New Learning Including Assessment) PHASE 3: REFLECTION 10MINS (Learner And Teacher) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to performanc		dicator(c)	-	
moving around obstacles.StrandMOTOR SKILL AND MOVEMENT PATTERNSSub strandMANIPULATIVE SKILLSTeaching/ Learning ResourcesconesCore Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.PHASE 1: STARTER 10 (New Learning Including Assessment)PHASE 3: REFLECTION 10MINS (Learner And Teacher)DAYSPHASE 1: STARTER 10 (Preparing The Brain For Learning)PHASE 2: MAIN 40MINS (New Learning Including Assessment)PHASE 3: REFLECTION 10MINS (Learner And Teacher)FridayLearners jog round a demarcated area in files 				a hall continuously while
Strand MOTOR SKILL AND MOVEMENT PATTERNS Sub strand MANIPULATIVE SKILLS 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 10 MINS PHASE 2: MAIN 40MINS (New Learning Including (Preparing The Brain For Learning) PHASE 3: REFLECTION 10MINS 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 whiles moving through bostacles from one point it to another. Supervise and give corrective feedback. End lesson with cool down Use answers to summarise the lesson.	Periorinano			a ball continuously while
Sub strand MANIPULATIVE SKILLS 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 10 MINS PHASE 2: MAIN 40MINS (New Learning Including (Preparing The Brain For Learning) PHASE 3: REFLECTION 10MINS 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 whiles moving through and continue bouncing body for maximal performance and to prevent injuries Use answers to summarise the lesson.	Strand		<u> </u>	
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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.DAYSPHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)PHASE 2: MAIN 40MINS (New Learning Including Assessment)PHASE 3: REFLECTION 10MINS (Learner And Teacher)FridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuriesAfter warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through give corrective feedback. End lesson with cool downUse answers to summarise the lesson.				
Development and Leadership Critical Thinking and Problem Solvins DAYS PHASE 1: STARTER 10 MINS PHASE 2: MAIN 40MINS (New Learning Including MINS PHASE 3: REFLECTION 10MINS Friday Learners jog round a demarcated area in files Phose from stationary position with balls, bounce clapping to warm-up the body for maximal performance and to prevent injuries After warm ups learners move from stationary position with balls, bounce clapping to warm-up the body for maximal performance and to prevent injuries Use answers to summarise the lesson.		-		
DAYSPHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)PHASE 2: MAIN 40MINS (New Learning Including Assessment)PHASE 3: REFLECTION 10MINS (Learner And Teacher)FridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuriesAfter warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool downUse answers to summarise the lesson.	-	-		
MINS (Preparing The Brain For Learning)(New Learning Including Assessment)10MINS (Learner And Teacher)FridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuriesAfter warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through give corrective feedback. End lesson with cool downUse answers to summarise the lesson.	Developme	nt and Leadership Critical	i ninking and Problem Solvin	g.
MINS (Preparing The Brain For Learning)(New Learning Including Assessment)10MINS (Learner And Teacher)FridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuriesAfter warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through give corrective feedback. End lesson with cool downUse answers to summarise the lesson.	D 43/6			
(Preparing The Brain For Learning)Assessment)(Learner And Teacher)FridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuriesAfter warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through give corrective feedback. End lesson with cool downWhat have we learnt today?	DAYS			
For Learning)After warm ups learnersWhat have we learntFridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximalAfter warm ups learners move from stationary position with balls, bounceWhat have we learnt today?VolumeClapping to warm-up the body for maximaland continue bouncing whiles moving throughUse answers to summarise the lesson.performance and to prevent injuriesobstacles from one point give corrective feedback. End lesson with cool downImage: Content one point prevent injuries		-		
FridayLearners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuriesAfter warm ups learners move from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool downWhat have we learnt today?			Assessment)	(Learner And Teacher)
demarcated area in filesmove from stationarytoday?while singing andposition with balls, bounceUse answers toclapping to warm-up theand continue bouncingUse answers tobody for maximalwhiles moving throughsummarise the lesson.performance and toobstacles from one pointto another. Supervise andprevent injuriesto another. Supervise andgive corrective feedback.End lesson with cool downEnd lesson with cool down		0,		
while singing and clapping to warm-up the body for maximalposition with balls, bounce and continue bouncingUse answers to summarise the lesson.body for maximal performance and to prevent injurieswhiles moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool downuse answers to summarise the lesson.	Friday		•	
clapping to warm-up the body for maximaland continue bouncing whiles moving throughUse answers to summarise the lesson.performance and to prevent injuriesobstacles from one point to another. Supervise and give corrective feedback. End lesson with cool downUse answers to				today?
body for maximal whiles moving through performance and to prevent injuries to another. Supervise and give corrective feedback. End lesson with cool down		while singing and	•	
performance and to prevent injuriesobstacles from one point to another. Supervise and give corrective feedback. End lesson with cool down		clapping to warm-up the	and continue bouncing	Use answers to
prevent injuries to another. Supervise and give corrective feedback. End lesson with cool down		body for maximal	whiles moving through	summarise the lesson.
give corrective feedback. End lesson with cool down		performance and to	obstacles from one point	
End lesson with cool down		prevent injuries	to another. Supervise and	
			give corrective feedback.	
activities			End lesson with cool down	
			activities	

Week Endi	ng			
Class		Three		
		RELIGIOUS AND MORAL ED	OUS AND MORAL EDUCATION	
Reference		RME curriculum Page		
Learning In	dicator(s)	B3.2.1.1.1:		
	ce Indicator	Learners can Name the sa	cred scriptures of the three	
		major religions.		
Strand		Religious Practices and thei	r Moral Implications	
Sub strand		Religious Worship in the Th	•	
		Ghana		
Teaching/ I	Learning Resources	Pictures		
	-	novation Communication an	d Collaboration Personal	
•	•	Thinking and Problem Solvin		
	<u> </u>			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Engage learners to sing	Guide learners to mention	What have we learnt	
	songs and recite familiar	the sacred scriptures: The	today?	
	rhymes	Holy Bible (Christianity),		
		The Holy Qur'an, Hadith	Ask learners to	
		(Islam), Sacred Myths,	summarize the main	
		parables and taboos	points in the lesson	
		(Traditional Religion), etc.		
		 Let learners in groups, 		
		talk about the Holy		
		Scriptures and which		
		religion each belongs to.		
		Guide learners to recite		
		simple texts from the		
		scriptures: Al-Fãtihah		
		(Islam), Psalm 23		
		(Christianity) and Sacred		
		Myths, folktales, parables,		
		etc. (Traditional Religion).		
		Assessment : Let learners		
		Name the sacred		
		scriptures of the three		
		major religions.		
	1			

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

montage, painting, printmaking, lettering, pattern-making, collage, montage, letter collé); I identify 3-Dimensional artworks(modelling, casting, carving, sewing, stitching, weaving, knotting, construction, assemblage, quilling)			
Assessment: : Let learners generate ideas from visual artworks found in other African communities			
Learning In	dicator (s) (Ref. No.)	B3.1.5.1.2 State opinion an	d feelings on events and
-------------	---------------------------------------	---	---------------------------
5 ()()		characters in stories.	
		B3.1.6.1.1 Discuss and demonstrate non-verbal forms	
		of greeting	
Performan	ce Indicators	The learner	should state opinion and
		feelings on events a	nd characters in stories.
		• The learner	should discuss and
		demonstrate non-ve	erbal forms of greeting
Week Endir	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ I	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Let learners sing a	What have we learnt
	songs and recite	popular song they know.	today?
	familiar rhymes	• Tell or read an	
		interesting story to	
		learners.	Review the lesson with
		Help the learners to	learners
		state their opinions and	
		feelings on events and	
		characters in the story	
		,	
		Assessment: let learners	
		state opinion and feelings	
		on events and characters	
		in stories.	
	Engage leaners to sing	Revise greetings with	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes		

	 Demonstrate some non-verbal forms of greetings for learners to see. Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head. Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs 	Review the lesson with learners
	Assessment: let learners demonstrate non-verbal forms of greeting	
Engage leaners to sing songs and recite familiar rhymes	 Revise greetings with learners. Demonstrate some non- verbal forms of greetings for learners to see. Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head. Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs 	What have we learnt today? Review the lesson with learners
	Assessment: let learners demonstrate non-verbal forms of greeting	

TERM TWO BASIC THREE WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC THREE

Name of School.....

Week Endi	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning In	dicator(s)	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	
Performan	ce Indicator	A. Learners can talk	about important places in
		their communities	
		B. Learners can rea	d level-appropriate sight
		words, understand a	and use them in meaningful
		complex sentences	
		C. Learners can develo	p two coherent paragraphs
		on one idea or conc	ept using leading questions
			ify the present continuous
			rds in spoken and written
		communication	
		E. Learners can read a variety of age and level-	
			and summarise them
Teaching/ L	earning Resources	Word cards, sentence cards	· · · •
		on a manila card and a clas	•
-	-	novation Communication and	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DATS	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	· ·····,	(
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Show pictures of	today?
	rhymes	important places in their	
		communities such as the	Ask learners to
		market, the fire service	summarize the main
		station etc.	points in the lesson
		• Let learner's think-pair-	
		share their views and	

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

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

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

Week Endi	ησ		
Class	۵ '	Three	
Subject		MATHEMATICS	
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Reference	-1'	Mathematics curriculum F	age
Learning In		B3.1.2.4.3 B3.1.2.4.4	
Performan	ce Indicator		explain estimation strategies for a given word problem
		involving addition or subtra	•
		Learners can show an unde	erstanding of the property
		of commutativity	0 1 1 /
Strand		NUMBER	
Sub strand		Number Operations	
Teaching/ I	earning Resources	Counters	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ig. Critical Thinking and
Problem So	lving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	To estimate the sum of	Review the lesson with
		430 + 561, use 400 + 500.	Learners
	I'm counting one, what	The sum must be close to	
	is one	900; to estimate the	
	1 - One is one alone,	different of 660 and 430,	
	alone it shall be.	use 600 and 400 or 700	Assessment: have
	2 - Two pair, two pair	and 400. The difference	learners to practice with
	come pair let us pair	must be close to 200 or	more examples
		300.)	
Tuesday	Sing songs like:	To estimate the sum of	Review the lesson with
racoudy		430 + 561, use 400 + 500.	Learners
	I'm counting one, what	The sum must be close to	
	is one	900; to estimate the	
		different of 660 and 430,	Accorrent
	1 - One is one alone,	use 600 and 400 or 700	Assessment: have
	alone it shall be.	and 400. The difference	learners to practice with
	2 - Two pair, two pair	must be close to 200 or	more examples
	come pair let us pair	300.)	
	come pair let us pair		

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

Week Endir	ng		
Class	-	Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.2.1.4.2	
Performanc	e Indicator	Learners can describe the p	roperties of air
Strand		Cycles	
Sub strand		Earth Science	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	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? • Perform a simple demonstration on the properties of air, e.g. air has mass, occupies space, made up of more than one gas, pulls and pushes objects. Assessment: let learners describe the properties of air	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 demonstrate in their how to make more air enter their classrooms in groups. • Let each group present their findings.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let learners demonstrate in their own way how to make more air enter their classrooms	

Week Endi	ng		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In	dicator(s)	B3.2.3.1. 2.	
Performan	ce Indicator	Learners can mention reas	sons why records should be
		taken regularly, as a respor	nsible citizen
Strand		ALL AROUND US	
Sub strand		Map Making and Land Mar	ks
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ng.
	1	Γ	1
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Turadau	For Learning)	Thursen think we'r shene	M/h at h aver we had not
Tuesday	Engage learners to sing	Through think-pair-share,	What have we learnt
	songs and recite familiar	learners talk about the	today?
	rhymes	need to take records	
		regularly, e.g. for future	Ask learners to
		use, for accuracy	summarize the main
		Assessment: let learners	points in the lesson
		mention reasons why	
		records should be taken	
		regularly	
Thursday	Engage learners to sing		What have we learnt
	songs and recite familiar	Through think-pair-share,	today?
	rhymes	learners talk about the	
	,	need to take records	Ask learners to
		regularly, e.g. for future	summarize the main
		use, for accuracy	points in the lesson
		Assessment: let learners	
		mention reasons why	
		records should be taken	
		regularly	

Week Endir	ng		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.2.1.2	
Performanc	ce Indicator	Learners can name some	e of the items exchanged
		among the various groups	
Strand		My Country Ghana	
Sub strand		Inter-Group Relations	
	earning Resources	Pictures	
-	-	novation Communication an	
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	Engage learners to sing	Match items with the	What have we learnt
Tuesuay	songs and recite familiar	areas/sources where the	today?
	rhymes	items were obtained. e.g.	
	ingines -	shea butter - savannah	Ask learners to
		belt	summarize the main
			points in the lesson
		Assessment: let learners match items with the	
		areas where the items	
		were obtained	
Thursday	Engage learners to sing	Match items with the	What have we learnt
	songs and recite familiar	areas/sources where the	today?
	rhymes	items were obtained. e.g.	
		shea butter - savannah	Ask learners to
		belt	summarize the main
		Assessment: let learners	points in the lesson
		match items with the	
		areas where the items	
		were obtained	

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

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

Week Endin	g		
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ind	licator(s)	B3 2.1.1.2	
Performance		Generate ideas from perfor	ming artworks produced or
		performed in other Africar	communities for creating
		own artworks that reflect	people in those areas in
		Africa	
Strand		PERFORMING ARTS	
Sub strand		Thinking and Exploring Idea	IS
Teaching/ Le	earning Resources	Pictures	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	I study the music, dance	today?
	rhymes	and drama produced or	
		performed in other	Ask learners to
		countries in Africa and the	summarize the main
		rest of the world (Dances:	points in the lesson
		Indlamu of South Africa,	
		Moribayasa of Guinea,	
		Eskista of Ethiopia, Atilogwu of Nigeria,	
		Aduma of Kenya; Music:	
		Afrobeat of Nigeria,	
		Highlife of Ghana, Bongo	
		Flava of Tanzania, Hip-	
		hop, Kpop, Jingle, Breaks,	
		Azonto)	
		examine the resources,	
		elements, instruments	
		available for composing	
		and performing the arts	
		under study and how they	
		are acquired;	

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

Loorning	dicator (c) (Ref. No.)	P21612 Souther the house	non vorbal graatings
Learning Indicator (s) (Ref. No.)		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	
			iny using the appropriate
Dorformer	ce Indicators	pronouns The learner	chould cay why we have
Periorman			should say why we have
		non-verbal greeting	s. should describe one's self
		using personal pron	
		• • • •	should describe the family
		using the appropriat	
Week Endir	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ I	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing		What have we learnt
	songs and recite	we use non-verbal forms	today?
	familiar rhymes	to greet.	
		Assessment: let learners	Review the lesson with
		explain why we have non-	learners
		verbal greetings.	
		verbai greetings.	
	Engage leaners to sing	Let learners say the	What have we learnt
	songs and recite	letters of the alphabet.	today?
	familiar rhymes	 Write some words on 	
		the board and lead	
		learners to say the words.	Review the lesson with
		 Let learners form 	learners
		sentences with the words.	
		 Introduce pronoun to 	
		learners.	
		 Let learners describe 	
		themselves using personal	
		pronouns. E.g. I, me, mine.	

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

TERM TWO BASIC THREE WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC THREE

Name of School.....

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

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

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

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

Week Endi	ng		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning In	dicator(s)	B3.1.2.5.1	
Performan	ce Indicator	Learners can Represent	and explain multiplication
		using equal groupings	
Strand		NUMBER	
Sub strand		Number Operations	
Teaching/	Learning Resources	Counters	
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal
•	•	Thinking and Problem Solvin	g. Critical Thinking and
Problem Sc	lving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as: $= 4 \times 3$ $= 3 \times 4$ $= 6 \times 2$	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as: $= 4 \times 3$ $= 3 \times 4$ $= 6 \times 2$	Review the lesson with Learners Assessment: have learners to practice with more examples

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

Week Endir	ng		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.2. 2.1.2	
Performanc		Learners can observe the	germination of maize and
		bean seeds	0
Strand		CYCLES	
Sub strand		LIFE CYCLES OF ORGANISMS	5
Teaching/ L	earning Resources	Pictures	
		novation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
· ·	•	U	<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Begin this activity by	What have we learnt
	songs and recite familiar	asking learners to predict	today?
	rhymes	whether it is possible for	
		bean and maize seeds to	Ask learners to
		germinate/sprout in water	summarize the important
		without soil.	points of the lesson
		 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.	
		 Learners pack container 	
		A with the cotton wool	
		and push one of each of	
		the different seeds	
		through the side of the	
		container but not to touch	
		the bottom.	
		Guide learners to pour a	
		little water to soak the	

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

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

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

Week Endir	ng		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.2.1.2	
Performanc	e Indicator	Learners can name some	of the items exchanged
		among the various groups	
Strand		My Country Ghana	
Sub strand		Inter-Group Relations	
Teaching/ L	earning Resources	Pictures	
-	=	novation Communication an	
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ıg.
	I		1
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Explain the medium of	What have we learnt
	songs and recite familiar	exchange	today?
	rhymes		
		Assessment: let learners	Ask learners to
		name some of the items	summarize the main
		exchanged among the	points in the lesson
		various groups	
Thursday	Engage learners to sing	Explain the medium of	What have we learnt
	songs and recite familiar	exchange	today?
	rhymes		
		Assessment: let learners	Ask learners to
		name some of the items	summarize the main
		exchanged among the	points in the lesson
		various groups	

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

Week End	ing			
Class		Three		
Subject		RELIGIOUS AND MORAL EDUCATION		
Reference		RME curriculum Page		
Learning l	ndicator(s)	B3 2.1.1.2:		
Performar	nce Indicator	Learners can give reasons	s for studying the sacred	
		scriptures of the three ma	ajor religions among their	
		followers		
Strand		Religious Practices and thei	r Moral Implications	
Sub stranc	1	Religious Worship in the Th	ree Major Religions in	
		Ghana		
Teaching/	Learning Resources	Pictures		
Core Com	petencies: Creativity and Ini	novation Communication and	d Collaboration Personal	
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Engage learners to sing	Let learners talk about the	What have we learnt	
	songs and recite familiar	religion they belong to.	today?	
	rhymes	• Let learners mention the		
		scriptures their religion	Ask learners to	
		uses.	summarize the main	
		• Discuss the importance	points in the lesson	
		of studying the sacred		
		scriptures:		
		- they lead us to God,		
		- they help us to know the		
		Truthfulness about God		
		and the world,		
		- they help us to lead good		
		moral lives,		
		- they give us messages		
		from God, etc.		
		Assessment: let learners		
		give reasons for studying		
		the sacred scriptures of		
L				

	the three major religions	
	among their followers	

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

		P enhance the surface	
		appearance of objects by	
		using a combination of	
		skills such as scribbling,	
		shading, painting,	
		marbling, spraying,	
		blowing, glazing,	
		embossing, etc.;	
		Assessment: let learners	
		write a plan on how to	
		create own artworks that	
		represent visual artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	discuss the visual artworks	today?
	rhymes	created that reflect	
		natural and manmade	Ask learners to
		environments in other	summarize the main
		African cultures.	points in the lesson
		Assessment: let learners	
		describe the visual	
		artworks created that	
		reflect natural and	
		manmade environments	
		in other African cultures.	
		in other / intean calcules.	
Learning In	Learning Indicator (s) (Ref. No.) B3.1.8.1.1 Recount what the story is about and		
-------------	--	---	---------------------------
		answer simple	
		B3.1.8.1.2 Explain the meaning of key words and give	
		simple summary of a short	• • •
		B3.1.9.1.1. Answer question	ns on, 'who", "what",
		"where" and" when"	
Performan	ce Indicators	The learner	should recount what the
		story is about and a	nswer simple
		 The learner should explain the meaning of key words and give simple summary of a short text. The learner should answer questions on, 'who", "what", "where" and" when" 	
Week Endi	ng	,,	
Reference	-	Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	 Lead learners to sing a 	What have we learnt
	songs and recite	song.	today?
	familiar rhymes	 Tell/show an interesting 	
		story.	
		 Discuss the story with 	Review the lesson with
		learners.	learners
		 Lead learners to discuss 	
		what the story is about.	
		Assessment	
		Ask questions based on	
		the story for learners to	
		answer	

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

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

TERM TWO BASIC THREE WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC THREE

Name of School.....

Week Ending		
Class	Three	
Subject	ENGLISH LANGUAGE	
Reference	English Language curriculur	n Page
Learning Indicator(s)	B3.1.6.2.1. B3.2.6.1.2. B	3.4.9.1.1 B3.5.4.1.2
	B3.6.1.1.1	
Performance Indicator	A. Learners can de	monstrate turn-taking in
	conversation in diffe	erent topics
	B. Learners can use kn	owledge of prefixes and
	suffixes to interpret	unfamiliar words
	C. Learners can select	a topic on familiar themes
		storm and organise before
	writing	
	D. Learners can use the present continuous for	
		actions taking place at the
	time of speaking	
		a variety of age and level-
appropriate books and summ		
Teaching/ Learning Resources	Word cards, sentence cards	· · · ·
	on a manila card and a class	•
Core Competencies: Creativity and Inr		
Development and Leadership Critical	i ninking and Problem Solvin	g.
DAYS PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
MINS	(New Learning Including	10MINS
(Preparing The Brain	Assessment)	(Learner And Teacher)
For Learning)		(
Monday Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
songs and recite familiar	Let learners identify some	today?
rhymes	familiar/interesting topics	
	based on their	Ask learners to
	environment for	summarize the main
	discussion.eg. Sanitation,	points in the lesson
	Bush fires,	

1			
		 Let learners give 	
		scenarios from the	
		identified topics.	
		 Let learners 	
		demonstrate taking turns	
		in conversations.	
		 Guide appropriate 	
		language use in	
		conversation	
		Assessment: let learners	
		demonstrate turn-taking	
		in conversation in	
		different topics	
Tuesday	Engage learners to sing	B.READING	What have we learnt
,	songs and recite familiar	Guide learners Use	today?
	rhymes	knowledge of prefixes and	
		suffixes to interpret	Ask learners to
		unfamiliar words	summarize the main
			points in the lesson
		Assessment: let learners	
		use knowledge of prefixes	
		and suffixes to interpret unfamiliar words	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
weatesday	songs and recite familiar	Take learners through the	today?
	rhymes	writing process: Pre-	
	,	writing stage	Ask learners to
		 Consider composition 	summarize the main
		writing as a process. That	points in the lesson
		is, it should be done in	
		stages.	
		 Take learners through stages such as 	
		preparation, writing,	
		editing and publishing.	
		 Assist learners to 	
		prepare for writing by	
		discussing the topic to	
		write on, e.g. My School.	
		• In groups, let learners	
		discuss their ideas.	
		 Use learner strategies 	
		such as brainstorming to	
		help learners generate	

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

	level-appropriate books and summarise them	

Week Endir	ng		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum P	age
Learning Inc	dicator(s)	B3.1.2.5.2	
Performanc	e Indicator	Learners can Represent	and explain multiplication
		using rectangular arrays	
Strand		NUMBER	
Sub strand		Number Operations	
Teaching/ L	earning Resources	Counters	
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developme	nt and Leadership Critical T	hinking and Problem Solving.	. Critical Thinking and
Problem So	lving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	To find $2 \times 3 = ?$	Review the lesson with
		Learners arrange 2	Learners
	I'm counting one, what	straws vertically (legs)	
	is one	and put across it with 3	
	1 - One is one alone,	horizontal ones (arms).	
	alone it shall be.	Learners count the number of intersections.	Assessment: have
	2 - Two pair, two pair		learners to practice with
	come pair let us pair		more examples
	3 - Turn around	$2 \times 3 = 6$	
	4 - Follow me	Learners model different	
	5 - Fire	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	
L		arms and then count the	

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

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

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

Week Endi	ng		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curri	culum Page
Learning In	dicator(s)	B3.2.4.1.1.	
Performan	ce Indicator	Learners can recognise the	need to be proud of their
		communities	
Strand		ALL AROUND US	
Sub strand		Population and Settlement	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solving	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about the	What have we learnt
	songs and recite familiar	•	today?
	rhymes	communities e.g. that is	
		where they live, peace	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		identify the need to be	
		proud of their communities	
Thursday	Engage learners to sing	Through role	What have we learnt
,	songs and recite familiar	play/dramatisation/fieldtrip	today?
	rhymes	guide learners to talk about	
		how they will protect their	Ask learners to
		environment and the	summarize the main
		facilities in their	points in the lesson
		community. e.g. do not	
		litter the environment, do	
		not engage in open	
		defecation, report people	
		who destroy public utilities,	

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

Week Endir	າg		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.2.1.2	
Performanc	ce Indicator	Learners can trace the orig	in of the name 'cedi'
Strand		My Country Ghana	
Sub strand		Inter-Group Relations	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvii	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
l	MINS	(New Learning Including	10MINS
l	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Trace the origin of the	What have we learnt
1	songs and recite familiar	name 'cedi'.	today?
1	rhymes	Assessment: let learners	
l		trace the origin of the	Ask learners to
1		name 'cedi'	summarize the main
l .			points in the lesson
Thursday	Engage learners to sing	Trace the origin of the	What have we learnt
1	songs and recite familiar	name 'cedi'.	today?
1	rhymes		
1		Assessment: let learners	Ask learners to
l		trace the origin of the	summarize the main
		name 'cedi'	points in the lesson

Week End	ing		
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	ndicator(s)	B3.1.3.1.2	
Performar	nce Indicator	Learners can roll forward fr	om standing position many
		time to a distance in a roun	d form.
Strand		MOTOR SKILL AND MOVEM	ENT PATTERNS
Sub strand	ł	RHYTHMIC SKILLS	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Ini	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Squat in front of a spread	What have we learnt
	demarcated area in files	mat/safe floor. Place	today?
	while singing and	hands on the mat/floor	
	clapping to warm-up the	and tuck in the chin to	Use answers to
	body for maximal	touch the chest. From this	summarise the lesson.
	performance and to	position, push with the	
	prevent injuries	hands and roll forward in a	
		round form and back to	
		the standing. Allow	
		learner to progress at	
		their own pace and always give support.	
		Learners practice the skill,	
		observe and give them	
		corrective feedback.	
		Ensure that learners	
		progress at their own	
		pace.	

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

Week Endin	Ig			
Class		Three		
Subject	ubject CREATIVE ARTS			
Reference		Creative Arts curriculum		
Learning Inc	arning Indicator(s) B3 2.2.2.2			
Performanc	e Indicator	Learners can plan to cr	eate own artworks that	
		represent performing arts	in other communities in	
		Africa, by experimenting v	, by experimenting with available instruments,	
		resources and techniques	for producing performing	
		artworks that reflect the	e natural and manmade	
		environments in those area	s in Africa	
Strand		PERFORMING ARTS		
Sub strand		Planning, Making and Comp	oosing	
Teaching/ L	earning Resources	Pictures		
Core Compe	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal	
Developme	nt and Leadership Critical 1	hinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	\Box experiment with	What have we learnt	
	songs and recite familiar	available	today?	
	rhymes	instruments/elements,		
		resources and techniques	Ask learners to	
		to determine their nature,	summarize the main	
		suitability and safety in	points in the lesson	
		order to compose and		
		perform music, dance or		
		drama that reflect other		
		cultures in Africa; 🗆 talk		
		about the history and		
		culture (e.g. their beliefs,		
		customs, religion,		
		festivals) of the people		
		from other parts of the		
		Africa;		
		Assessment: let learners		
		develop a plan to create		
		own artworks that		

		represent performing arts in other communities	
Wednesday	Engage learners to sing songs and recite familiar rhymes	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 Assessment: let learners develop a plan to create own artworks that represent performing arts in other communities	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.) B3.2.4.2.1 Listen and say words with identical sounds			
		from poems	
		B3.2.4.2.2 Read poems and recognise rhyming words	
Performanc	e Indicators	The learner should listen and say	
		words with identical sounds from poems	
		• The learner s	should read poems and
		recognise rhyming v	vords
Week Endin	Ig		
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	 Let learners explore a 	What have we learnt
	songs and recite	rhyme they know.	today?
	familiar rhymes	 Read poems to learners. 	
		Ask learners to listen	De la chalana inh
		attentively and pick words	Review the lesson with
		with identical sounds.	learners
		Let learners say the	
		words with identical	
		sounds from the poem.	
		• Let learners use the	
		words to form their own	
		sentences.	
		Assessment: let learners	
		say words with identical	
		sounds from poems	
		sounds from poems	
	Engage leaners to sing	• Let learners explore a	What have we learnt
	songs and recite	rhyme they know.	today?
	familiar rhymes	 Read or play a poem to 	
		learners.	
		 Lead learners through 	Review the lesson with
		discussions to recognise	learners

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

TERM TWO BASIC THREE WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC THREE

Name of School.....

Week Endin	g			
Class		Three		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning Inc	licator(s)	B3.1.6.2.1. B3.2.6.1.3 B3	.4.9.2.1 B3.5.4.1.3	
		B3.6.1.1.1		
Performance Indicator		A. Learners can der	nonstrate turn-taking in	
		conversation in diffe	-	
			stand and use many of the	
			g words and chunks in the	
			g both content words	
			ectives and adverbs) and	
		function words (pre	epositions, articles)	
		C. Learners can write	ideas on a topic in simple	
		sentences		
		D. Learners can use simple past and the past		
		continuous forms of verbs to express past		
		actions		
		E. Learners can read a variety of age and level-		
		appropriate books a	and summarise them	
Teaching/ L	earning Resources	Word cards, sentence cards	s, letter cards, handwriting	
		on a manila card and a class library.		
Core Compe	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal	
Developme	nt and Leadership Critical 1	hinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Let learners identify some	today?	
	rhymes	familiar/interesting topics		
		based on their		
		environment for		

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

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

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

Week Endi	ng		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning In	dicator(s)	B3.1.2.6.1	
Performan	ce Indicator	Learners can Use	concrete and pictorial
		representations to explain division as equal sharing or partitioning equally into given groups and finding how	
<u>.</u>		many are in each group	
Strand		NUMBER	
Sub strand		Number Operations	
	Learning Resources	Counters	
-	-	novation Communication and	
•	•	Thinking and Problem Solvin	g. Critical Thinking and
Problem Sc	olving.		
DAVC		PHASE 2: MAIN 40MINS	
DAYS	PHASE 1: STARTER 10		PHASE 3: REFLECTION
	MINS (Droporting The Brotin	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Sing songs like:	Give a quantity of straws	Review the lesson with
,		(e.g. 12) and invite 4	Learners
	I'm counting one, what	learners to share equally	
	is one	among themselves by	
	1 - One is one alone,	picking one at a time in	
	alone it shall be.	turns until all straws are	Assessment: have
	2 - Two pair, two pair	finished and then asking	learners to practice with
	come pair let us pair	each learner to count and	more examples
		tell the number of straws	
		they received	
Tuesday	Sing songs like:	Give a quantity of straws	Review the lesson with
		(e.g. 12) and invite 4	Learners
	I'm counting one, what	learners to share equally	
	is one	among themselves by	
	1 - One is one alone,	picking one at a time in	Assessment: have
	alone it shall be.	turns until all straws are	learners to practice with
	2 - Two pair, two pair	finished and then asking	more examples
	come pair let us pair	each learner to count and	
		tell the number of straws	
		they received	

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

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

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

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

Sacred Myths, folktales,points in the lessonIf you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

	parables, etc. (Traditional Religion).	
	Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	

Week Endir	ng		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.2.1.3	
Performance	ce Indicator	Learners can describe the	conflicts and alliances that
		existed among the ethnic g	roups in Ghana
Strand		My Country Ghana	
Sub strand		Inter-Group Relations	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Trace the origin of the	What have we learnt
	songs and recite familiar	name 'cedi'.	today?
	rhymes		
		Discuss intergroup wars	Ask learners to
		such as Battle of Feyiase	summarize the main
		and the Krepi war of 1833.	points in the lesson
		Discuss instances where	
		alliances were formed	
		between different groups	
		to fight a common enemy.	
		e.g. The Battle of	
		Akatamanso where the	
		Asante army was defeated	
		by an alliance made up of	
		the British, Ga, Fante,	
		Akyem, Akwamu, Krepi	
		and Denkyira Anlo/Asante	
		in the Ada War of 1869.	
		Accorrent lat lagrage	
		Assessment: let learners	
		describe the conflicts and	

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

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

Week Endir	ng		
Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning In	dicator(s)	B3.2.2.1.1	
Performance	ce Indicator	Learners can describe h	now various festivals are
		celebrated	
Strand		Religious Practices and their Moral Implications	
Sub strand		Festivals in the Three Majo	r Religions
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners mention	What have we learnt
	songs and recite familiar	religious festivals they	today?
	rhymes	have witnessed or heard	
		about: - Islam-Eid-ul-Fitr,	Ask learners to
		Eid-ul-Adha, etc	summarize the main
		Christianity-Easter,	points in the lesson
		Christmas, Ash	
		Wednesday, Pentecost	
		Day, etc Traditional-	
		Aboakyer, Hogbetsotso,	
		Adae, FetuAfahyE, Feok,	
		etc.	
		 Let learners, in groups, 	
		describe how various	
		festivals are celebrated.	
		Assessment: let learners	
		describe how various	
		festivals are celebrated	
Week Endin	ø		
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Class			
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
	earning Indicator(s) B3 1.2.3.2		
Performance			nctional visual artworks by
Ferrormance		Learners can create own functional visual artworks by skilfully using available visual arts tools, material and	
		methods to express own view about visual artworks	
		that reflect the natural and manmade environments in	
		other African communities	
Strand		VISUAL ARTS	
Sub strand		Planning, Making and Com	oosing
	arning Pasaureas	Pictures	
	earning Resources		d Collaboration Devenal
-	-	ovation Communication and	
Developmer	it and Leadership Critical	Thinking and Problem Solvin	g.
DAVC			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday		Create own functional	What have we learnt
Monday	Engage learners to sing		
	songs and recite familiar	visual artworks by skilfully	today?
	rhymes	using available visual arts	A alc la ave ave to
		tools, material and	Ask learners to
		methods to express own	summarize the main
		view about visual	points in the lesson
		artworks that reflect the	
		natural and manmade	
		environments in other	
		African communities	
		Assessment: let learners	
		create own functional	
		visual artworks	
Wednesday	Engage learners to sing	Create own functional	What have we learnt
	songs and recite familiar	visual artworks by skilfully	today?
	rhymes	using available visual arts	
		tools, material and	
		methods to express own	

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

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

	-	1
	 Join two of the one-syllable words to form a new word on the board. Lead learners to say the words. Write three-syllable words on flashcards. Show it to the learners to read the words and segment them into syllables 	
	Assessment: let learners read three-syllable words and segment them into syllables	
Engage leaners to sing songs and recite familiar rhymes	 Let learners say the letters of the alphabet. Form one-syllable words and lead learners to say the words. Join two of the one- syllable words to form a new word on the board. Lead learners to say the words. Write three-syllable words on flashcards. Show it to the learners to read the words and segment them into syllables 	What have we learnt today? Review the lesson with learners
	Assessment: let learners read three-syllable words and segment them into syllables	

TERM TWO BASIC THREE WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC THREE

Name of School.....

Week Endir	ng		
Class	-	Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.6.2.2. B3.2.6.1.3 B B3.6.1.1.1	
Performance Indicator Teaching/ Learning Resources		clarification about w B. Learners can under frequently occurrin language, includir (nouns, verbs, adj function words (pro C. Learners can write sentences D. Learners can use continuous forms actions E. Learners can read appropriate books a	and answer questions for what other people say estand and use many of the g words and chunks in the ng both content words ectives and adverbs) and epositions, articles) e ideas on a topic in simple e simple past and the past of verbs to express past I a variety of age and level- and summarise them s, letter cards, handwriting
		on a manila card and a clas	s library.
Core Comp	etencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ng.
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Revise topics previously discussed, e.g. Climate Change. Ask questions on the topic discussed. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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

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

Week Ending	5		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Ind	icator(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/ Le	arning Resources	Counters	
Core Compe	tencies: Creativity and Inno	ovation Communication and	Collaboration Personal
Developmen	t and Leadership Critical T	hinking and Problem Solving.	Critical Thinking and
Problem Sol	ving.		
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN <i>40MINS</i> (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		(
Monday	Sing songs like:	1 Give a quantity of	Review the lesson with
,		straws (e.g. 12) and have	Learners
	I'm counting one, what	learners make equal	
	is one	groups formation of 3	Assessment: have
	1 - One is one alone,	straws in each group and	learners to practice with
	alone it shall be.	then have learners count	more examples
		the number of equal	
		groups formed.	
Tuesday	Sing songs like:	Give a quantity of straws	Review the lesson with
		(e.g. 12) and have	Learners
	I'm counting one, what	learners make equal	
	is one	groups formation of 3	
	1 - One is one alone,	straws in each group and then have learners count	Assessment: have
	alone it shall be.	the number of equal	learners to practice with
		groups formed	more examples
		0.00001011100	
Wednesday	Sing songs like:	Give a quantity of straws	Review the lesson with
'		(e.g. 12) and have	Learners
	I'm counting one, what	learners make equal	
	is one	groups formation of 3	
		straws in each group and	

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

Week Endir	ng		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.3.3.1.1	
Performance	ce Indicator	Learners can identify or	ganisms in a habitat and
		describe why they live in a	particular place
Strand		SYSTEMS	
Sub strand		ECOSYSTEM	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Show pictures, videos and	What have we learnt
	songs and recite familiar	drawings of organisms in	today?
	rhymes	their various homes	
		(habitats).	Ask learners to
		 Take learners on a field 	summarize the important
		trip (or a tour of the	points of the lesson
		school environment) to	
		study about some	
		ecosystems, e.g.	
		(1) Birds and insects on a	
		tree	
		(2) Frogs and fish in a	
		pond/stream	
		(3) Grasshoppers, insects	
		on a grass field	
		(4) Different plant on a	
		farm.	
		Accorrect lat la sur and	
		Assessment: let learners	
		identify organisms in a	
		habitat and describe why	
		they live in a particular	
		place	

Thursday	Engage learners to sing songs and recite familiar rhymes	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. • Guide learners to discuss the following: (1) is a frog a fish? (2) Why can't a fish live on land? Assessment: let learners identify organisms in a habitat and describe why they live in a particular place.	What have we learnt today? Ask learners to summarize the important points of the lesson
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Week Endi	ng		
Class	Three		
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Indicator(s)		B3.3.1.1.1.	
Performan	ce Indicator	Learners can explain the re	easons for studying the
		sacred scriptures of the thr	ee major religions among
		their followers	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
Teaching/	Learning Resources	Pictures	
-	-	novation Communication an Thinking and Problem Solvir	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Let learners recite texts	What have we learnt
	songs and recite familiar rhymes	from the scriptures	today?
		Assessment: let learners	Ask learners to
		explain the reasons for	summarize the main
		studying the sacred	points in the lesson
		scriptures of the three	
		major religions among	
		their followers	
Thursday	Engage learners to sing	Learners to talk about the	What have we learnt
Thursday	songs and recite familiar	moral lessons from the	What have we learnt today?
Thursday			today?
Thursday	songs and recite familiar	moral lessons from the scriptures	today? Ask learners to
Thursday	songs and recite familiar	moral lessons from the scriptures Assessment: let learners	today? Ask learners to summarize the main
Thursday	songs and recite familiar	moral lessons from the scriptures Assessment: let learners can explain the reasons	today? Ask learners to
Thursday	songs and recite familiar	moral lessons from the scriptures Assessment: let learners can explain the reasons for studying the sacred	today? Ask learners to summarize the main
Thursday	songs and recite familiar	moral lessons from the scriptures Assessment: let learners can explain the reasons for studying the sacred scriptures of the three	today? Ask learners to summarize the main
Thursday	songs and recite familiar	moral lessons from the scriptures Assessment: let learners can explain the reasons for studying the sacred	today? Ask learners to summarize the main

Week Endir	ng		
Class	-	Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.4.1.1	
Performance		Learners can identify the fo	orts and castles built along
		the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	What is the difference	What have we learnt
	songs and recite familiar	between a fort and castle?	today?
	rhymes	Where can we locate the	
		forts and castles? Who	Ask learners to
		built them? When were	summarize the main
		they built? Why were they	points in the lesson
		built? How have the uses	
		of forts and castles	
		changed over time	
		Explain the differences	
		between forts and castles	
		Assessment: let learners	
		identify the forts and	
		castles built along the	
		coast of Ghana	
Thursday	Engage learners to sing	Explain the differences	What have we learnt
	songs and recite familiar	between forts and castles	today?
	rhymes		

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

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

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

Week Endin	g		
Class	•	Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ind	licator(s)	B3 2.2.3.3	
Performance		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 comm	•
Strand		PERFORMING ARTS	
Sub strand		Planning, Making and Com	posing
	earning Resources	Pictures	p = =
		ovation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
			0.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners to:	What have we learnt
	songs and recite familiar	🛙 use available	today?
	rhymes	instruments, elements,	
		resources and techniques	Ask learners to
		for public education and	summarize the main
		entertainment;	points in the lesson
		Assessment: let learners	
		create own music, dance	
		and drama performances	
		using available	
		instruments, resources	
		and methods to express	
		own views	
Wednesday	Engage learners to sing	Learners to	What have we learnt
	songs and recite familiar	use available instruments,	today?
	rhymes	resources and techniques,	
		create own music, dance	
		and drama based on the	

 and drama based on the

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

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

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

TERM TWO BASIC THREE WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC THREE

Name of School.....

	ng		
Class	ass Three		
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		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		
Performance Indicator		A. Learners can participate in communication, using	
		more varied and more accurate language	
		B. Learners can use dict	
		internet to clarify word r	-
		C. Learners can review and	d revise the draft, adding
		to or taking out ideas	
		D. Learners can identify an	-
		sentences to describe he	
		E. Learners can read a v	, 0
		appropriate books and summarise them	
Teaching/ I	earning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
-	-	nnovation Communication and C	Collaboration Personal
Developme	ent and Leadership Critica	al Thinking and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAYS	MINS	(New Learning Including	10MINS
DAYS	MINS (Preparing The Brain		
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	<i>10MINS</i> (Learner And Teacher)
DAYS Monday	MINS (Preparing The Brain For Learning) Engage learners to	(New Learning Including Assessment) A. ORAL LANGAUGE	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have	10MINS (Learner And Teacher)
	MINS (Preparing The Brain For Learning) Engage learners to	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the	10MINS (Learner And Teacher) What have we learnt today?
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the conversation posters on issues	10MINS (Learner And Teacher) What have we learnt today? Ask learners to
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events,	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the conversation posters on issues	10MINS (Learner And Teacher) What have we learnt today? Ask learners to
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events,	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events, customs, etc.	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	(New Learning Including Assessment) A. ORAL LANGAUGE Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events, customs, etc. Assessment: let learners	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main

Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Introduce learners to the dictionary and glossaries. • Have learners find the dictionary meaning to key words in a comprehension passage. • Have learners make or build their own glossaries on the words learnt. • In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING In groups, have learners revise their writing paying attention to little details. • Have learners use these questions as a revision guide: i. Is my topic interesting? ii. Does the beginning catch the reader's attention? iii. Are the ideas easy to understand? iv. Are all the sentences saying something about the topic? • Encourage learners to make as many changes as necessary to improve their work. Assessment: let learners review and revise the draft, adding to or taking out ideas	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?

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

Week Endin	g			
Class	-	Three		
Subject	ubiect MATHEMATICS			
Reference		Mathematics curriculum P	age	
Learning Inc	licator(s)	B3.1.2.6.3	0	
Performanc		Learners can 3 Use	concrete and pictorial	
		representation to explain	n division as inverse of	
		multiplication		
Strand		NUMBER		
Sub strand		Number Operations		
-	earning Resources	Counters		
-	-	novation Communication and		
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g. Critical Thinking and	
Problem Sol	ving.			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Sing songs like:	Explain that division can	Review the lesson with	
		be carried out as an	Learners	
	I'm counting one, what	inverse of multiplication		
	is one	by the following process:		
	1 - One is one alone,	For example, to solve 12 ÷3		
	alone it shall be.		Assessment: have	
	2 - Two pair, two pair		learners to practice with	
	come pair let us pair	12÷3 what =12	more examples	
	3 - Turn around			
	4 - Follow me	Which means		
	5 - Fire			
		3 × what = 12		
		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		

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

		That is 12 ÷ 3 = 4	
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	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$ $12 \div 3$ what =12 Which means $3 \times$ what = 12 Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is $12 \div 3 = 4$	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	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve 12 ÷3 12 ÷ 3 what =12 Which means $3 \times$ what = 12	Review the lesson with Learners Assessment: have learners to practice with more examples

	Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is 12 ÷ 3 = 4	
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Week Endir	ng		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.3.3.1.1	
Performanc	e Indicator	Learners can identify org	anisms in a habitat and
		describe why they live in a	particular place
Strand		SYSTEMS	
Sub strand		ECOSYSTEM	
Teaching/ L	earning Resources	Pictures	
-	-	novation Communication an Thinking and Problem Solvir	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners plan, design and	What have we learnt
	songs and recite familiar	draw posters showing	today?
	rhymes	organisms in their natural	
		homes	Ask learners to
			summarize the important
			points of the lesson
		Assessment: let learners	
		identify organisms in a	
		habitat and describe why	
		they live in a particular	
		place	
Thursday	Engage learners to sing		What have we learnt
	songs and recite familiar	Learners plan, design and	today?
	rhymes	draw posters showing	
		organisms in their natural	Ask learners to
		homes	summarize the important
		Assessment: let learners	points of the lesson
		identify organisms in a	
		habitat and describe why	
		they live in a particular	
		place	

Week End	ing		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Ir	ndicator(s)	B3.3.2.1. 1.	0
_	nce Indicator	Learners can describe l	now various festivals are
		celebrated	
Strand		OUR BELIEFS AND VALUES	
Sub strand	1	Festivals	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners mention religious	What have we learnt
	songs and recite familiar	festivals they have	today?
	rhymes	witnessed:	
		i. Islam-Eid-ul-Fitr, Eid-ul-	Ask learners to
		Adha	summarize the main
		ii. Christianity-Easter,	points in the lesson
		Christmas, Ash	
		Wednesday, Pentecost	
		Day	
		iii. Traditional- Aboakyer,	
		Hogbetsotso, Adae, Fetu	
		AfahyE, Feok, etc.	
		Show pictures and videos	
		of religious festivals	
		Loornors rolo play	
		Learners role play activities that take place	
		during the festivals and	
		talk about them.	
		Assessment: let learners	
		describe how various	
		festivals are celebrate	

Thursday	Engage learners to sing	Learners narrate the	What have we learnt
,	songs and recite familiar	events in the festivals they	today?
	rhymes	have participated in and	
		their importance.	Ask learners to
		Learners draw scenes	summarize the main
		they saw during the	points in the lesson
		festival they witnessed	
		Assessment: let learners	
		describe how various	
		festivals are celebrated	

Week Endir	ng		
Class		Three	
Subject	ubject HISTORY		
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.4.1.1	
Performance	ce Indicator	Learners can identify the f	orts and castles built along
		the coast of Ghana	-
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	With the use of internet,	What have we learnt
	songs and recite familiar	identify the major forts and castles on Ghana's	today?
	rhymes	coast on a map (where they are located, which Europeans built them and when and why they were built	Ask learners to summarize the main points in the lesson
		Assessment: let learners identify the forts and castles built along the coast of Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built	What have we learnt today? Ask learners to summarize the main points in the lesson

id ca	ssessment: let learners lentify the forts and astles built along the past of Ghana	
	Dast of Ghana	

Week Endi	ng		
Class		Three	
Subject	bject PHYSICAL EDUCATION		
Reference		PE curriculum Page	
Learning In	dicator(s)	B3.2.2.2.2	
Performan	ce Indicator	Learners can identify step	s and rhythm patterns for
		traditional and cultural dan	ces.
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub strand		DYNAMICS	
Teaching/ I	Learning Resources	cones	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Show video of traditional	What have we learnt
	demarcated area in files	and cultural dances of	today?
	while singing and	Ghana such as agbadza,	
	clapping to warm-up the	adowa, etc and guide	Use answers to
	body for maximal	learners to identify the	summarise the lesson.
	performance and to	steps and rhythm	
	prevent injuries	patterns. Learners can	
		also sing and drum their	
		local traditional and	
		cultural dances for above	
		exercise. Basic dance steps are:	
		balancing, closing,	
		hesitating, pivoting, and	
		rocking.	
		Basic dance rhythms are:	
		slow-quick, quick-quick,	
		etc.	
		Assessment: let learners	
Week Endi	ng		
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Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning In	dicator(s)	B3 2.2.1.2:	
Performan	ce Indicator	Learners can demonstrate	the importance of religious
		festivals	
Strand		Religious Practices and thei	r Moral Implications
Sub strand		Festivals in the Three Major	^r Religions
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing songs and recite familiar rhymes	 Show pictures and videos of religious festivals. Using pictures and or video clips etc., let learners demonstrate how festivals are celebrated. Let learners talk about the scenes in the pictures or the videos. Guide learners to narrate the events in the festivals they have participated in. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		demonstrate the importance of religious festivals	

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

	Assessment: let learners display own visual artworks	

Learning In	dicator (s) (Ref. No.)	B3.3.3.1.1 Write simple wor places.	rds/names of people and
Performance Indicators		• The learner should write simple words/names of people and places.	
Week Endi	ng		
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DATS	MINS		10MINS
	(Preparing The Brain	(New Learning Including	(Learner And Teacher)
	For Learning)	Assessment)	
	Engage leaners to sing	Let learners mention	What have we learnt
	songs and recite	names of places and	today?
	familiar rhymes	names of their friends.	
		 Create people and place 	
		names map on a	Review the lesson with
		cardboard.	learners
		 Show the map to 	
		learners and discuss it	
		with them.	
		 Assist learners to write 	
		simple words or names of	
		people and places in their	
		books	
		Assessment: let learners	
		write simple words/names	
		of people and places	
	Engage leaners to sing	 Let learners mention 	What have we learnt
	songs and recite	names of places and	today?
	familiar rhymes	names of their friends.	
		 Create people and place 	Doviou the lesses with
		names map on a	Review the lesson with
		cardboard.	learners
		• Show the map to	
		learners and discuss it	
		with them.	
		Assist learners to write	
		simple words or names of	

		people and places in their books	
		books	
		Assessment: let learners	
		write simple words/names	
		of people and places	
Engage leaners	-	 Let learners mention 	What have we learnt
songs and recite		names of places and	today?
familiar rhymes		names of their friends.	
		 Create people and place 	
		names map on a	Review the lesson with
		cardboard.	learners
		 Show the map to 	
		learners and discuss it	
		with them.	
		 Assist learners to write 	
		simple words or names of	
		people and places in their	
		books	
		Assessment: let learners	
		write simple words/names	
		of people and places	

TERM TWO BASIC THREE WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC THREE

Name of School.....

Week Endi	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Pa	age
Learning Indicator(s)		B3.1.6.2.4. B3.2.6.1.4 B3.4.9	9.3.1 B3.5.5.1.1.
		B3.6.1.1.1	
Performance Indicator		A. Learners can expre	ess a greater variety of
		communicative mean agreeing or disagreeing)	ing (e.g. apologising,
		B. Learners can use dicti	
		internet to clarify word r	
		C. Learners can review and	-
		to or taking out ideas	
		D. Learners can identify ar	nd use adjectives in short
		, sentences to describe he	
		E. Learners can read a variety of age and level-	
		appropriate books and summarise them	
Teaching/ I	Learning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class libr	ary.
Core Comp	etencies: Creativity and I	nnovation Communication and C	Collaboration Personal
Developme	ent and Leadership Critica	al Thinking and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to	A. ORAL LANGAUGE	What have we learnt
	sing songs and recite	Let learners role-play topics or	today?
	familiar rhymes	themes discussed.	
		 Discuss the importance of 	Ask learners to
		expressing a variety of	summarize the main
		communicative	points in the lesson
		meanings/telling people about	
		their feelings, etc.) e.g.	

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

 iv. Are all the sentences saying something about the topic? Encourage learners to make 	
I ■ Encourage learners to make	
as many changes as necessary	
to improve their work.	
ASSESSMENT: let learners	
review and revise a draft,	
adding to or taking out ideas	
Thursday Engage learners to D.WRITING CONVENTIONS What ha	ave we learnt
sing songs and recite AND GRAMMAR USAGE today?	
familiar rhymes	
Provide sentences with simple Ask learn	ners to
adjectives for learners to summar	ize the main
identify, e.g. I saw a tall tree. points in	n the lesson
Put learners in groups to use	
the adjectives identified	
ASSESSMENT: let learners	
identify and use adjectives in	
short sentences to describe	
height, length, etc	
Friday Engage learners to E.EXTENSIVE READING What ha	ave we learnt
sing songs and recite Using the Author's chair, today?	
familiar rhymes introduce the reading/library	
time. Ask lear	ners to
Have a variety of age/level- summar	ize the main
appropriate books for learners points in	n the lesson
to make a choice from.	
Introduce narratives,	
expository, procedural texts to	
learners.	
Guide learners to select	
books for readings	
ASSESSMENT: let learners read	
a variety of age and level-	
appropriate books and	
	1

Week Endi	ng		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum P	age
Learning In	dicator(s)	B3.1.3.1.1	
Performan	ce Indicator	Learners can understand a	unit fraction by explaining
		the fraction $\frac{1}{f}$ as the quantit	y obtained by taking 1 part
		when a whole is partition	ed into f equal parts and
		that a fraction $\frac{1}{f}$ is the qu	antity obtained by taking
		parts of the $\frac{1}{f}$ size	
Strand		Number	
Sub strand		Fractions	
Teaching/	Learning Resources	Counters	
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal
Developme Problem Sc	-	Thinking and Problem Solvin	g. Critical Thinking and
DAVE	DUACE 1. CTARTER 40	DUACE 2. MANNI 40441410	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS
	MINS (Preparing The Brain	(New Learning Including Assessment)	(Learner And Teacher)
	For Learning)	~33C3311C11CJ	
Monday	Sing songs like:		Review the lesson with
,		Use several pictorial	Learners
	I'm counting one, what	representations (or card	
	is one	cut outs) to introduce unit	
	1 - One is one alone,	fractions like half, thirds,	
	alone it shall be.	fifths, tenths, etc. and ask	Assessment: have
	2 - Two pair, two pair	learners to identify the	learners to practice with
	come pair let us pair	fractions A, B, C, D, and	more examples
	3 - Turn around	Introduce the fraction	
	4 - Follow me	notation by explaining the	
	5 - Fire	fraction one-half as the	
		quantity obtained by	
		taking 1 part when a	
		whole is partitioned into 2	
		equal parts and is	
		represented by 1 2; ask	
		learners to write symbols for the fractions A, B, C, D,	
l		and E	

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

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

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

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

Week End	ing		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.3.3.1.1	
	nce Indicator	Learners can describe ways	s of claiming one's rights
Strand Sub strand			
		OUR BELIEFS AND VALUES	
		Basic Human Rights	
	Learning Resources	Pictures	
-	-	novation Communication an	
Developm	ent and Leadership Critical	Thinking and Problem Solvin	lg.
DAYC	DUACE 1. CTARTER 40	DUACE 2. MAINI 400 MINIC	
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	(Preparing The Brain	(New Learning Including Assessment)	(Learner And Teacher)
	For Learning)	Assessmenty	
Tuesday	Engage learners to sing	In small groups, learners	What have we learnt
lacoday	songs and recite familiar	talk about how to claim	today?
	rhymes	their rights. The individual	
	,	can claim his/her rights	Ask learners to
		through: joining civic	summarize the main
		clubs, reporting to Social	points in the lesson
		Welfare, reporting to the	
		law courts, reporting to	
		CHRAJ, reporting to the	
		police, embarking on	
		lawful public	
		demonstrations, using	
		negotiation, reporting to	
		relevant institutions, e.g.	
		FIDA	
		ASSESSMENT: let learners	
		describe ways of claiming	
		one's rights	
Thursday	Engage learners to sing	Learners share	What have we learnt
marsuay	songs and recite familiar	experiences of cases they	today?
	rhymes	have experienced or seen	
	,		l

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

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

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

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

Week Endi	ng		
Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Ir	ndicator(s)	B3 2.2.1.2:	
Performan	ce Indicator	Learners can demonstrate	the importance of religious
		festivals	
Strand		Religious Practices and thei	r Moral Implications
Sub strand		Festivals in the Three Major	r Religions
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups, guide learners	What have we learnt
	songs and recite familiar	to discuss the importance	today?
	rhymes	of festivals: to remember	
		key events in the past,	Ask learners to
		reconciliation, renewal of	summarize the main
		faith, thanksgiving, etc.	points in the lesson
		• Let learners draw scenes	
		they saw during the	
		festival they witnessed.	
		ASSESSMENT: let learners	
		mention the importance	
		of religious festivals	

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

	ASSESSMENT: let learners	
	perform own artworks to	
	share creative experiences	

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

Engage leaners to sing		What have we learnt
songs and recite	seen in the classroom and	today?
familiar rhymes	ask learners to point at	
	the items mentioned.	
	 Let learners mention 	Review the lesson with
	and label more items in	learners
	the classroom and in the	
	environment.	
	ASSESSMENT: let learners	
	label items in the	
	classroom and in the	
	environment	
Engage leaners to sing	Mention some items	What have we learnt
songs and recite	seen in the classroom and	today?
familiar rhymes	ask learners to point at	
	the items mentioned.	
	Let learners mention	Review the lesson with
	and label more items in	learners
	the classroom and in the	
	environment.	
	ASSESSMENT: let learners	
	label items in the	
	classroom and in the	
	environment	

TERM TWO BASIC THREE WEEK NINE

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC THREE

Name of School.....

Week Endi	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Indicator(s)		B3.1.7.1.1. B3.2.7.1.1. B3.6.1.1.1	B3.4.9.3.2 B3.5.6.1.1.
Performance Indicator Teaching/ Learning Resources Core Competencies: Creativity and Inr		within information to B. Learners can use se make meaning when C. Learners can pro- punctuation and spe D. Learners can identif E. Learners can read appropriate books a Word cards, sentence cards on a manila card and a class	elf-correction strategies to n reading texts pofread draft to correct elling errors fy qualifying words a variety of age and level- and summarise them s, letter cards, handwriting s library. d Collaboration Personal
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	For Learning) Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE 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).	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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

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

Week Endi	ng			
Class		Three		
Subject		MATHEMATICS		
Reference		Mathematics curriculum P	age	
Learning In	dicator(s)	B3.1.3.1.2		
	ce Indicator	Learners can understand	, explain and demonstrate	
		that fractions can be used to represent parts of a group of objects, point on a line, or distances on a number line [Read and write fractions using words and symbols. (E.g. one-half, two halves, thirds, fifths etc.)		
Strand		Number		
Sub strand		Fractions		
Teaching/	Learning Resources	Counters		
Developme Problem Sc	ent and Leadership Critical	novation Communication and Thinking and Problem Solvin	g. Critical Thinking and	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a group of object is partitioned into two equal parts	Review the lesson with Learners Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask learners to colour given fractions of given groups of object or match fractions to given groups of objects $\operatorname{Crile} \frac{1}{2}$ or $\operatorname{Crile} \frac{1}{4}$ where $\operatorname{Crile} \frac{1}{4}$	Review the lesson with Learners Assessment: have learners to practice with more examples	

Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask learners to cut given fractions from a given (e.g. 12cm long) card, bar or stick	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one	Ask learners to locate the missing fractions on the number line 4	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Ask learners to locate the missing fractions on the number line $\downarrow \qquad \downarrow \qquad$	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi	ng		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.4.1.2.1	
Performan	ce Indicator	Learners can know heat	as a form of energy and
		identify some sources of he	at
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF E	NERGY
Teaching/	Learning Resources	Pictures	
-	-	novation Communication an Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners rub their palms together vigorously for a while and after that touch their cheeks with their palms. • learners describe how they feel in their palms when they touch their cheeks. • Ask learners to come out with other processes that can generate heat. e.g. lighting of fire, charging a laptop, charging a mobile phone, a bulb/light that is switched on for a long time. • Learners talk about heat as a form of energy Assessment: let learners describe heat as a form of energy and identify some sources of heat	

Th	ursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about heat as a form of energy. • Assist learners to mention some sources of heat energy. e.g. the sun, a lighted stove, lighted charcoal	What have we learnt today? Ask learners to summarize the important points of the lesson
			Assessment: let learners mention some sources of heat energy	

Week Endi	ng		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In	dicator(s)	B3.3.4.1. 1.	
Performan	ce Indicator	Learners can describe the y	outhful lives of the leaders
		of the three major religions	in Ghana
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ I	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
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 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	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana	
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	

Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indi	cator(s)	B3.2.4.1.1	
Performance	Indicator	Learners can identify the fo	orts and castles built along
		the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ Lea	arning Resources	Pictures	
Core Compete	encies: Creativity and Inr	novation Communication and	d Collaboration Personal
Development	and Leadership Critical	Thinking and Problem Solvin	lg.
_	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
-	MINS	(New Learning Including	10MINS
	Preparing The Brain	Assessment)	(Learner And Teacher)
	or Learning)		
-	Engage learners to sing	Discuss the use to which	What have we learnt
	ongs and recite familiar	these forts and castles	today?
r	hymes	were put since Ghana	
		gained independence	Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		mention use to which	
		these forts and castles	
		were put since Ghana	
		gained independence	
Thursday E	Engage learners to sing	Discuss the use to which	What have we learnt
-	songs and recite familiar	these forts and castles	today?
	hymes	were put since Ghana	
		gained independence	Ask learners to
		0	summarize the main
		Assessment: let learners	points in the lesson
		mention use to which	
		these forts and castles	
		were put since Ghana	
		gained independence	
Week Endir	ng		
-------------	--------------------------	--------------------------------	-----------------------------
Class	-	Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B3.2.5.2.1	
Performanc		Learners can identify the l	key elements for increasing
		accuracy in rolling a ball and	, 0
Strand		MOVEMENT CONCEPTS, PR	
Sub strand		STRATEGIES	
Teaching/ L	earning Resources	cones	
		novation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
-			-
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners identify elements	What have we learnt
	demarcated area in files	for increasing accuracy in	today?
	while singing and	rolling and throwing as	
	clapping to warm-up the	coordination, agility,	Use answers to
	body for maximal	strength, flexibility, timing,	summarise the lesson.
	performance and to	etc.	
	prevent injuries		

Week Endir	ng		
Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning In	dicator(s)	B3.3.1.1.1	
Performance	ce Indicator	Learners can describe the	youthful lives of the leaders
		of the three major religions	in Ghana.
Strand		Religious Leaders	
Sub strand		The Youthful Life of the Lea	ders of the three Major
		Religions	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Guide learners to talk	What have we learnt
	songs and recite familiar	about the youthful lives of	today?
	rhymes	the religious leaders:	
		- The Lord Jesus Christ -	Ask learners to
		The Holy Prophet	summarize the main
		Muhammad (S.A.W)	points in the lesson
		- A Traditional Religious	
		Leader	
		 In groups, let learners 	
		talk about the occupations	
		of the religious leaders.	
		- The Lord Jesus Christ as	
		a carpenter,	
		- The Holy Prophet	
		Muhammad (S.A.W) as a	
		businessman	
		- A Traditional Religious	
		Leader, e. g. EgyaAhor as a	
		farmer.	
		Assessment: let learners	
		describe the youthful lives	
		of the leaders of the three	
		major religions in Ghana	

Week Endir	ng		
Class	lass Three		
Subject CREATIVE ARTS		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In	dicator(s)	B3 1.4.6.1 B3 2.4.6.1	
Performance	ce Indicator	Learners can agree on guid	lelines for viewing artworks
		and expressing own feeling	s and thoughts about own
		and others' displayed	visual artworks as
		representations of artwor	ks produced or found in
		other African communities	
		-	n guidelines for viewing
		performing artworks and e	
		thoughts about own and	-
		representations of artwor	ks produced or found in
<u>.</u>		other African communities	
Strand		VISUAL ARTS PERFORM	
Sub strand	· -	Appreciating and Appraisin	g
	earning Resources	Pictures	
		ovation Communication and Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
_	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	I agree to the guidelines	today?
	rhymes	for viewing, examining	
		and reporting own	Ask learners to
		feelings and thoughts	summarize the main
		about the displayed visual	points in the lesson
		artworks; 🛛 agree on how	
		to use the guidelines to	
1		to use the guidelines to	
		express own feelings and	
		express own feelings and thoughts about own and	
		express own feelings and	

		Assessment: let learners	
		agree on guidelines for	
		viewing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes		What have we learnt today? Ask learners to summarize the main points in the lesson

Learning In	Learning Indicator (s) (Ref. No.) B3.5.3.1.2 Write present continuous action words		
Learning indicator (s) (Ref. No.)		correctly	
		B3.5.3.1.3 Use present continuous action words in	
		simple sentences.	
Dorforman	ce Indicators		should write present
Periorinan		continuous action w	•
			•
			should use present ords in simple sentences.
			fords in simple sentences.
Week Endir	ıg		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ I	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	 Write present 	What have we learnt
	songs and recite	continuous action words	today?
	familiar rhymes	on flashcards.	
		 Lead learners to say the 	
		words as a group and then	Review the lesson with
		individually.	learners
		 Use the flashcards to 	
		help learners to write	
		present continuous action	
		words in sentences.	
		 Give learners some 	
		action words and let	
		learners write the present	
		continuous forms. E.g.	
		Sitting, walking, jumping	
		and thinking.	
		Accorrent lat lagrage	
		Assessment: let learners	
		write present continuous	
		action words correctly	

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

TERM TWO BASIC THREE WEEK TEN

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC THREE

Name of School.....

Week Endir	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning In	dicator(s)	B3.1.7.1.2 B3.2.7.1.1. E	3.4.9.3.2 B3.5.6.1.1.
		B3.6.1.1.1	
Performanc	ce Indicator	A. Learners can rec	cognise and relate the
		sequence of events	in stories
		B. Learners can use se	elf-correction strategies to
		make meaning whe	n reading texts
			roofread draft to correct
		punctuation and spe	-
		D. Learners can ident	, , , ,
			a variety of age and level-
T 1 / 1			ind summarise them
Teaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting	
<u></u>		on a manila card and a class library.	
-	-		
Developme	int and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAIS	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		(
Monday	Engage learners to sing	Read a narrative text	What have we learnt
	songs and recite familiar	aloud to learners.	today?
	rhymes	• Put learners in groups to	
		identify and talk about the	Ask learners to
		parts of the story (e.g.	summarize the main
		beginning, middle and	points in the lesson
		end).	

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

	1		
		punctuation and spelling	
		errors.	
		 Have learners write a 	
		neat final copy and read it	
		once again to check	
		for errors.	
		Assessment: let learners	
		proofread draft to correct	
		punctuation and spelling	
		errors	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
marsaay	songs and recite familiar	CONVENTIONS AND	today?
	rhymes	GRAMMAR USAGE	toddy.
	ingines.		Ask learners to
		Provide sentences with	summarize the main
		simple adverbs for	points in the lesson
		learners to identify. e.g. i.	
		He walked quickly to the	
		church. ii. She danced	
		beautifully. • Elicit other	
		adverbs and provide	
		practice	
		•	
		Assessment: let learners	
		can identify qualifying	
		words in sentences	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Using the Author's chair,	today?
	rhymes	introduce the	
		reading/library time.	Ask learners to
		Have a variety of	summarize the main
		age/level-appropriate	points in the lesson
		• • • •	points in the 1635011
		books for learners to	
		make a choice from.	
		 Introduce narratives, 	
		expository, procedural	
		texts to learners.	
		Guide learners to select	
		books for readings	
		Assessment: let learners	
		read a variety of age and	
		level-appropriate books	
		and summarise them	

Week Endi	ng			
Class		Three		
Subject MATHEMATICS		MATHEMATICS		
Reference		Mathematics curriculum P	age	
Learning In	dicator(s)	B3.1.3.1.3		
Performan	ce Indicator	Learners can Compare and	d order unit fractions and	
		fractions with like denom	inators by using concrete	
		models, pictorial representa	ations and number line	
Strand		Number		
Sub strand		Fractions		
Teaching/	Learning Resources	Counters		
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g. Critical Thinking and	
Problem So	olving.			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Use pictorial representations to c ompare pairs of fractions. Which is larger, $3/8$ and $\frac{1}{4}$? Arrange from smallest to largest $3/6$, $2/3$, and $5/6$	Review the lesson with Learners Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use pictorial representations to c ompare pairs of fractions. Which is larger, 3/8 and ¼? Arrange from smallest to largest 3/6, 2/3, and 5/6	Review the lesson with Learners Assessment: have learners to practice with more examples	

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

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

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

		1	
Week Endir	ng		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning In	dicator(s)	B3.3.4.1. 1. B3.3.4.1. 2.	
Performance	ce Indicator	Learners can describe the youthful lives of the leaders	
		of the three major religions	in Ghana.
		Learners can identify mora	I lessons of the lives of the
		religious leaders	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	In groups, learners write	What have we learnt
	songs and recite familiar	short paragraphs on the	today?
	rhymes	occupational lives of the	
		religious leaders and	Ask learners to
		present to class for	summarize the main
		discussion	points in the lesson
		Assessment: let learners	
		describe the youthful lives	
		of the leaders of the three	
		major religions in Ghana.	
Thursday	Engage learners to sing	Discuss with learners, the	What have we learnt
	songs and recite familiar	moral lessons of the	today?
	rhymes	youthful lives of the	
		religious leaders: piety,	Ask learners to
		honesty, sacrifice,	summarize the main
		patience, hard work,	points in the lesson

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

Week Endir	ng		
Class		Three	
Subject	ibject HISTORY		
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.4.1.1	
Performance	ce Indicator	Learners can identify the forts and castles built along	
		the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ng.
	T	Γ	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Tuesday	For Learning)	Match these forts and	M/hat have we leavet
Tuesday	Engage learners to sing	Match these forts and	What have we learnt
	songs and recite familiar	castles with where they can be located.	today?
	rhymes		Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		identify the forts and	
		castles built along the	
		coast of Ghana	
Thursday	Engage learners to sing	Match these forts and	What have we learnt
	songs and recite familiar	castles with where they	today?
	rhymes	can be located.	
			Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		identify the forts and	
		castles built along the	
		coast of Ghana	

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

Week Endi	ng		
Class		Three	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning In	arning Indicator(s) B3.3.1.1.1		
-	ce Indicator	Learners can describe the	youthful lives of the leaders
		of the three major religions in Ghana. •	
Strand		Religious Leaders	
Sub strand		The Youthful Life of the Lea	ders of the three Major
		Religions	,
Teaching/	Learning Resources	Pictures	
	-	novation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
•	•	.	-
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
l	For Learning)		
Friday	Engage learners to sing	In groups, let learners talk	What have we learnt
	songs and recite familiar	about the occupations of	today?
	rhymes	the religious leaders The	
		Lord Jesus Christ as a	Ask learners to
		carpenter, - The Holy	summarize the main
		Prophet Muhammad	points in the lesson
		(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	

	ng		
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In	earning Indicator(s) B3 1.4.7.1 B3 2.4.7.1		4.7.1
Performance IndicatorLearners can use the agreed guidelines to decisions on the beauty and usefulness of the displayed visual artworks as representation artworks produced or found in other African communities Learners can use agreed guidelines to make informed decisions about the value and fun own and others' music, dance and drama performances that express own views of period other African communities		d usefulness of the s representations of d in other African uidelines to make he value and functions of nce and drama	
Strand		VISUAL ARTS	
Sub strand Appreciating and Appraising		a	
Jun Juanu		Appreciating and Appraising	Б
Teaching/ Core Comp	-	Pictures ovation Communication and Fhinking and Problem Solvin	d Collaboration Personal
Teaching/ Core Comp	etencies: Creativity and Inn ent and Leadership Critical 1 PHASE 1: STARTER 10	Pictures ovation Communication and Thinking and Problem Solvin PHASE 2: MAIN 40MINS	d Collaboration Personal g. PHASE 3: REFLECTION
Teaching/ Core Comp Developme	etencies: Creativity and Inn ent and Leadership Critical 1	Pictures ovation Communication and Fhinking and Problem Solvin	d Collaboration Personal g.

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

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

Learning Indicator (s) (Ref. No.) 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.	
Performance Indicators • The learner should know an		
comparative words/adjectives in se		
• The learner should demonst		
knowledge of the use of adverbs	luce	
The learner should recognise	e adverbs	
from a group of words.		
Week Ending		
Reference Ghanaian Language curriculum		
Subject GHANAIAN LANGUAGE		
Teaching/ Learning ResourcesManila cards, markers, recorded audios visit	ual	
Core Competencies: Communication and collaboration Personal development and	leadership	
DAYS PHASE 1: STARTER 10 PHASE 2: MAIN 40MINS PHASE 3: REFL	ECTION	
MINS (New Learning Including 10MINS		
(Preparing The Brain Assessment) (Learner And T	eacher)	
For Learning)		
Engage leaners to sing • Let learners say the What have we	learnt	
songs and recite names of the days of the today?		
familiar rhymes week.		
Use simple adjectives to		
form simple sentences Review the les	son with	
and lead learners to read. learners		
Underline the adjectives		
and discuss the adjectives		
with learners.		
Help learners to		
understand and use		
adjectives to form simple		
sentences. E.g. Kofi is		
taller than Yaw. Ama is		
smaller than Adwoa.		
Assessment: let learners		

		words/adjectives in	
		sentences	
	Engage leaners to sing	 Revise the lesson on 	What have we learnt
	songs and recite	command and response	today?
	familiar rhymes	with learners.	
		 Write some action 	
		words on a card and lead	Review the lesson with
		learners to say the words	learners
		aloud.	
		• Discuss the action words	
		with learners.	
		 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.	
		Assessment: let learners	
		use of adverbs to form	
		sentences	
	Engage leaners to sing	 Let learners mention 	What have we learnt
	songs and recite	some action words they	today?
	familiar rhymes	know.	
		 Write simple sentences 	
		with adverbs on the	Review the lesson with
		board/ card.	learners
		 Lead learners to read 	
		the sentences.	
		 Help learners to 	
		recognise adverbs from a	
		group of words.	
		• Put learners in groups to	
		write about four adverbs	
		and form sentences with	
		them.	
1			

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

TERM TWO BASIC THREE WEEK ELEVEN

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC THREE

Name of School.....

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

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

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

Week Endir	ng						
Class			Three				
Subject			MATHEMATICS				
Reference	Reference		thematics cu	urriculum	n Page		
Learning Ind	dicator(s)	B3.:	1.4.1.1				
Performanc	e Indicator	Lea	rners can u	use differ	ent denom	ninations of money (1,2,	
				edis note	es an pese	was coins) to buy and	
		give	change				
Strand		Nur	nber				
Sub strand		Frac	ctions				
Teaching/ L	earning Resources	Cou	nters				
-	etencies: Creativity and						
Developme	nt and Leadership Critic	al Thi	nking and P	roblem S	olving. Cri	tical Thinking and	
Problem So	lving.						
DAYS	PHASE 1: STARTER		SE 2: MAIN			PHASE 3: REFLECTION	
	10		w Learning	Including		10MINS	
	MINS	Ass	essment)			(Learner And Teacher)	
	(Preparing The Brain						
Manday	For Learning)	6.0				Review the lesson	
Monday	Sing songs like:		lve word pro		-		
	I'm counting one	money including 1,2, 5, 10 and 20 cedi denominations and giving				with Learners	
	I'm counting one, what is one	cha					
	1 - One is one alone,		0-				
	alone it shall be.	Display a chart with items and				Assessment: have	
	2 - Two pair, two	their prices as in the example				learners to practice	
	pair come pair let us	belo	w			with more examples	
				, etc		with more examples	
	pair 3 - Turn around	-	He 10 henk		>		
	4 - Follow me	M	pencils	GH(:25			
	5 - Fire	Coca Col					
	5-1110	(//)	GHU1	Ideal Nille GH¢2			
			learners to	• •			
		complete the table (based on					
		items and their prices in the					
		picture and find the change to					
		receive in each case					
			Shopping	Items	Change		
			money	to buy	to		
					receive		

		1.	GH¢100	3 shirts		
		2.	GH¢50	4 books		
		3.	GH¢5	8 pencils		
		4.	GH¢10	4 bottles coca cola		
Tuesday	Sing songs like: I'm counting one, what is one	mor	lve word pr ney includin cedi denom nge	ng 1,2, 5,	10 and	Review the lesson with Learners
	 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us 	-	blay a chart r prices as i bw			Assessment: have learners to practice with more examples
	pair	6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	hein pencis sop	SFILZS	•	
		com iten pict	learners to pplete the tans and their ure and find eive in each	able (base prices in d the cha	ed on the	
			Shopping money	ltems to buy	Change to receive	
		1.	GH¢100	3 shirts		
		2.	GH¢50	4 books		

		3.	GH¢5	8 pencils		
		4.	GH¢10	4 bottles coca cola		
Wednesday	Sing songs like: I'm counting one, what is one	the	I how many notes ¢1, ¢ be used to	2 ¢5, ¢10) and ¢20	Review the lesson with Learners
	1 - One is one alone, alone it shall be.	the	d how man notes ¢5, ¢ d to make ¢	10 and ¢2	•	Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one	invo	2. Solve w olving mone 20, 50 cedi	ey includii	ng 1,2, 5,	Review the lesson with Learners
	1 - One is one alone, alone it shall be.					Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one	invo	2. Solve w olving mone 20, 50 cedi	ey includii	ng 1,2, 5,	Review the lesson with Learners
	 1 - One is one alone, alone it shall be. 2 - Two pair, two pair 					Assessment: have learners to practice with more examples

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

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

Week Endi	ng				
Class		Three			
Subject		OUR WORLD OUR PEOPLE			
Reference		Our World Our People cur	riculum Page		
Learning In	dicator(s)	B3.3.4.1. 2.			
Performan	ce Indicator	Learners can identify mora	l lessons of the lives of the		
		religious leaders			
Strand		OUR BELIEFS AND VALUES			
Sub strand		Being a Leader			
Teaching/ L	earning Resources	Pictures			
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal		
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including	10MINS		
	(Preparing The Brain	Assessment)	(Learner And Teacher)		
	For Learning)				
Tuesday	Engage learners to sing	Learners talk about how	What have we learnt		
	songs and recite familiar	they can apply the moral	today?		
	rhymes	lessons they learnt from			
		the lives of the religious	Ask learners to		
		leaders in their daily lives	summarize the main		
			points in the lesson		
		Assessment: let learners			
		identify moral lessons of			
		the lives of the religious			
		leaders			
Thursday	Engage learners to sing	Learners role play the	What have we learnt		
	songs and recite familiar	moral lives of the religious	today?		
	rhymes	leaders.			
			Ask learners to		
			summarize the main		
		Assessment: let learners	points in the lesson		
		identify moral lessons of			
		the lives of the religious			
		leaders			

Week Endir	ng					
Class	-	Three				
Subject		HISTORY				
Reference		History curriculum Page				
Learning In	dicator(s)	B3.2.4.1.1				
Performanc		Learners can identify the f	orts and castles built along			
		the coast of Ghana				
Strand		My Country Ghana				
Sub strand		Major Historical Locations				
Teaching/ L	earning Resources	Pictures				
-	-	novation Communication an Thinking and Problem Solvir				
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS	(New Learning Including	10MINS			
	(Preparing The Brain	Assessment)	(Learner And Teacher)			
	For Learning)					
Tuesday	Engage learners to sing	Match these forts and	What have we learnt			
	songs and recite familiar	castles with where they	today?			
	rhymes	can be located.				
			Ask learners to			
			summarize the main			
		Assessment: let learners	points in the lesson			
		identify the forts and				
		castles built along the				
		coast of Ghana				
Thursday	Engage learners to sing	Match these forts and	What have we learnt			
	songs and recite familiar	castles with where they	today?			
	rhymes	can be located.				
			Ask learners to			
		Visit any of these facilities	summarize the main			
		to model any fort and	points in the lesson			
		castle				
		Assessment: let learners				
		identify the forts and				
		castles built along the				
		coast of Ghana				
	1					
Week Endir	าย					
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Class		Three				
Subject		PHYSICAL EDUCATION				
Reference		PE curriculum Page				
Learning In	dicator(s)	B3.3.1.3.1				
Performanc		Learners can dance for 10	Learners can dance for 10 minutes with music			
Strand		PHYSICAL FITNESS				
Sub strand		AEROBIC CAPACITY				
Teaching/ L	earning Resources	cones				
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal			
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS	(New Learning Including	10MINS			
	(Preparing The Brain	Assessment)	(Learner And Teacher)			
	For Learning)					
Friday	Learners jog round a	Learners perform a 10	What have we learnt			
	demarcated area in files	minute dance with music	today?			
	while singing and	at their own pace for				
	clapping to warm-up the	recreation and	Use answers to			
	body for maximal	improvement of their	summarise the lesson.			
	performance and to	physical fitness				
	prevent injuries					

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

Week Ending	φ		
-		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ind	licator(c)	B3 2.3.4.1	
Performance			nlaw of own porforming
Periormance		Learners can plan a dis	
		artworks to share creative	•
		that reflect the history and culture of people in other African communities	
Strand		PERFORMING ARTS	
Sub strand			
		Displaying and Sharing	
	earning Resources	Pictures	
-	-	ovation Communication and	
Developmer	it and Leadership Critical	Thinking and Problem Solvin	g.
DAVC			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday		Learners are to:	What have we learnt
wonday	Engage learners to sing	☑ watch a short video or	
	songs and recite familiar rhymes		today?
	mymes	live performances that reflect the history and	Ask learners to
		culture of other African	summarize the main
		communities;	points in the lesson
		I discuss the need for	
		performing compositions	
		of own music, dance,	
		drama, etc.;	
		Assessment: let learners	
		mention the need for	
		performing artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	plan a display of own	today?
	rhymes	music, dance and drama	
		compositions to share	Ask learners to
		ideas, educate and inform	summarize the main
		the public on the history	points in the lesson

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

La anna tha an Luc	diantay (a) (Daf Na)		
Learning Indicator (s) (Ref. No.)		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.	
Performance Indicators			should recognise
		postpositions in sen	
			should explore the use of
		sentences.	as above and below in
Week Endir	ng	Sentences.	
Reference	<u> </u>	Ghanaian Language currici	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
	-	nd collaboration Personal de	
-			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	 Let learners mention 	What have we learnt
	songs and recite	names of objects in the	today?
	familiar rhymes	classroom and the	
		environment.	
		Use postposition to form	Review the lesson with
		simple sentences on a	learners
		card.	
		 Lead learners to read 	
		the sentences aloud.	
		 Let learners read the 	
		sentences in turns.	
		 Encourage learners to 	
		recognise postpositions in	
		sentences.	
		 Let learners write the 	
		postpositions in their	
		books.	
		Assessment: let learners	
		identify postpositions in	
		sentences	

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

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

TERM TWO BASIC THREE WEEK TWELVE

WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC THREE

Name of School.....

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

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

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

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

Week Endin	g		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum P	age
Learning Ind	dicator(s)	B3.2.1.1.1	
Performanc	e Indicator	Learners can demonstra	te an understanding of
		increasing and decreasing p	, 0
		next two or three terms and identifying errors or	
		missing elements	
Strand		ALGEBRA	
Sub strand		Patterns and Relationship	
Teaching/ L	earning Resources	Counters	
-	•	novation Communication and	
-	•	Thinking and Problem Solvin	g. Critical Thinking and
Problem Sol	ving.		
	1	1	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Identify the pattern rule	Review the lesson with
		used to create more	Learners
	I'm counting one, what	complex increasing or decreasing pattern and	
	is one	extend the pattern for the	
	1 - One is one alone,	next 2 or 3 terms	
	alone it shall be.	e.g.	Assessment: have
	2 - Two pair, two pair	- 3, 6, 9, 12, 15 the rule	learners to practice with
	come pair let us pair	is "add 3 or take 3 steps	more examples
	3 - Turn around	forward or - 30, 27, 24,	
	4 - Follow me	21, 18 the rule is take 3	
	5 - Fire	steps backwards or	
		subtract 3)	
Tuesday	Sing songs like:	Create a pattern for a	Review the lesson with
		given pattern rule (e.g.,	Learners
	I'm counting one, what	create a pattern for the	
	is one	rule "add 10")	
	1 - One is one alone,		Assessment: have
	alone it shall be.		learners to practice with
			more examples

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

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

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

Week Endir	ng		
Class		Three	
Subject O		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Ind	dicator(s)	B3.3.4.1. 2.	
Performanc	e Indicator	Learners can identify mora	I lessons of the lives of the
		religious leaders	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about how	What have we learnt
	songs and recite familiar	they can apply the moral	today?
	rhymes	lessons they learnt from	
		the lives of the religious	Ask learners to
		leaders in their daily lives	summarize the main
			points in the lesson
		Assessment: let learners	
		identify moral lessons of	
		the lives of the religious leaders	
		leaders	
Thursday	Engage learners to sing	Learners role play the	What have we learnt
	songs and recite familiar	moral lives of the religious	today?
	rhymes	leaders.	
	,		Ask learners to
		Assessment: let learners	summarize the main
		identify moral lessons of	points in the lesson
		-	·
		the lives of the religious	

Week Endi	ng		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B3.2.4.1.1	
Performan	ce Indicator	Learners can identify the f	orts and castles built along
		the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/	Learning Resources	Pictures	
-	-	novation Communication an Thinking and Problem Solvir	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary/ slides on forts and castles in Ghana.	What have we learnt today? Ask learners to summarize the main
		Assessment: let learners identify the forts and castles built along the coast of Ghana	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.	What have we learnt today? Ask learners to summarize the main
		Assessment: let learners identify the forts and castles built along the coast of Ghana	points in the lesson

Week Endi	ng		
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Ir	ndicator(s)	B3.3.2.3.1	
	ce Indicator	Learners can perform continuous step ups.	
Strand		PHYSICAL FITNESS	
Sub strand		STRENGTH,	
Teaching/	Learning Resources	cones	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	After warm ups learners	What have we learnt
	demarcated area in files	perform continuous step	today?
	while singing and	ups using stable platforms	
	clapping to warm-up the	like block, bag of sand,	Use answers to
	body for maximal	etc. to test muscular	summarise the lesson.
	performance and to	strength in the legs. Put	
	prevent injuries	learners in pairs to count	
		and record as the other	
		performs	

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

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

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

Learning Indicator (s) (Ref. No.)		B3.6.2.1.1 Read short stories aloud correctly	
Performa	nce Indicators	The learner should read short stories aloud correctly	
Week Ending Reference Subject			
		Ghanaian Language curricu	ulum
		GHANAIAN LANGUAGE	
Teaching	/ Learning Resources	Manila cards, markers, reco	orded audios visual
Core Com	petencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	• Sing a popular song with	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes	 Read a short story aloud 	
		and correctly to learners.	
		 Discuss the story with 	Review the lesson with
		learners and read the	learners
		story again.	
		 Call them out one by 	
		one to read short stories	
		aloud correctly.	
		 Call learners to read a 	
		sentence each from the	
		story.	
		Assessment: let learners	
		read short stories aloud	
		correctly	
	Engage leaners to sing	 Sing a popular song with 	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes	 Read a short story aloud 	
		and correctly to learners.	
		 Discuss the story with 	Review the lesson with
		learners and read the	learners
		story again.	

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